



PS 217

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

- **SCHOOL: 22K217**
ADDRESS: 1100 NEWKIRK AVE.
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 217 **SCHOOL NAME:** Dist 22 Magnet School of International Arts and Letters

SCHOOL ADDRESS: 1100 Newkirk Ave.

SCHOOL TELEPHONE: 718-434-6960 **FAX:** 718-434-8170

SCHOOL CONTACT PERSON: Jonathan Leal **EMAIL ADDRESS:** JLeal@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Roseann Ricardelli

PRINCIPAL: Franca Conti

UFT CHAPTER LEADER: Margaret Small

PARENTS' ASSOCIATION PRESIDENT: Farah Affreedi

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** Section 6

NETWORK LEADER: Julia Bove

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Franca Conti	*Principal or Designee	
Margaret Small	*UFT Chapter Chairperson or Designee	
Farah Affreedi	*PA/PTA President or Designated Co-President	
Vera Isakova	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Alice Cocolicchio	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Roseann Riccardelli	Member/SLT Chairperson	
Jonathan Leal	Member/Assistant Principal	
V. Richmond	Member/Parent	
John Webber	Member/Parent	
M. Septimus	Member/Parent	

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school’s community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school’s vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative

description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS 217, The Colonel Davis Marcus School, is a large, barrier-free, multi-cultural, Title I-School-Wide Programs school. Located in the North Flatbush section of Brooklyn, it serves approximately 1300 students in grades Pre-K through 5. All grades are housed in a “historically significant” school building. The entire building is completely modernized and barrier-free.

The vision for our school is to provide the highest quality education for every student. We are committed to integrating the collaborative efforts of the entire school and community to guarantee excellence in achievement. English language learners, special needs children as well as high achieving students will all excel in a stimulating and challenging learning environment. It is our goal to develop all of our students into responsible and capable citizens.

Several exceptional programs are in operation in our school. We have been awarded a Magnet grant in the Arts. This has energized our Arts program and enabled us to scaffold all curricula areas. We work collaboratively with community-based organizations such as Flatbush Development Corporation, which provides an after school homework help and recreation program for our children. Our Magnet Masters program incorporates technology and Art afterschool and during club hours in the production of multidisciplinary presentations. Magnet also provides residencies with the Brooklyn Conservatory and BAC. An open access library enables the librarian and classroom teachers to collaborate and provide independent reading and research opportunities, which enable students to reach State standards.

Our school utilizes cutting edge technology to broaden the horizons of our students. There are computer workstations in every classroom in addition to traveling laptop stations. This enables a wider range of students to immerse in the Web and increase their computer skills. In 2009-10 we have installed Smart Boards in classrooms across the grades. Each floor has access to a portable smart board for use by cluster teachers and staff developers.

PS 217 continues to employ assessment data to inform and refine curriculum and staff development. Data from the Primary Literacy Assessment, Fountas and Pinell assessments, predictive assessments, the ITA and NYSESLAT form the data driven foundation that supports the sequence of instruction. Ongoing informal and formal assessments provide administration and pedagogues with a current picture of learning trends and strengths and weaknesses of our student body and of our methodology.

Our greatest resource continues to be our diverse student body. Our multi-ethnic, multi lingual students from various places such as: Pakistan, Bangladesh, China, Haiti, Mexico, Russia, and Tibet arrive eager to explore, learn and participate fully in the educational benefits provided by PS 217. P.S. 217 has a free-standing ESL program consisting of push-in ESL teachers, who provide classroom based instruction across the grades. In order to maximize interaction with fluent speakers, children in Grades K-5 are programmed into “Language Enrichment Team Teaching” classes” and receive instruction from nine licensed, certified ESL teachers. Utilizing strategies based on the Inclusion model, ESL teachers push in to the class and support the ELLs in their classroom environment. We also provide one self contained ESL Kindergarten class.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank

format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 217 Colonel David Marcus School							
District:		22	DBN:		22K217	School BEDS Code:		332200010217	
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		70	70	72			94.3	94.8	TBD
Kindergarten		182	191	191					
Grade 1		184	217	207					
Grade 2		186	205	214					
Grade 3		184	188	202					
Grade 4		204	185	197					
Grade 5		169	215	193					
Grade 6		0	0	0					
Grade 7		0	0	0					
Grade 8		0	0	0					
Grade 9		0	0	0					
Grade 10		0	0	0					
Grade 11		0	0	0					
Grade 12		0	0	0					
Ungraded		10	6	9					
Total		1189	1277	1285					
					Student Stability - % of Enrollment:				
					<i>(As of June 30)</i>		2007-08	2008-09	2009-10
							91.1	90.7	TBD
					Poverty Rate - % of Enrollment:				
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							78.0	78.0	89.1
					Students in Temporary Housing - Total Number:				
					<i>(As of June 30)</i>		2007-08	2008-09	2009-10
							0	3	TBD
					Recent Immigrants - Total Number:				
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							4	24	52
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		21	32	25	Principal Suspensions		0	10	TBD
# in Collaborative Team Teaching (CTT) Classes		69	71	84	Superintendent Suspensions		1	11	TBD
Number all others		68	87	71					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					CTE Program Participants		0	0	0
					Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
# in Transitional Bilingual Classes		0	0	0	Number of Teachers		92	101	TBD
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		307	324	298					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
# ELLs with IEPs	0	3	53	Number of Administrators and Other Professionals	26	29	TBD	
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	13	16	TBD	
Overage Students (# entering students overage for grade)				Teacher Qualifications:				
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10	
	0	0	TBD	% fully licensed & permanently assigned to this school	98.9	98.0	TBD	
				% more than 2 years teaching in this school	71.7	67.3	TBD	
				% more than 5 years teaching anywhere	52.2	49.5	TBD	
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher				
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	86.0	82.0	TBD	
American Indian or Alaska Native	0.2	0.0	0.2		95.4	99.3	TBD	
Black or African American	16.2	14.7	13.2					
Hispanic or Latino	23.0	21.7	21.3					
Asian or Native Hawaiian/Other Pacific Isl.	48.8	51.3	51.2					
White	11.7	11.4	12.5					
Male	50.3	51.4	51.8					
Female	49.7	48.6	48.2					
2009-10 TITLE I STATUS								
√	Title I Schoolwide Program (SWP)							
	Title I Targeted Assistance							
	Non-Title I							
Years the School Received	Title I Part A Funding:			2006-07	2007-08	2008-09	2009-10	
				√	√	√	√	
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY								
SURR School (Yes/No)	If yes, area(s) of SURR identification:							
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:								
	Phase			Category				
	In Good Standing (IGS)			√	Basic	Focused	Comprehensive	
	Improvement Year 1							
	Improvement Year 2							
	Corrective Action (CA) – Year 1							
	Corrective Action (CA) – Year 2							
	Restructuring Year 1							
	Restructuring Year 2							
	Restructuring Advanced							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial	-	-					
Students with Disabilities	√	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	90.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	10.8			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	47.5						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	12						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

CEP 2010-2011

(Lower House K-2)

As part of our DY0 plan we are continuing to implement the *Primary Literacy Assessment (PLA)*, which combines the strands most needed for our students from both Fountas & Pinnell and ECLAS. The PLA has proven to be an effective tool in planning instruction based on the specific behaviors related to early literacy, phonemic awareness, phonics and spelling. Over the summer PS 217 aligned the National Standards with the PLA and our curriculum maps.

In addition, the *Fountas & Pinnell Literacy Benchmark System I* continues to provide the necessary feedback for teachers to provide instruction in Balanced Literacy in the areas most in need by students. *The Continuum for Literacy Learning* guide for teachers also provided a way to look at specific evidence of learning in the terms comprehension (within, beyond and about the text) and writing.

PS 217 will continue to utilize the *Student Growth Monitor (SGM)*, an automated system for disaggregating data which transfers F & P levels from the data base to various reports for further analysis. The longitudinal data will provide a picture of each child's growth in the critical areas of early literacy acquisition. At PS 217 we recognize the need to follow the achievement of individuals and groups over time. Periodic collection of literacy tracking sheets provided another means for monitoring students' progress, which enabled PS 217 to offer academic intervention services. Grade level writing rubrics also track and show the progress of individual students against the National writing standards. Writing portfolios will also continue to provide a longitudinal measure of student

growth. These portfolios will include data in writing and they will contain ongoing samples of student work, and teacher and student observations about achievements, growth, needs and goals.

PS 217 will continue to employ inquiry groups based on the results from the PLA. Early childhood teachers worked closely with a target group of students to raise the level of their sight word recognition or spelling skills. Discussions were documented regularly and the outcomes were updated in ARIS

The results from the *Primary Literacy Assessment* were disaggregated by the school for individual students, for each early childhood class and then by grade. The data analysis was conducted on site which affords teachers and administrators with access to performance results both in the fall and spring. After each class and grade analysis feedback was provided for teachers in the form of individual articulations. The articulations included the percentage of students on or above grade level (F & P), percentage of students mastering various strands on the PLA, and quarterly math results.

The on- going professional development offered opportunities for teachers to collaborate, reflect and plan next steps for differentiation to target weaknesses. Professional literature such as *Strategies that Work* by Stephanie Harvey and Ann Goudvis, and *The Continuum of Literacy Learning* by Irene Fountas & Gay Su Pinnell, were a major resource utilized by our learning community. Professionally researched and developed genre and writing units of study provided teachers with enhanced guidance for their practice in the areas of word study, writing and comprehension.

After careful reflection of assessment results, PS 217 noted the following areas which need continued support:

- Across K-2 - grammar usage in conjunction with writer's workshop
- Across K-2 – strategies to deepen comprehension, emphasis on listening and speaking
- Kindergarten students – phonological awareness
- Grade 1- high frequency words (*English Language Learners*)
- Grade 2 – spelling

PS 217 is addressing the above stated needs through professional development in explicit grammar instruction which will be incorporated into writer's workshop. Genre specific writing rubrics are utilized as a tool to focus conferences, set goals, and provide strategic instruction. In addition, *Awards*, a software program used primarily for our English Language Learners will be expanded to all kindergarten and grade one students in phonemic awareness. Collaboration between ESL providers and classroom teachers will facilitate this initiative. The pacing and content of spelling and vocabulary instruction will be reviewed and delineated on the curriculum map in conjunction with Common Core National Standards. PS 217 aligns with the National Standards as a guide for moving our instruction toward a more integrated approach for literacy, social studies and science.

One of our accomplishments was evident in the knowledge our students have gained from an emphasis on a variety of in depth studies around various genres both in literacy and writing. Our teachers have been trained in instructional practices to support comprehension and writing through a wider variety of genres. Our students have demonstrated an enthusiasm for learning which led to publishing non-fiction big books. The students in the lower house submitted monthly responses to literature that aligned with the genre study focusing on synthesizing information and producing a writing project. Writer's workshop was enhanced to include additional professional development and teacher resource packets. The students wrote frequently and submitted their writing for review according to grade level standards. Both teachers and administration witnessed improvements in writing across the K-2 grades.

Another accomplishment was the outreach and ongoing support for parents through our yearly parent workshop series on literacy and math. Attendance records indicate a participation rate of over 50 parents for each workshop.

Our greatest challenge has been in scheduling professional development without interrupting instruction. The Chancellor’s Option to provide professional development during a period of extended day will facilitate additional professional development.

(Upper House 3, 4, 5)

Our Social Studies, ELA and Math test results are as follows:

- Social Studies 2009-2010 Test results indicate 95% in level 3 and 4- a 2% increase from 2008-2009
- ELA 2009 Test Results -77.5% (Level 3 and 4) a 10% increase from the 2008 Test Results
- ELA 2010 Test Results -55.2% (Level 3 and 4) a 22.3 decrease from 2009 Test Results
- Math 2009 Test Results- 94.6% (Level 3 and 4) - an 4.0% increase from the 2008 Test Results;
- Math 2010 Test Results- 39.7% (Level 3 and 4) – a 54.9% decrease from 2009 Test results

Although they appear to be precipitous drops in the number of students achieving level 3 and 4 in literacy and math , other formative assessments (Fountas and Pinell, math chapter tests, ongoing tracked assessments) support the efficacy of our practice. The results of these summative assessments do correspond with citywide decreases in similar schools. Mayor Bloomberg states, ” Parents, teachers and principals should understand that these numbers do not mean our students are performing any worse than they were last year; it just means that there is a new, tougher benchmark for measuring our successes.”

Students with Disabilities and our English Limited Proficient students have achieved the following performance levels.

Levels	4	3	2	1	Total Number of Levels 3 % 4	Total Numbers of Students Tested
2009-ELA SWD	1 1.1%	35 38.5%	48 52.7%	7 7.7%	36 39.6%	91
2010-ELA SWD	1 1.2 %	9 10.5%	51 59.3%	25 29.1%	10 11.6%	86

2009 ELA LEP	0 0%	41 47.7%	39 45.3%	6 7.0%	41 47.7%	122
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2010 ELA LEP	2 2.2%	16 17.8%	47 52.2%	25 27.8%	18 20%	90
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ELA results for SWD and LEP students indicate similar declines compared to the school's overall performance. These reflect citywide drops in these indicators and are anomalous with the incremental improvement demonstrated over the last five years. Formative assessments and portfolio collections indicative incremental improvement for these students.

Levels	4	3	2	1	Total Number of Levels 3 & 4	Total Number of Students Tested
2009-Math Special Ed	18 19%	37 62%	22 16%	11 2%	46 58.2%	122
2010 SWD	6 6.8%	29 33%	37 42%	16 18.2%	35 39.8%	88

2009-Math LEP	18 15%	85 70%	13 11%	4 4%	103 85%	122
2010 LEP	9 7.8%	37 31.9%	44 37.9%	26 22.4%	46 39.7%	116

Our greatest accomplishments, in the last few years, has been the placement of LEP students from self-contained ESL classrooms to general classrooms where our LEP students have the opportunity to learn from other children, to be exposed to ELA performance standards with clearer and higher expectations and to have their ESL teachers push-in to their classrooms. Our immersive philosophy also results in a high rate of SWD students mainstreamed and moved into less restrictive environs

P.S. 217 received a federally-funded three year Magnet Grant in 2007-2008. This program is designed to integrate four art strands into every aspect of the school's curriculum. This year, the school provides every class with visual arts, music, theater and writing through school-based cluster teachers and resource specialists rotating on 12-week cycles. Enhanced collaborations with the Brooklyn Conservatory of Music, NYC Opera, Brooklyn Historical Society, Brooklyn Arts Council, Barge Music, and My-Own-Book and Magnet clubs and after-school programs further expand art immersion. ELL students and Special Education students are included in all activities provided by the Magnet Grant. Art provides a scaffold over the academic challenges of these groups and enriches and reinforces their learning experiences.

Our greatest challenges occur in the 3rd grade. This grade contains first time test takers, a high percentage of which are ELL students. To address their needs we plan to employ a supplementary push in ELL teacher. This program works in concert with the teacher to align and scaffold instruction and further differentiate instruction. Our PPT committee reviews a large selection of students in an effort to provide pre screening for related services and to connect special services and evaluations for those in need.

During the course of the 2008-2009 school year, the school implemented an extensive computer technology program with the addition of 35 laptop computers placed on transportable computer carts. With this equipment, the computer teachers bring these transportable computer labs into the classrooms eliminating the traveling time of students to the computer lab classroom. Our school community continues to profit from the application of this technology. This program was made possible by a \$260,000 grant from the New York City Council. The Ell incentive grant received in 2008-09 allowed the purchase of the tech based Award Reading Program and Imagine Learning. These programs continue to support our Ells. The school's staff is expecting that the implementation of the above programs should make significant and substantive changes in the student body's achievement levels.

In 2010-11 we have expanded the installation of Smart Boards across the grades. Each floor has access to a portable smart board for use by cluster teachers, staff developers, etc. Ongoing training in their use has made them a common feature of daily instruction.

In the past PS 217's SWD and LEP students were identified as NCLB subgroups in need of improvement. Our increased focus on these groups by the Inquiry Team, PPT committee, and the raised awareness of the faculty resulted in earlier identification and application of interventions. Many students receive a multiplicity of services, increased one to one instruction, and coordinated remediation by both our AIS team and special service providers.

In 2009-10 we were designated a school in good standing.

PS 217 maintains an attendance rate of 95%. Our Inquiry Team reveals a high correlation between student attendance and student achievement. Coordinated outreach efforts by teachers, attendance staff and district personnel target individual students in an attempt to improve attendance. Our demographic includes a high percentage of families that return to their native countries for extended periods of time. Our partnerships with community organizations, attendance outreach workers, and adherence to Chancellors Regulations in regards to attendance and promotion, all serve to discourage this practice.

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SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

GOAL 1: By June 2011 there will be a 2% increase in the number of all students, including LEP and SWD students who perform at Levels 3 and 4 as measured in the ELA State Test, Acuity periodic assessments, Fountas and Pinnell Benchmark Assessments.

The ELA goal was defined to target our LEP and SWD populations, our 2 groups who did not meet AYP in 07-08. Although these groups achieved AYP in 08-09 they continue to merit attention. Furthermore, it captures the assessment information provided by the Fountas and Pinnell Assessment System.

GOAL 2 By June 2011 there will be a 2% improvement in the number of all students, including LEP and SWD students, performing on Levels 3 and 4 in math skills and problem solving abilities as measured by the New York State Mathematics Test.

The Math statement defines our goal of consistent incremental achievement in Math performance.

GOAL 3: By June 2011 all 4th grade students, including LEP and SWD students will improve performance by 1% on the NYS Science Test.

The Science goal defines our goal of consistent incremental achievement in Science performance

GOAL 4: By June 2011 25% of ELL will improve by one level in the NYSESLAT.

Our goal defines the desired achievement level of all our students at various stages of English language acquisition.

GOAL 5: By June 2011 there will be a 2% increase in the number of SWD students in Grades 3, 4 and 5 who perform at Levels 2 and 3 as measured in the ELA State Test, Acuity periodic assessments, Fountas and Pinnell Benchmark Assessments.

Our goal specifies the increases in performance by SWD students anticipated in grades 3, 4 and 5.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): _____

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 1: By June 2011 there will be a 2% increase in the number of all students, including LEP and SWD students who perform at Levels 3 and 4 as measured in the ELA State Test, Acuity periodic assessments, Fountas and Pinnell Benchmark Assessments.</p> <p>The ELA goal was defined to target our LEP and SWD populations, our 2 groups who did not meet AYP in 07-08. Although these groups achieved AYP in 08-09 they continue to merit attention. Furthermore, it captures the assessment information provided by the Fountas and Pinnell Assessment System.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Responsible staff includes : Classroom teachers, Special Education teachers, ESL teachers, teachers/paraprofessionals, Balanced Literacy Staff Developers ,Librarian, Technology Staff Developer • Careful revision of the 217 Literacy Curriculum Map provides all children sequential and systematic literacy instruction across the grades. <ul style="list-style-type: none"> • Using Balanced Literacy approach along with the <i>Fountas & Pinnell Benchmark Assessment System</i> (including a phonics program) teachers will develop a variety of strategies for identifying new words, increasing vocabulary, and increasing reading comprehension. • Strategy based instruction is supported through the Making Meaning program, Testing Fundamentals, and the Comprehension Toolkit. • Students will engage in writer’s workshop on a daily basis. • Students will use listening centers to develop and improve listening and aural

	<p>comprehension skills.</p> <ul style="list-style-type: none"> • Students will study a variety of genres (poetry, fiction, non-fiction, biography, etc.) and will be able to identify the specific elements unique to each genre. • Students will use the library to build competence in the skills of inquiry and research, responding to a variety of texts and non-print media. • Students will read a minimum of 25 grade-appropriate books. Levelled Classroom libraries will be used to encourage children to read independently. • Purchasing of appropriate materials for Balanced Literacy and an ever expanding literacy room will encourage teachers to match class/individual needs with materials • Regularly scheduled collaborative conferences with service providers (i.e. clusters, funded personnel). • AIS providers, SETSS to assist children performing below grade level. • Students will be exposed to grade level appropriate activities and projects incorporating technology (example web quests). • Family Literacy Activities will be ongoing throughout the year in order to build home/school connections.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Resources:</u> Classroom teachers, Special Education teachers, ESL teachers, teachers/paraprofessionals, Balanced Literacy Staff Developers, , Librarian, Technology Staff Developer, Parents</p> <p><u>Sources:</u> Tax levy(classroom teachers), Title I-SWP(reduced class size teachers, 25% administrators), Fair Student Funding (secretaries, 50% administrators, cluster teachers, 50% health coordinator) Title III(f status AIS), Contract for Excellence (health coordinator, ell staff developer., test coordinator.), Magnet Grant,(magnet coordinator, art and writing specialist)Title 1 ARRA SWP (25% administrators, classroom teachers)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Time line: Sept-Oct .5%improvement; Nov.-Jan 1% improvement; Feb-April .5% improvement; May- June 1% improvement as measured by the ELA State Test, Acuity periodic assessments, Fountas and Pinnell Benchmark Assessments, teacher observation, portfolio assessment</p> <ul style="list-style-type: none"> • NYS standardized tests for grades 3,4 & 5 • Fountas and Pinell Benchmark Assessment System • Interim Assessments • Classroom performance • Teacher-produced exams

	<ul style="list-style-type: none"> • Teacher evaluation • Collection of student work (portfolio assessment) (4 times annually) • For Special Education students: IEP reviewed and updated 3 times annually
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 2 By June 2011 there will be a 2% improvement in the number of all students, including LEP and SWD students, performing on Levels 3 and 4 in math skills and problem solving abilities as measured by the New York State Mathematics Test. The Math statement defines our goal of consistent incremental achievement in Math performance.</p> <hr/>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Responsible staff includes: Classroom teachers, math specialty teachers, special education and ESL teachers, computer teachers, instructional supplies, Special Education management paraprofessionals, Special Education support services</p> <ul style="list-style-type: none"> • Teachers will use the textbook math series <u>Math Connects (Grds3, 4 and 5)</u> in conjunction with the newly revised <u>PS 217 Curriculum Map for Grades 3-5</u>, which provides a scope and sequence to meet the math standards. Grade 3 utilizes the Everyday Math program. • Students will be grouped according to needs and levels for individualized instruction. • Careful revision of the 217 Math Curriculum Map provides all children sequential and systematic literacy instruction across the grades. • Students will use the interactive bulletin board series <u>Every Day Counts</u> to increase mathematical skills. • Auxiliary math instruction in areas of problem solving, computation, and development of verbal and written skills for explanation of math strategies using various supplemental test preparation materials will be provided to targeted students. • Computer-assisted instruction in the classroom to further individualize instruction. • Purchase class-sets of manipulatives for use in hands-on problem solving. • Actively participate in various math contests and leagues for enrichment, including Challenge 24 and Number Facts Stars.

	<ul style="list-style-type: none"> • The school will meet the special needs of students with full-time inclusion classes and an ESL Classroom based Program. • Independent Math Centers will be developed in each classroom to individualize instruction. • Parent involvement will be fostered through parent workshops. • Regularly scheduled articulation for planning will take place with service providers (i.e. clusters, ESL, SETSS). • Intervention will be provided to assist children who score at Level 1 and Level 2 • AIS teachers provide individualized instruction for targeted students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources: Classroom teachers, math specialty teachers, special education and ESL teachers, computer teachers, instructional supplies, Special Education management paraprofessionals, Special Education support services, Parents</p> <p>Funding Sources: Tax Levy(Sp Ed teachers, Speech), Title I-SWP (reduced class size teachers, 25% administrators), Fair Student Funding (ESL teachers), School Support Supplement (Setts teacher), , Magnet Grant(per session, residencies, consultants), Title III (F status ELL), Title 1 ARRA SWP(partial teachers, guidance counselor, family worker, staff developer, OTPS)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Time line: Sept-Oct 1% improvement; Nov.-Jan .5% improvement; Feb-April .5% improvement; May- June 1% improvement as measured by the New York State Mathematics Test., chapter tests, teacher observation , portfolio assessment</p> <ul style="list-style-type: none"> • Teacher evaluation and classroom performance • Math journals • Meeting goals on IEPs (reviewed 4 times annually) • Interim assessments (reviewed 4 times annually) • City and State assessments (annually)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 3: By June 2011 all 4th grade students, including LEP and SWD students will improve performance by 1% on the NYS Science Test. The Science goal defines our goal of consistent incremental achievement in Science performance</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Responsible staff includes Classroom teachers, paraprofessionals, science clusters</p> <ul style="list-style-type: none"> • Teacher Modeling. • Professional Development for fourth grade teachers in the NYSSE • Collaboration with the Environmental Center for focus lessons and visits. • Cooperative Learning Groups. • Grade appropriate hands-on activities and projects. • Science magazines, educational videos, class trips. • Use of science learning centers in each classroom. • Students will use the computer as a research tool using appropriate software and the internet. • Strengthening of science skills through staff development. • Parent Workshops • Dedicated Lower House and Upper Science cluster • Dedicated Science Lab • Implementation Timeline: September 2010- June 2011 <p>Time line: Sept-Oct .5% improvement; Nov.-Jan.5% improvement; Feb-April .5% improvement; May- June .5% improvement as measured by the New York State Science Test, teacher observation, portfolio assessment</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Resources:</u> Classroom teachers, paraprofessionals, science clusters, Dist 22 Environmental Center. <u>Sources:</u> Tax levy(science teacher), Title I-SWP (cluster teachers), , Fair Student Funding(science teacher), Magnet Grant(per session, residencies, consultants) Title 1 ARRA SWP (partial teachers)</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Time line: Sept-Oct 1% improvement; Nov.-Jan 1.5% improvement; Feb-April 1.5% improvement; May- June 1% improvement as measured by the New York State Science Test, teacher observation, portfolio assessment</p> <ul style="list-style-type: none"> • Parent Surveys (annually) • Attendance at Workshops • Collection of student work (portfolio assessment) (four times annually) • NYS Science Assessment (annually)
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Subject/Area (where relevant): LEP

<p>Annual Goal 4 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL 4: By June 2011 25ty6% of ELL will improve by one level in the NYSESLAT. Our goal defines the desired achievement level of all our students at various stages of English language acquisition.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Responsible staff includes: classroom teachers, paraprofessionals,ESL teachers, Family Workers, CFN and Fordham Professional Developers</p> <ul style="list-style-type: none"> • Teacher Modeling. • Continue Academic Language Initiative • Professional Development in ESL methodology • Classroom based ESL instruction (Inclusion model) • Use of technology based programs: Awards Reading, Leapfrog technology, Imagine Learning • Implementation Timeline: PD provided 11/10; 2/11; 4/11; 6/11 <p>Instructional elements administered as needed September 2010- June 2011</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Resources:</u> Classroom teachers, paraprofessionals, ESL teachers, Family Workers, LSO, Fordham Professional Development</p> <p>Tax Levy, Title I-SWP, (secretaries, 50% administrators, cluster teachers 50% health coordinator) Fair Student Funding(ELL teachers), Contract for Excellence (ESL specialist) Title 1 ARRA SWP(partial teachers), Title 3(F status ESL teacher)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Time line: Sept-Oct 1% improvement; Nov.-Jan 1.5% improvement; Feb-April 1.5% improvement; May- June 1% improvement as measured by the NYSESLAT, teacher observation, ELA results, portfolio assessment</p> <ul style="list-style-type: none"> • On-going informal teacher assessment • Collection of student work (portfolio assessment) • NYSESLAT results • ELA results • Interim, Acuity Assessments

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL 5: By June 2011 there will be a 2% increase in the number of SWD students in Grades 3, 4 and 5 who perform at Levels 2 and 3 as measured in the ELA State Test, Acuity periodic assessments, Fountas and Pinnell Benchmark Assessments. Our goal specifies the increases in performance by SWD students anticipated in grades 3, 4 and 5.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Responsible staff includes : Classroom teachers, Special Education teachers, ESL teachers, Balanced Literacy Staff Developers, AIS providers, IEP teacher, Health Coordinator, CFN PD, related services</p> <ul style="list-style-type: none"> • Using Balanced Literacy approach (including a phonics program) students will develop a variety of strategies for identifying new words, increasing vocabulary, and increasing reading comprehension. • Strategy based instruction is supported through the Making Meaning program, Testing Fundamentals, and the Comprehension Toolkit. • Arts program will be tailored to facilitate the needs of students with disabilities. • Students will engage in writer’s workshop on a daily basis. • Students will use listening centers to develop and improve listening and aural comprehension skills. • Careful revision of the 217 Literacy Curriculum Map provides all children sequential and systematic literacy instruction across the grades. • Students will study a variety of genres (poetry, fiction, non-fiction, biography, etc.) and will be able to identify the specific elements unique to each genre. • Students will use the library to build competence in the skills of inquiry and research, responding to a variety of texts and non-print media. • Students’ analytical reading ability and comprehension will be furthered through the use of graphic organizers. • Students will read a minimum of 25 grade-appropriate books. Leveled Classroom libraries (NYCDOE) will be used to encourage children to read independently • Purchasing of appropriate materials for Balanced Literacy in the literacy room will encourage teachers to match class/individual needs with materials

	<ul style="list-style-type: none"> • Regularly scheduled collaborative conferences with service providers (i.e. clusters, funded personnel). • Use of Intensive Test Taking Program, AIS providers, After School Reading and Math Intervention, New Heights, SETSS Programs to assist children performing below grade level. • Students will be exposed to grade level appropriate activities and projects incorporating technology • Family Literacy Activities will be ongoing throughout the year. • Implementation Timeline: Instructional elements administered as needed September 2010- June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Resources:</u> Classroom teachers, Special Education teachers, ESL teachers, Balanced Literacy Staff Developers, , Parents, AIS providers, IEP teacher, Health Coordinator, LSO PD, related services</p> <p><u>Sources:</u> Tax Levy(Special Ed teachers,Speech), Title I-SWP,(50% health coordinator,cluster teachers) Fair Student Funding (ELL teachers), Title III (F status AIS), School Support Supplement IDEA(Health Coordinator, OTPS), Magnet Grant (consultants), Title 1 ARRA SWP (Partial teachers)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Sept-Oct .5% improvement; Nov.-Jan .5% improvement; Feb-April .5% improvement; May-June .5% improvement as measured by NYS ELA test, Acuity periodic assessments, Fountas and Pinnell Benchmark Assessments, teacher observation, portfolio assessment</p> <ul style="list-style-type: none"> ○ Interim Assessments (quarterly) ○ Classroom performance ○ Running Records ○ Teacher evaluation ○ Collection of student work (portfolio assessment) (4 times annually) ○ meeting goals on IEPs ○ Fountas and Pinell Benchmark Assessment Program ○ Student and Teacher Logs ○ Continuum of Writing Assessment ○ Use of Manipulatives ○ Scaffolded reading

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			0	0	5	0	0	0
1	0	0	0	0	15	0	0	0
2	0	0	0	0	15	0	0	0
3	19	19	0	0	20	0	0	3
4	51	51	0	0	22	0	2	2
5	12	12	0	0	25	0	4	1
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Fundations and Wilson Reading System provide systematic, multi-sensory, interactive methods of teaching reading and writing with a focus on phonemic awareness, decoding, encoding and spelling rules. These programs, in addition to Explode the Code, and Primary Phonics are implemented, guided by individual student diagnostic needs. Small group, one-to-one, push-in and pull out programs are set up for during the school day. The programs are provided in Self Contained, Collaborative and pull out settings.</p> <p>New Heights, Quick Reads, Essential Skills for Reading Success, Soar To Success and Comprehension Strategies To Achieve Reading Success are programs provided during the school day to small groups of students who are performing on Level 1 and Level II in ELA. In addition, after school programs are provides for this target population in preparation for the NYS assessments.</p> <p>Great Leaps Reading Program developed to enhance fluency through the practice of intonation, rhythm, tracking and focusing in a one to one program is implemented by paraprofessionals in the classroom setting.</p> <p>ELL students who are not performing on level receive mandated ESL services and in addition they receive AIS in small group with an ESL licensed teacher or an AIS provider. Leap Frog, Quick Reads and Essential Skills for Reading programs are used build to build reading comprehension and vocabulary.</p>
Mathematics:	<p>Third, Fourth and fifth grade students who are performing on Level 1 and Level II in the NYS math assessments are provided with AIS in small group pull-out and push-in settings during the school day and in after school programs. Options, Math Steps, MCP, and Great Leaps Math are some of the programs providers use. Emphasis is on hands on manipulative to build concepts.</p>
Science:	<p>Fourth grade students at risk and students functioning below standard receive academic intervention in the area of science in small group sessions during the school day. Password, Quick Reads and Measuring UP are programs implemented to reinforce content knowledge in preparation for the New York Science Test. An after school program is offered to develop test skills.</p>

Social Studies:	AIS are provided to fifth grade students who are performing on Level 1 and Level 2. Primary Sources, Quick Reads and Time for Kids are used because they match a wide range of reading abilities. Students work in small groups during the school day.
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor provides at-risk counseling, individual and group, for children referred by teachers, to mitigate behaviors which interfere with academic achievement. Provides crisis intervention , grief counseling, family counseling as needed Acts as a liaison between families and community support organizations. Provides Save Room coverage
At-risk Services Provided by the School Psychologist:	The School Psychologist provides at-risk counseling, individual and group, for children referred by teachers, to mitigate behaviors which interfere with academic achievement in order to prevent referrals for special education evaluation. Also provides informal evaluation as a pre-referral measure. These services are provided as necessary and are contingent on teacher referral and parental approval
At-risk Services Provided by the Social Worker:	The Social Worker provides at-risk counseling, individual and group, for children referred by teachers, to mitigate behaviors which interfere with academic achievement in order to prevent referrals for special education evaluation. Provides Save Room coverage
At-risk Health-related Services:	Provided by Nurse, Occupational and Physical Therapists, and Health Coordinator. Includes student and family counseling in regards to health, hygiene, and safety issues. Facilitate connection between family and community support agencies. Provide informal evaluations of gross and in motor development

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

October 2010 Revision for new CEP

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

P.S. 217 Language Allocation Policy (LAP) 2010 - 2011

PS 217, D.22

Language Allocation Policy

2010- 11 School Year

Franca Conti, Principal

Part I School ELL Profile

LAP Team Composition

CFN #

Principal: Franca Conti

ESL Teachers: Jodi Abrams

Janette Hassidim

Staff Developers: Lucy Buckley, Roseanne Ricardelli, Ethel Germack

Writing Teacher: Michelle Pagliaro

Network Leader: Julia Bove

Assistant Principal: Teresa Gochal

Parent Coordinator: Mary Kay Seery

AIS: Susan Horowitz

Data Specialist: Marina Shapiro

Teacher Qualifications

Number Certified ESL Teachers : 10

School Demographics:

Total Number of Students : 1298

Total Number of ELLs : 285

ELLs as share of Total Student Body : 21.96%

Demographics

P.S. 217 has 285 English language learners enrolled. The major language groups are Urdu, Spanish, and Bengali and Russian. Other languages represented are Albanian, Arabic , Haitian Creole , Pashto, Tibetan ,Chinese/Mandarin, Tadjik, Uzbek, Georgian, and Hindi. According to our school report card our population is 12.5% White, 13.2% Black, 21.3% Hispanic, and 51.2% Asian. 52 students are recent immigrants from Pakistan, Bangladesh and Russia. The poverty rate is 89.1%.P.S. 217 is a universal free lunch school.

Part II

ELL Identification Process

All families of new students are administered the Home Language Identification Survey in English and their native language if it is available, at registration. Bilingual staff and licensed, certified ESL teachers are on hand during registration to ensure that the HLIS is administered correctly, and to perform an informal oral interview to help determine the child's OTELE, (other than English language exposure.) Home Language Identification Survey forms are reviewed to determine student's eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of enrollment. Students with OTELE codes other than "NO" are administered the LABR. All ESL teachers have been trained and participate in the administration of the LABR to eligible students in the first week of school. Spanish LAB is administered to eligible Spanish speakers. Students eligible for ESL services are grouped according to need and mandate, and are scheduled for appropriate ESL services. In the spring, all English Language Learners, including those who are NYSAA and "X" coded special education students are administered the NYSESLAT to determine achievement. and future eligibility for ESL services.

Parents or guardians of newly enrolled students eligible to receive additional support services to develop proficiency in English, have the opportunity to attend orientation sessions which provide information, in English and in their native language, on the different program options available. These are scheduled immediately after the LAB-R results are tabulated. A Parent Survey and Program Selection Form indicating the program that each parent/guardian chooses for his/her child is completed at that time. The parents or guardians of a student designated as an English Language Learner (ELL) are notified, in English and the native language, of their child's placement in the appropriate ESL program. Parents who do not participate in scheduled meetings are contacted by telephone or written communication is sent home inviting them to meet with an ESL teacher and complete the forms. Bilingual staff including teachers, family workers, paraprofessionals, bilingual "outreach" school aids are employed to ensure that all families are aware of their options, and that their letters are returned. At this time free standing ESL is the only program available at P.S. 217.

Trend in Parent Choice Letters

P.S. 217 honors the parent selection forms, as long as the numbers warrant. Systematic and periodic review of the parent survey letters reveal that the prevailing choice at P.S. 217 is the ESL program. The review of the Parent Survey and Program Selection Forms for the past few years indicates that English as a Second Language is the trend in program choice of parents of ELLs. All parent selection forms are kept and maintained on file. At the end of each school year, parents are given a Continued Entitlement Letter to select the ESL program of their choice for the next school year. In order to have well-informed and active parental involvement, we also provide orientation workshops on the state standards, assessment, school expectations and general ESL program requirements. All sessions are conducted in English and in the native language of the child's parent or guardian. Our program offerings are in alignment with parent requests.

Description of the ESL Program Model

P.S. 217 has a free standing ESL program. In an effort to maximize interaction with native English speakers, P.S. 217 has developed an ESL program model consisting of push-in ESL teachers who provide classroom based instruction to English language learners across the grades. This model employs 9 licensed, certified ESL teachers who deliver ESL instruction on a "push-in" basis. Common planning is built into the schedule, in an effort to provide seamless instruction. Students are programmed into classrooms according to their ESL level and mandates. A single self-contained kindergarten class taught by a licensed, certified ESL teacher meets the needs of our youngest newcomers.

Part 154 Mandates

Beginning and intermediate level students receive 360 minutes (8 periods) of ESL instruction per week and advanced level students receive 180 minutes (4 periods) per week. In the self-contained classes, 5 of these periods are during the balanced literacy block, and the additional 3 periods are considered discrete ESL periods. The common branch teacher delivers 180 minutes of ELA instruction to advanced students. The push-in program offers ESL instruction in an integrated setting. Students who exhibit inadequate growth on reading assessments receive an additional 30 minutes a day in literacy instruction using a reading intervention that focuses on helping them achieve grade level proficiency in each reading component (phonemic awareness, phonics, letter recognition and writing). Special education students who are determined to be ELL based on their LAB-R or NYSESLAT score receive services in accordance with their Individualized Education Program (IEP).

Content area instruction is delivered in English by the classroom teacher and reinforced by the ESL teacher, using ESL methodology. A strong emphasis on the development of academic language is a cornerstone of our ESL program. Methodologies include the Natural Approach, TPR, Multi-media instruction, and Academic Language Development.

Explicit ELA and NLA:

In addition to the required explicit ESL instruction, advanced students receive at least one period of explicit English Language Arts instruction from their classroom teacher. There is no native language arts instruction because there is no bilingual program currently at P.S. 217.

Plan for Academic Language Development

We have designed our ESL program to develop skills in understanding, speaking, reading, writing and communicating in English through the integration of academic content appropriate for the students' age, grade and English language skills. At P.S. 217, our program reflects challenging content and well-developed learning strategies that prepare our ELL population to think critically, solve problems and communicate in English.

Language Arts is taught using ESL and ELA methodologies, according to the scope and sequence set forth on our school wide Curriculum Maps. The learning standards for ELA and ESL, and performance indicators for such standards, serve as the basis for the ELA and ESL curriculum. The content area instruction in English supported by ESL methodologies and strategies, are used continuously throughout the academic school year to develop language acquisition and cognitive skills of ELL students. Our programmatic goals are designed based on the results of formal and ongoing informal assessment of ELL students in these areas. Information gathered from the assessment is used to plan content area instruction that will assist students in achieving the state designated level of English proficiency for their grade. All students are tested in English. Some will be afforded the benefit of oral or written translations as appropriate.

Differentiated Instruction

Within the push-in model, differentiated instruction is expected to meet the varied needs of the students. The ESL push-in teachers plan collaboratively with general education teachers to ensure curricula alignment and instructional improvement for ELLs. In order to maximize English language acquisition for ELLs, the ESL teachers and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. All personnel providing instruction or other services to ESL students are provided ongoing in-service training.

Plan for SIFE

Although we have some students with inconsistent educational backgrounds, few of our students fit the description of SIFE as noted on the home language survey: entering school after grade three with limited or no formal education. Those students who have had breaks in educational service are placed in AIS programs according to their educational needs.

Plan for long term ELLs

Additional supplemental academic support is provided for long term ELLs through push in/pull out services from ESL and AIS teachers as needed. Students participate in activities designed to meet their individual needs, for example Great Leaps for fluency, Wilson for decoding.

Technology based programs offer further practice. Extended day activities provide additional time on task. At present we have no ELLs who have completed 6 years of service.

Plan for Newcomers

Kindergarten newcomers are placed in a self-contained ESL class. Older children are placed in mainstream classes with beginners. Extra instructional time is provided through supplemental ESL periods, and individual tutoring. The technology based programs Imagine Learning, Award Reading, and Leapfrog are scheduled to provide individualized independent instruction.

Plan for Alternate Placement in Special Education

All children requiring alternate placement paraprofessionals have been assigned a bilingual paraprofessional to work with them throughout the day. These students also receive mandated ESL service, and Special Education services according to their IEP.

Targeted Intervention Programs for ELLs

All school based intervention programs are offered in English, and have special accommodations for ELLs. All ELLs are mandated to attend the 371/2 minute extended day program, and are grouped according to their needs, and serviced by ESL teachers to the extent possible. P.S. 217 provides after-school and/or Saturday programs for Social Studies, ELA, Math and NYSESLAT through Title III and Title I funding. All programs include ESL groups to focus on their particular needs. Academic interventions are offered on a "Pull Out" basis by school staff to all at risk students.

Plan for ELLs Reaching Proficiency on the NYSESLAT

Former LEP students are offered continuing transitional support through extended day and AIS intervention and services. They afforded test modifications for two years following their testing out on NYSESLAT.

Equal Access

English Language Learners are afforded equal access to all school activities including extended day and Saturday academic preparation programs and Magnet enrichment programs such as Magnet Masters.

Instructional Materials

English Language Learners have the benefit of a wide variety of materials specifically designed for ELLs. AWARD Reading, Rigby On Our Way To English, English in My Pocket and In Step Readers, Benchmark Bridges and English Explorers guided reading books, Rourke Language Acceleration Kits, Getting Ready the NYSESLAT and Beyond, Sundance Reading and Math Power packs, name a few. ESL Materials are kept in a centrally located bookroom to facilitate use by all teachers. Technology based programs are also available to our ELLs, namely Imagine Learning, Award Reading, and Leapfrog which are integrated in both the computer lab in classrooms. The rich selection of Balanced Literacy materials housed in our Literacy Room is also available to teachers for use with LEP students as appropriate.

Native language Support

Native language support is provided to students with disabilities who require alternate placement paras as indicated by their IEPs. These paraprofessionals interpret and explain material in the child's native language. An Urdu speaking Family Worker supports selected beginners with additional push-in tutoring. Other bilingual school staff assist children in their native language whenever feasible. Translators are employed for parent events and outreach. State exams are administered with translations.

Age and Grade Level

All service and support resources correspond to the appropriate age and grade levels or our English Language Learners.

Before the School Year Begins

At this time we are not offering any programs outside the school year.

Professional Development

All the ESL teachers at P.S. 217 have the benefit of one part time ESL staff developer, two school-based literacy staff developers, and two school-based Math staff developers. Our school also employs a literacy specialist through Fordham University. Through our CF Network cluster, our staff participates in the ELL study group lead by Marianne Cucchiara. That study group is based on the work of Lilly Wong Fillmore, and focuses on the development of academic language. Classroom-based professional development is centered on improving teacher practice in literacy and math instruction, and deepening the implementation of the academic language component of ESL instruction. All teachers participate in topical workshops presented by school specialists in literacy, math, technology, and ESL. The "Jose P" ELL training of Non-ESL teachers is accomplished through faculty conferences, grade conferences, staff development days, and classroom embedded staff development. Attendance records document participation in the training.

Parent Involvement

P.S. 217 schedules many opportunities for parents to become involved and informed about their children's education. For example, curriculum conferences are scheduled in September. Parent teacher curriculum meetings are scheduled for each grade. Parents are invited to participate in our read aloud day, and classroom writing celebrations. P.S. 217 has a well-established "Parent Involvement Program" (PIP) that seeks to validate the language and cultures of the families, while acclimating them to the new environment. Urdu, Bengali, Spanish, and Russian speaking outreach workers are available to assist parents, and facilitate communication with the school staff. Morning language specific meetings have been organized in an attempt to make the school environment more inviting, assess the needs of the families, and encourage them to become more involved in their children's education, as well as the Parent's Association. Bilingual Paraprofessional, Family Workers and School Aids assist with outreach on a regular basis. We are planning to offer an adult ESL class through Title III, to further support family involvement and English literacy. We are currently offering a conversational English program sponsored by the Mayor's office. We also have ongoing participatory programs such as morning library hours for parents and our community garden.

Assessment Analysis

Early Literacy Assessment

P.S. 217 has adopted the Fountas and Pinnell Reading Assessment System, as well as the school created Primary Literacy Assessment (PLA) to assess and monitor the literacy progress of our English Language Learner and General Education early childhood students. The results are recorded in student assessment portfolios, and student snapshots, and are systematically reviewed to give teachers detailed information about the strengths and weaknesses of each student. F & P results are entered into our Student Progress Monitor data base to track groups of students as well as individuals. The PLA results are broken down into individual skill areas, to reveal students achievement levels. All of these results are reviewed and discussed with individual teachers and at grade meetings, to inform planning and instruction. A review of ELL F & P results showed a general weakness in “beyond the text” comprehension skills, and that has been set as a focus for reading instruction, as well as a focus on non-fiction texts to build background.

Academic language will continue to be a focus for the ELL programs. The PLA showed a weakness in spelling among ELLs, which will be addressed through the Words Their Way program.

NYSESLAT Data Patterns

Of 255 English language learners given the NYSESLAT in 2010, who are still attending our school, 23.93% scored out of ESL. Kindergarten (present grade 1) had 28% score out, Grade 1 (present grade 2) had 31% score out, Grade 2 (present grade 3) 11%, Grade 3 (present grade 4) 15%, grade 4 (present grade 5) 31%.

The examination of NYSESLAT results data patterns across proficiency levels and grades reveals that Listening and Speaking skills develop more quickly than Reading and Writing skills. This is especially evident in the younger grades. For example, Kindergarten results (present grade 1) for 2009-10 show 11 Advanced and 23 Proficient students in Listening and Speaking, with only 6 Advanced and 2 Proficient in Reading and Writing. Grade 1, (present grade 2) students had 21 Advanced and 8 Proficient in Listening and Speaking, and 13 Advanced and 9 Proficient in Reading and Writing. Grade 2, (present grade 3) results are again uneven, 7 Advanced and 34 Proficient in Listening and Speaking, and only 16 Advanced and 0 Proficient in Reading and Writing. Of 39 grade 3 students, 22 scored Proficient and 10 Advanced in Listening and Speaking, and 19 scored Advanced in Reading and Writing. Grades 4 and 5 show similar patterns. One can see that over time students are building their English literacy skills. However, the implication for instruction is that a careful analysis of assessment data is necessary to provide appropriate instruction, differentiated to meet the needs of the students. This is accomplished in part through the implementation of ESL Student Snapshots which collect all pertinent information about students and show each student’s achievement trends. A continued strong delivery of literacy instruction by the ESL and classroom teachers through the Reading and Writing workshop, including a sharp emphasis on language structure, vocabulary and academic language development is necessary. Students appearing to be “stalled” need intensive intervention based on their specific academic needs.

Other Assessment Patterns

The ELA results for English language learners Has shown a dramatic increase since 2006, when only 8.7% of ELLs in grades 3,4 & 5 achieved a level 3& 4 and 34.8% only achieved level 1. In 2009, 48.3% of ELLs in these grades scored level 3 & 4, and only 6.9% in level 1. Math results had also shown a steady rise since 2006, when 65.4 % scored in levels 3 & 4. In 2009, 87.2 % of ELLs scored in levels 3 & 4, 9.4% in level 2 and 3.4% in level 1. Unfortunately, 2010 results showed a marked drop in the number of ELLs achieving levels 3 and 4 in ELA and Math. In Grade 3, (current Grade 4) only 7 out of 34 students achieved Level 3 and 4, that is 20.59%, 10 achieved level 2, 29.42%, 17 children or 50% of ELLs taking the test scored Level 1. A slightly better pattern emerged for Math, with 21 students were given the test in their native language, and no student exempt. In grade three, 15 students, or 32.61% achieved level 3 & 4 with 6 children talking the test in native language. 16, or 34.79% scored level 2 and 15 achieved level 1, with 8 taking it in translation.

Grade 4, present Grade 5 had ELA results as follows: 7 or 23.34% Level 3 and 4, 18 or 60% in level 2, and 5 or 16.67 % scored level 1. In Grade 4 Math, 17 students took the test in translation. 17 students, or 46.41% achieved level 3 and 4, 4 took it in translation.

16 students scored level 2, 43.25%,with 9 taking it in translation, and 4 students, 10.81% scored level 1, all taken in translation. We can attribute the drop in part to the changing cut scores, as well as several students taking the test after only one year in an English language school system. However, grade three in particular shows a weakness that needs to be addressed through AIS and differentiation for individual needs. In order to help these students meet higher achievement goals, the ESL department with the classroom teachers must continue to provide high quality content area and literacy instruction based on careful student assessment.

ELL Periodic Assessments

The ELL Periodic Assessment is one tool to track the progress of out ELL students. The results are recorded on the snapshots and analyzed along side other student data, such as Fountas and Pinnell levels and NYSESLAT results. All of this information is studied to ascertain the student's strengths and weaknesses, in order to inform instruction.

Program Evaluation

P.S. 217 will evaluate ELL programs through the continued review of ELL achievement data, for both individuals and groups.

October 2010 revision

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K - 5 **Number of Students to be Served:** 285 LEP Non-LEP 0

Number of Teachers 10 **Other Staff (Specify)**

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program¹

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may

¹Buildings providing Title III services to immigrant students must also complete this form for the immigrant program.

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 217 would use Title III funds to expand and enhance existing language instruction educational programs, and academic content instruction program. P.S. 217 is considered by some a "mini- United Nations." Of the over 1300 students enrolled, 319 were ELLs in the 2009-10 school year. P.S. 217 has a free-standing ESL program consisting of a classroom based push-in programs. In order to maximize the interaction of ELLs with fluent speakers, ELL students are placed in monolingual classrooms, in appropriate groups, according to their academic needs. Mandated and supplemental ESL services will be delivered through a push in model. These classrooms will capitalize on Balanced Literacy/Balanced Math workshop model, allowing children to work towards English proficiency as they develop literacy and math skills. All our ESL teachers are fully licensed and certified. Our teachers will employ the program, AWARD READING, which meet the guidelines set forth by the National Reading Panel, including phonemic awareness, phonics, fluency, vocabulary development and comprehension. We will also be using the Leapfrog/Schoolhouse program, and IMAGINE LEARNING, to provide individualized skills practice for our ELLs. Leapfrog was shown to produce an increase in reading skills of 74%, in a study done in the Los Angeles Unified School District. Other materials developed expressly for ESL students are Benchmark BRIDGES and ENGLISH EXPLORER series, Rigby, INSTEP READERS, Rourke, INTERVENTION KITS, and GETTING READY FOR THE NYSESLAT.

P.S. 217 would enhance our existing ESL program by providing supplemental academic intervention services for the students exhibiting the L-2 stall. A licensed, certified ESL teacher will provide targeted intervention on a push in basis. The teacher would work 2 days per week, F-status, to provide intervention for selected students in grades 1 through 5. The program will begin in November and end in May, as funding allows.

P.S. 217 would further enhance our existing ESL program by adding a Title III extended day enrichment program for grades 2 – 5, taught by ESL teachers and/or content area specialists. Bilingual family workers will facilitate and provide student support. It would afford students additional opportunities to engage in interactive language learning experiences, with content area topics as the center of instruction. This enrichment experience will help our ELLs to bridge the achievement gap between ELLs and native English speakers, and reach ESL and content area standards by affording them specialized small group instruction, as well as immersing them in the topic. The Mondo Extended Learning Intervention Sets and Sundance Reading Power Works and Math Power Packs have been purchased and will be employed in the after school program. The Mondo Series is supported by the Building Essential Literacy project, and meets the guidelines of the National Reading Panel. The Math Power Packs are built around National and State Standards. Getting Ready for the NYSESLAT and Empire State NYSESLAT will be used, as well as The Imagine Learning program. The program will meet two days a week for 1.5 hours, for 20 sessions, beginning in November.

Parent Involvement:

In an effort to strengthen the home-school connection, we plan to host a series of hands on content based programs for parents and children to participate in together. Family Math, Family Science and Family Literacy evenings will help parents of ELLs understand some of the material their children are learning and the expectations of the school. The program will consist of nine sessions where families can work with science projects, math manipulatives and games, and English reading and writing activities. This will be hosted by ESL and content area teachers with the support of family workers and paraprofessionals to translate and facilitate. There will be nine sessions, for 1.5 hours each.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All ESL teachers at P.S. 217 have the benefit of one two school-based literacy staff developers, one school-based Math staff developer. Classroom-based professional development is centered around improving teacher practices in the Balanced Literacy/Balance Math model. Staff developers “cycle” through classrooms, working with individual teachers for several weeks. All teachers participate in topical workshops presented by school specialists in Literacy, Math, AIS, Technology, Art and ESL. In addition to the school-based staff, our school has contracted with Fordham for a literacy coach residency. ESL staff has been participating in the ELL study group provided by our local support organization, now CFN. The study group looked at the “L-2 Stall” and provided techniques for enriching academic language. These diverse efforts are coordinated through careful scheduling and organization. Every effort is made to ensure that all of our staff receives meaningful, job-embedded professional development.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary
AMOUNTS**

Allocation: \$47, 060.00		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$41, 588.00	Teacher per session \$ 19892.00 2day F-status (80 days # \$250.00) \$20,000. Family Worker \$1,322.00 Paraprofessionals \$374.00
Purchased services such as curriculum and staff development contracts	NA	
Supplies and materials	\$5472.00	Getting Ready for NYSESLAT Imagine Learning
Travel	NA	
Other	NA	
TOTAL	47,060.00	

**Title III Immigrant Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	NA	
Purchased services such as curriculum and staff development contracts	NA	
Supplies and materials		
Travel		
Other		
TOTAL		

**Title III Immigrant Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note:	NA	

schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts	NA	
Supplies and materials		
Travel		
Other		
TOTAL		

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) K - 5 Number of Students to be Served:319 LEP 1001 Non-LEP

Number of Teachers 10 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 217 would use Title III funds to expand and enhance existing language instruction educational programs, and academic content instruction program P.S. 217 is considered by some a “mini- United Nations.” Of the over 1300 students enrolled, 319 were ELLs in the 2009-10 school year. P.S. 217 has a free-standing ESL program consisting of a classroom based push-in programs. In order to maximize the interaction of ELLs with fluent speakers, ELL students will be placed in monolingual classrooms, in appropriate groups, according to their academic needs. Mandated and supplemental ESL services will be delivered through a push in model. These “Language Enrichment Team Teaching” classrooms will capitalize on Balanced Literacy/Balanced Math workshop model, allowing children to work towards English proficiency as they develop literacy and math skills. All our ESL teachers are fully licensed and certified. Our teachers will employ the program, AWARD READING, which meet the guidelines set forth by the National Reading Panel, including phonemic awareness, phonics, fluency, vocabulary development and comprehension. We will also be using the Leapfrog/Schoolhouse program, and IMAGINE LEARNING, to provide individualized skills practice for our ELLs. Leapfrog was shown to produce an increase in reading skills of 74%, in a study done in the Los Angeles Unified School District. Other materials developed expressly for

ESL students are Benchmark BRIDGES and ENGLISH EXPLORER series, Rigby, INSTEP READERS, Rourke, INTERVENTION KITS, and GETTING READY FOR THE NYSESLAT.

P.S. 217 would enhance our existing ESL program by providing supplemental academic intervention services for the students exhibiting the L-2 stall. A licensed, certified ESL teacher will provide targeted intervention on a push in basis. The teacher would work 4 days per week, F-status, to work with selected students in grades 1 through 5. The program will begin in October and end in May, as funding allows.

P.S. 217 would further enhance our existing ESL program by adding a Title III extended day enrichment program for grades 3 – 5, taught by ESL teachers and/or content area specialists. It would afford students additional opportunities to engage in interactive language learning experiences, with content area topics as the

center of instruction. Science, Social Studies and Math investigations. This enrichment experience will help our ELLs to bridge the achievement gap between ELLs and native English speakers, and reach ESL and content area standards by affording them specialized small group instruction, as well as immersing them in the topic. The Mondo Extended Learning Intervention Sets and Sundance Reading Power Works and Math Power Packs have been purchased and will be employed in the after school program. The Mondo Series is supported by the Building Essential Literacy project, and meets the guidelines of the National Reading Panel. The Math Power Packs are built around National and State Standards. Getting Ready for the NYSESLAT and Empire State NYSESLAT will be used. The program will meet two days a week for 1.5 hours, for 20 sessions, beginning in November.

Adult ESL classes will be offered after school or on Saturdays to meet the needs of our parents seeking to improve their own English skills. As the parents improve their English skills, they will be better equipped to help their children in academic areas. The program will meet two days a week for 1.5 hours, for 20 sessions, beginning in November.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All ESL teachers at P.S. 217 have the benefit of one ESL staff developer, two school-based literacy staff developers, one school-based Math staff developers and one technology staff developer. Classroom-based professional development is centered around improving teacher practices in the Balanced Literacy/Balance Math model. Staff developers “cycle” through classrooms, working with individual teachers for several weeks. All teachers participate in topical workshops presented by school specialists in Literacy, Math, AIS, Technology, Art and ESL. In addition to the school-based staff, our school has contracted with Fordham for a literacy coach residency. We also have had the benefit of an AUSSIE residency in literacy. ESL staff has been participating in the ELL study group provided by our local support organization. The study group looked at the “L-2 Stall” and provided techniques for enriching academic language. These diverse efforts are coordinated through careful scheduling and organization. For example, the Fordham coach concentrated on literacy and writing. Every effort is made to ensure that all of our staff receives meaningful, job-embedded professional development.

Additional support for students and staff will be provided by a part time ESL staff developer. This person’s role is to train both ESL and monolingual teachers in the most up-to-date techniques for delivering ESL instruction. She would help improve student achievement by facilitating the collaborative planning of the classroom teams, ensuring consistency within the classrooms and across the grades, as well as modeling best practices and facilitating the proper selection of materials to meet the diverse needs of our students. The ESL staff developer will provide staff development for Title III activities.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$42337.00	Teacher per session \$10320.00 4day F-status (122 days) \$ \$36,600.00 Family Worker \$1446.
Purchased services - High quality staff and curriculum development contracts.	NA	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	249.99	Getting Ready for NYSESLAT
Educational Software (Object Code 199)	NA	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel	NA	
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

All families of new students are administered the Home Language Identification Survey in English and their native language if it is available, at registration. Bilingual staff and ESL teachers are on hand during registration to ensure that the HLIS is administered correctly, and to perform an informal oral interview to help determine the child's OTELE, (other than English language exposure.) Home Language Identification Survey forms are reviewed to determine student's eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of enrollment. Students with OTELE codes other than "NO" are administered the LABR. All ESL teachers have been trained and participate in the administration of the LABR to eligible students in the first week of school. Students eligible for ESL services are grouped according to need and mandate, and are scheduled for appropriate ESL services. In the spring, all English Language Learners, including those who are NYSAA and "X" coded special education students are administered the NYSESLAT to determine achievement. and future eligibility for ESL services.

Parents or guardians of newly enrolled students eligible to receive additional support services to develop proficiency in English, have the opportunity to attend orientation sessions which provide information, in English and in their native language, on the different program options available. A Parent Survey and Program Selection Form indicating the program that each parent/guardian chooses for his/her child is completed at that time. The parents or guardians of a student designated as an English Language Learner (ELL) are notified, in English and the native language, of their child's placement in the appropriate ESL program. Parents who do not participate in scheduled meetings are contacted by telephone or written communication is sent home inviting them to meet with an ESL teacher and complete the forms. Bilingual staff including teachers, family workers, paraprofessionals, bilingual "outreach" school aids are employed to ensure that all families are aware of their options, and that their letters are returned. At this time free standing ESL is the only program available at P.S. 217.

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

School-wide letters of a critical nature school be translated into Arabic, Bengali, Haitian Creole, Russian, Spanish, Urdu, and Chinese. Additionally, whenever possible major invitations and announcements will be translated as well.

Part B: Strategies and Activities

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

Bilingual paraprofessional and family workers per session hours will be available for those staff members to translate communication after school hours

Word processing software and keyboards will be purchased for Urdu, Russian and Bengali.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. Additional translators are needed for Arabic, Bengali, Haitian Creole, Russian, Urdu, and Chinese. Oral translations are needed at Parent Teacher conferences in November and March, Parents' Association meetings and parent information meetings.

Additionally, we are proposing the implementation of Family Curriculum nights with translation services in ELA, Math, Science, Social Studies and NYSESLAT to help deepen parents' understanding of the expectations for their children.

Funds will be used to provide payment for bilingual staff to attend all meetings and workshops as follows:

- Bilingual family worker and paraprofessional per session
 - Teacher per session
 - Oral interpretation will be provided by in house staff and parent volunteers
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

At P.S. 217, we determine within 10 days of a student's enrollment the primary language spoken by their parents, and if such language is not English, whether the parent requires assistance in order to communicate effectively with us. We ensure timely provision of translated documents through our existing resources. Additionally, we provide interpretation services at group and one-to-one meetings upon request when such services are necessary for parents to communicate with us.

Home Language Identification Survey forms are reviewed to determine student eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of enrollment. Parents or guardians of newly enrolled students eligible to receive additional support services to develop proficiency in English have the opportunity to attend an orientation session which provides information in English and their native language on the different program options available. A "Parent Survey and Program Selection Form" indicating the program that each parent/guardian chooses for his/her child is completed at that time. The parents or guardians of a student designated as an English Language Learner (ELL) are notified in English and in the native language of their child's placement in the appropriate ESL program. At the end of each school year parents are given a "Continued Entitlement" letter to select the ESL program of their choice for next school year. In order to have well-informed and active parental involvement, we also provide orientation workshops, on the state standards and assessment, health, safety, legal or disciplinary matters, school expectations, and general ESL program requirements. All sessions are conducted in English and in the native language of the child's parent or guardian. All documents that contain critical information regarding their child's education are translated. When unable to provide required translation into one or more covered languages, we provide a notice on the face of the English document in the appropriate covered language(s) indicating how a parent can request free translation or interpretation of such documents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,061,457	350,159	1411616
2. Enter the anticipated 1% set-aside for Parent Involvement:	10614.57	3501.59	14116.16
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	53072.85	*	
4. Enter the anticipated 10% set-aside for Professional Development:	106145.70	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%_____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy and Parent-School Compact for PS 217

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 217, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 217 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 Advisory Council, as trained volunteers and welcomed members of our school community PS 217 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 217 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 217 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, PS 217 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

PS 217 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- 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;

Section II: School-Parent Compact

PS 217, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 217 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and

students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core Standards to enable participating children to meet the National Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- differentiating instruction to meet the varied needs and learning styles of a wide range of students including English Language Learners and Students with Disabilities.

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 a Title I Parent Annual 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, child care or home visits 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);
- maintaining an "open door" policy to address ongoing needs of students and their families;
- enlist the involvement of CBO's and city resources to support and advance the goals of students and families

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; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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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. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Jonathan Leal, AP on 10/27/10

This Parent Involvement Policy was updated on 10/27/10.

The final version of this document will be distributed to the school community on 11/15/10 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

(see Section 4, 5, 6 pgs 11-26)

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

(see Section 4, 5, 6 pgs 11-26)

3. Instruction by highly qualified staff.

(See Section 6 pgs. 18-26)

1. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

(See Section 6 pgs. 18-26)

2. Strategies to attract high-quality highly qualified teachers to high-need schools.

Attend Job Fairs, Creating a collegial atmosphere, providing a high level of support for new teachers, community outreach

3. Strategies to increase parental involvement through means such as family literacy services.

(See Appendix 4 pg 53-61)

4. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Outreach to Universal PreK; tours provided for incoming parents

5. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teacher survey, inclusion in SLT and Inquiry team meetings, collaborative PD, grade meetings

6. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

AIS intervention; Pupil Personnel Committee, Special; Education Referral outreach, ongoing assessment

7. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

FDC after school enrichment program designed in close cooperation with school administration.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ² Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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Reminder: 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
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	<i>or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	the school has met the intent and purposes³ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			84% \$891,624	x	18-26
Title I, Part A (ARRA)	Federal	x			99% \$346657	x	18-26
Title II, Part A	Federal	x			100% \$83907	x	18-26
Title III, Part A	Federal	x			100% \$47060	x	18-26
Title IV	Federal		x		NA		
IDEA	Federal	x			100% \$527173	x	18-26
Tax Levy	Local	x			100% \$5,597,695	x	18-26

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: School in Good Standing **SURR⁴ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)
PS 217 has 5 students in Temporary Housing
2. Please describe the services you are planning to provide to the STH population.
Transportation is provided via OPT (metro card, school bus) Ongoing counseling is provided by our Guidance Counselor, who connects the family to neighborhood support groups. Our Community based partnerships (FDC) also provide support and counseling

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 217 Colonel David Marcus School						
District:	22	DBN:	22K21	School		332200010217	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	70	72	70		94.3	94.8	95.1
Kindergarten	191	191	222	Student Stability - % of Enrollment:			
Grade 1	217	207	206	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	205	214	210		91.1	90.7	89.6
Grade 3	188	202	232	Poverty Rate - % of Enrollment:			
Grade 4	185	197	215	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	215	193	206		78.0	89.1	89.1
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		0	3	19
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		4	24	52
Grade 12	0	0	0	Special Education			
Ungraded	6	9	4	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	1277	1285	1365		78.0	89.1	89.1
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	32	25	28	Principal Suspensions	0	10	0
# in Collaborative Team Teaching (CTT)	71	84	100	Superintendent Suspensions	1	11	5
Number all others	87	71	63	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>	<i>(As of October 31)</i>				2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		92	101	96
# receiving ESL services only	324	298	TBD	Number of Teachers			
# ELLs with IEPs	3	53	TBD	Number of Administrators and Other Professionals	26	29	14
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	13	16	28

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	98.9	98.0	99.0
				% more than 2 years teaching in this school	71.7	67.3	86.5
				% more than 5 years teaching anywhere	52.2	49.5	61.5
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		86.0	82.0	83.3
American Indian or Alaska Native	0.0	0.2	0.2	% core classes taught by "highly qualified" teachers	95.4	99.3	98.4
Black or African American	14.7	13.2	12.3				
Hispanic or Latino	21.7	21.3	20.5				
Asian or Native Hawaiian/Other Pacific	51.3	51.2	51.1				
White	11.4	12.5	14.6				
Male	51.4	51.8	50.7				
Female	48.6	48.2	49.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	v	v					
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	v	v					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups	8	8	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	49.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 6-02	District 22	School Number 217	School Name
Principal Franca Conti	Assistant Principal Teresa Gochal		
Coach maria Lucy Buckley	Coach Ethel Germack		
Teacher/Subject Area Jodi Abrams, ESL	Guidance Counselor		
Teacher/Subject Area Janette Hassidim, ESL	Parent		
Teacher/Subject Area Michelle Pagliaro, Writing	Parent Coordinator Mary Kay Seerey		
Related Service Provider Susan Horowitz, AIS	Other		
Network Leader Julia Bove	Other Marina Shapiro, Data		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	10	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	1298	Total Number of ELLs	285	ELLs as Share of Total Student Population (%)	21.96%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part II

1. ELL Identification Process

All families of new students are administered the Home Language Identification Survey in English and their native language if it is available, at registration. Bilingual staff and ESL teachers are on hand during registration to ensure that the HLIS is administered correctly, and to perform an informal oral interview to help determine the child's OTELE, (other than English language exposure.) Home Language Identification Survey forms are reviewed to determine student's eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of enrollment. Students with OTELE codes other than "NO" are administered the LABR. All ESL teachers have been trained and participate in the administration of the LABR to eligible students in the first week of school. Students eligible for ESL services are grouped according to need and mandate, and are scheduled for appropriate ESL services. In the spring, all English Language Learners, including those who are NYSAA and "X" coded special education students are administered the NYSESLAT to determine achievement. and future eligibility for ESL services.

2. Parent Choice

Parents or guardians of newly enrolled students eligible to receive additional support services to develop proficiency in English, have the opportunity to attend orientation sessions which provide information, in English and in their native language, on the different program options available. A Parent Survey and Program Selection Form indicating the program that each parent/guardian chooses for his/her child is completed at that time. The parents or guardians of a student designated as an English Language Learner (ELL) are notified, in English and the native language, of their child's placement in the appropriate ESL program. Parents who do not participate in scheduled meetings are contacted by telephone or written communication is sent home inviting them to meet with an ESL teacher and complete the forms.

3. Bilingual staff including teachers, family workers, paraprofessionals, bilingual "outreach" school aids are employed to ensure that all families are aware of their options, and that their letters are returned.

4. At this time free standing ESL is the only program available at P.S. 217.

5. Trend in Parent Choice Letters

P.S. 217 honors the parent selection forms, as long as the numbers warrant. Systematic and periodic review of the parent survey letters reveal that the prevailing choice at P.S. 217 is the ESL program. The review of the Parent Survey and Program Selection Forms for the past few years indicates that English as a Second Language is the trend in program choice of parents of ELLs. All parent selection forms are kept and maintained on file. At the end of each school year, parents are given a Continued Entitlement Letter to select the ESL program of their choice for the next school year. In order to have well-informed and active parental involvement, we also provide orientation workshops on the state standards, assessment, school expectations and general ESL program requirements. All sessions are conducted in English and in the native language of the child's parent or guardian.

6. Our program offerings are in alignment with parent requests.

Paste response to questions 1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1													1
Push-In	5	5	5	5	5	5								30
Total	6	5	5	5	5	5	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	285	Newcomers (ELLs receiving service 0-3 years)	253	Special Education	50
SIFE		ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	253		32	32		18					285
Total	253	0	32	32	0	18	0	0	0		285

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	10	8	14	9	3								57

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	3	1	1	0	0	1								6
Russian	5	3	2	1	6	4								21
Bengali	6	7	5	7	1	3								29
Urdu	15	12	19	19	17	11								93
Arabic	5	1	1	1	3	1								12
Haitian	0	1	3	1	2	2								9
French	0	0	0	2	0	0								2
Korean	0	0	0	0	0	0								0
Punjabi	2	1	0	0	1	0								4
Polish	0	0	0	0	0	0								0
Albanian	0	1	1	1	1	1								5
Other	3	12	11	13	6	2								47
TOTAL	52	49	51	59	46	28	0	285						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. Description of the ESL Program Model

P.S. 217 has a free standing ESL program. In an effort to maximize interaction with native English speakers, P.S. 217 has developed an ESL program model consisting of push-in ESL teachers who provide classroom based instruction to English language learners across the grades. This model employs 9 licensed, certified ESL teachers who deliver ESL instruction on a “push-in” basis. Common planning is built into the schedule, in an effort to provide seamless instruction. Students are programmed into classrooms according to their ESL level and mandates. A single self-contained kindergarten class taught by a licensed, certified ESL teacher meets the needs of our youngest newcomers.

2. Part 154 Mandates

Beginning and intermediate level students receive 360 minutes (8 periods) of ESL instruction per week and advanced level students receive 180 minutes (4 periods) per week. In the self-contained classe, 5 of these periods are during the balanced literacy block, and the additional 3 periods are considered discrete ESL periods. The push-in program offers ESL instruction in an integrated setting. Students who exhibit inadequate growth on reading assessments receive an additional 37 1/2 minutes a day in literacy instruction using a reading

intervention that focuses on helping them achieve grade level proficiency in each reading component (phonemic awareness, phonics, letter recognition and writing). Special education students who are determined to be ELL based on their LAB-R or NYSESLAT score receive services in accordance with their Individualized Education Program (IEP).

a. Explicit ELA and NLA:

In addition to the required explicit ESL instruction, advanced students receive at least one period of explicit English Language Arts instruction from their classroom teacher. There is no native language arts instruction because there is no bilingual program currently at P.S. 217.

3. Content area instruction is delivered in English by the classroom teacher and reinforced by the ESL teacher, using ESL methodology. A strong emphasis on the development of academic language is a cornerstone of our ESL program.

Sample Student Program - Beginner and Intermediate ESL Grades K-5

Beginner/ Intermediate

	Extended Day	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Monday	Tutorial	Literacy/ ESL	Literacy/ESL	Writing Wkshp	Lunch	Math	Social Studies	Art
Tuesday	Tutorial	Literacy	Literacy/ESL	Writing Wkshp/ESL	Lunch	Math	Science	Computer
Wed.	Tutorial	Literacy /ESL	Literacy/ Guided Reading	Writing Wkshp	Lunch	Math/ESL	Social Studies	Drama
Thursday		Literacy/ESL	Literacy	Writing Wkshp	Lunch	Math	Science	Music
Friday		Literacy/ESL	Literacy/ Guided Reading	Writing Wkshp	Lunch	Math	Social Studies	Gym

Sample Student Program - Advanced ESL Grades K - 5

Advanced

	Extended Day	Period 1	Period 2	Period3	Period 4	Period 5	Period 6	Period 7
Monday	Tutorial	Literacy/ Guided Reaing	Literacy/ESL	Writing Wkshp	Lunch	Math	Social Studies	Art
Tuesday	Tutorial	Literacy/ Guided Reading	Literacy/ESL	Writing Wkshp	Lunch	Math	Science	Computer
Wednesday	Tutorial	Literacy/ Guided Reading	Literacy	Writing Wkshp	Lunch	Math/ESL	Social Studies	Drama
Thursday		Literacy	Literacy/ESL	Writing Wkshp	Lunch	Math	Science	Music
Friday		Literacy	Literacy/ESL	WRiting Wkshp	Lunch	Math	Social Studies	Gym

4. Differentiated Instruction

Within the push-in model, differentiated instruction is expected to meet the varied needs of the students. The ESL push-in teachers plan collaboratively with general education teachers to ensure curricula alignment and instructional improvement for ELLs. In order to maximize English language acquisition for ELLs, the ESL teachers and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. All personnel providing instruction or other services to ESL students are provided

ongoing in-service training.

a. Plan for SIFE

Although we have some students with inconsistent educational backgrounds, few of our students fit the description of SIFE as noted on the home language survey: entering school after grade three with limited or no formal education. Those students who have had breaks in educational service are placed in AIS programs according to their educational needs.

b. Plan for Newcomers

Kindergarten newcomers are placed in a self-contained ESL class. Older children are placed in mainstream classes with beginners. Extra instructional time is provided through supplemental ESL periods, and individual tutoring. The technology based programs Imagine Learning, Award Reading, and Leapfrog are scheduled to provide individualized independent instruction.

c. Plan for ELLs receiving service 4 – 6 years

ELLs receiving service 4 – 6 years are analyzed carefully through our ESL snapshot in order to identify areas of strengths and weaknesses, and whether the student is in the “L2 Stall.” Targeted intervention is provided by the ESL teacher and through AIS providers and technology based programs available in the classroom.

d. Plan for long term ELLs

Additional supplemental academic support is provided for long term ELLs through push in/pull out services from ESL and AIS teachers as needed. Students participate in activities designed to meet their individual needs, for example Great Leaps for fluency, Wilson for decoding. Technology based programs offer further practice. Extended day activities provide additional time on task. At present we have no ELLs who have completed 6 years of service.

e. Plan Special Education ELLs

Special Needs students receive mandated ESL service, and Special Education services according to their IEP. All children requiring alternate placement paraprofessionals have been assigned a bilingual paraprofessional to work with them throughout the day.

Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

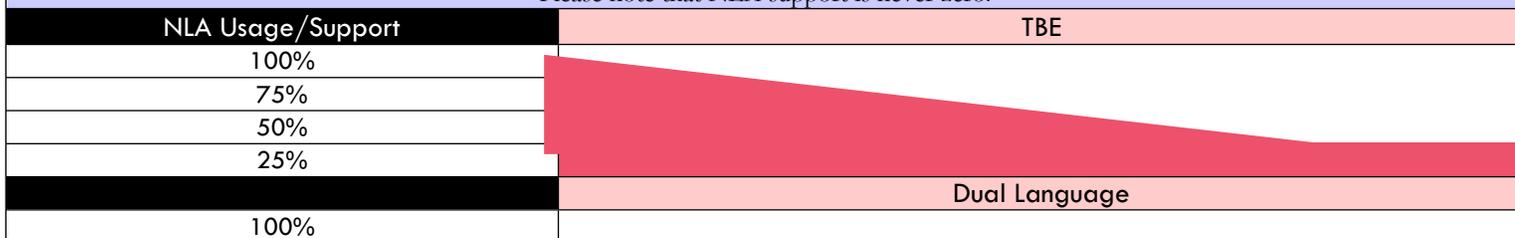
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

5. Targeted Intervention Programs for ELLs

All school based intervention programs are offered in English, and have special accommodations for ELLs. All ELLs are mandated to attend the 371/2 minute extended day program, and are grouped according to their needs, and serviced by ESL teachers to the extent possible. P.S. 217 provides after-school and/or Saturday programs for Social Studies, ELA, Math and NYSESELAT through Title III and Title I funding. All programs include ESL groups to focus on their particular needs. Academic interventions are offered on a "Pull Out" basis by school staff to all at risk students.

6. Transitional Services

Students who have reached proficiency on the NYSESLAT continue to receive support for two years through extended day programs, or AIS services.

7. Intensified AIS for ELLs considered at risk is under consideration.

8. No programs will be discontinued.

9. Equal Access

English Language Learners are afforded equal access to all school activities including extended day and Saturday academic preparation

programs and Magnet enrichment programs such as Magnet Masters.

10. Instructional Materials

English Language Learners have the benefit of a wide variety of materials specifically designed for ELLs. AWARD Reading, Rigby On Our Way To English, English in My Pocket and In Step Readers, Benchmark Bridges and English Explorers guided reading books, Rourke Language Acceleration Kits, Getting Ready the NYSESLAT and Beyond, Sundance Reading and Math Power packs, name a few. ESL Materials are kept in a centrally located bookroom to facilitate use by all teachers. Technology based programs are also available to our ELLs, namely Imagine Learning, Award Reading, and Leapfrog which are integrated in both the computer lab in classrooms. The rich selection of Balanced Literacy materials housed in our Literacy Room is also available to teachers for use with LEP students as appropriate.

11. Native language Support

Native language support is provided to students with disabilities who require alternate placement paras as indicated by their IEPs. These paraprofessionals interpret and explain material in the child's native language. An Urdu speaking Family Worker supports selected beginners with additional push-in tutoring. Other bilingual school staff assist children in their native language whenever feasible. Translators are employed for parent events and outreach. State exams are administered with translations.

12. Age and Grade Level

All service and support resources correspond to the appropriate age and grade levels of our English Language Learners.

13. Before the School Year Begins

At this time we are not offering any programs outside the school year.

14. No foreign languages are offered at P.S. 217.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here Professional Development

All the ESL teachers at P.S. 217 have the benefit of one part time ESL staff developer, two school-based literacy staff developers, and two school-based Math staff developers. Our school also employs a literacy specialist through Fordham University. Through our CF Network cluster, our staff participates in the ELL study group lead by Marianne Cucchiara. That study group is based on the work of Lilly Wong Fillmore, and focuses on the development of academic language. Classroom-based professional development is centered on improving teacher practice in literacy and math instruction, and deepening the implementation of the academic language component of ESL instruction. All teachers participate in topical workshops presented by school specialists in literacy, math, technology, and ESL. The "Jose P" ELL training for Non-ESL teachers is accomplished through faculty conferences, grade conferences, staff development days, and classroom embedded staff development.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent Involvement

P.S. 217 schedules many opportunities for parents to become involved and informed about their children’s education. For example, curriculum conferences are scheduled in September. Parents are invited to participate in our read aloud day, and classroom writing celebrations. P.S. 217 has a well-established “Parent Involvement Program” (PIP) that seeks to validate the language and cultures of the families, while acclimating them to the new environment. Urdu, Bengali, Spanish, and Russian speaking outreach workers are available to assist parents, and facilitate communication with the school staff. Morning language specific meetings have been organized in an attempt to make the school environment more inviting, assess the needs of the families, and encourage them to become more involved in their children’s education, as well as the Parent’s Association. Bilingual Paraprofessional, Family Workers and School Aids assist with outreach on a regular basis. We are currently offering a conversational English program sponsored by the Mayor’s office. We also have ongoing participatory programs such as morning library hours for parents and our community garden. We are planning to host "hands on" content area evenings for ELL families, through Title III.

2. Our Pencil Partners, THE GREEN SPA offer educational programs for parents at school and at their establishment.

3. Parent Needs are assessed through the Parent Coordinator and the School Leadership Team in conjunction with the Parent’s Association.

4. Our parent involvement activities address the needs of the parents by offering an avenue to strengthen the home school connection, an opportunity for the parents to improve their English literacy, and an opportunity to become part of the social fabric of our school through the various celebrations and participation in activities like the community garden and GREEN SPA events.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	23	24	17	25	10	7								106
Intermediate(I)	6	17	11	21	13	11								79
Advanced (A)	25	7	22	15	19	12								100
Total	54	48	50	61	42	30	0	0	0	0	0	0	0	285

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	2	3	3	1	3	5							
	I	0	3	10	2	4	4							
	A	0	11	21	7	10	9							
	P	0	23	8	34	22	10							
READING/WRI TING	B	2	17	10	6	7	3							
	I	0	15	10	23	13	13							
	A	0	6	13	16	19	12							

New York State Regents Exam										
Number of ELLs Taking Test					Number of ELLs Passing Test					
Grade	English		Native Language		English		Native Language		Total	
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 1	LEVEL 2
3	Comprehensive English		0	0	0	0	0	0	0	0
4	Math		17	10	5	2			34	
5	Biology		5	18	7	0			30	
6	Chemistry								0	
7	Earth Science								0	
8	Living Environment								0	
9	Physics								0	
10	NYSAA Bilingual Spe Ed						3		3	
11	Geography									
12	US History and Government									
NYS Math										
Grade	Level 1		Level 2		Level 3		Level 4		Total	
	English	NL	English	NL	English	NL	English	NL	English	NL
3	Other		0	0	0	0	0	0	0	0
4	NYSAA ELA		7	8	9	7	8	3	1	3
5	NYSAA Mathematics		7	8	9	7	8	3	1	3
6	NYSAA Social Studies		0	4	7	9	13	3	0	1
7	NYSAA Science									0
8										0
9										0
Native Language Tests										
Grade	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)					
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile		
8	ELE (Spanish Reading Test)									
9	Chinese Reading Test									
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NYS Social Studies

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:

are recorded in student assessment portfolios, and student snapshots, and are systematically reviewed to give teachers detailed information about the strengths and weaknesses of each student. F & P results are entered into our Student Progress Monitor data base to track groups of students as well as individuals. The PLA results are broken down into individual skill areas, to reveal students achievement levels. All of these results are reviewed and discussed with individual teachers and at grade meetings, to inform planning and instruction. A review of ELL F & P results showed a general weakness in “beyond the text” comprehension skills, and that has been set as a focus for reading instruction, as well as a focus on non-fiction texts to build background. Academic language will continue to be a focus for the ELL programs. The PLA showed a weakness in spelling among ELLs, which will be addressed through the Words Their Way program.

2. Of 255 English language learners given the NYSESLAT in 2010, currently attending our school, 23.93% scored out of ESL. Kindergarten (present grade 1) had 28% score out, Grade 1 (present grade 2) had 31% score out, Grade 2 (present grade 3) 11%, Grade 3 (present grade 4) 15%, grade 4 (present grade 5) 31%.

The examination of NYSESLAT results data patterns across proficiency levels and grades reveals that Listening and Speaking skills develop more quickly than Reading and Writing skills. This is especially evident in the younger grades. For example, Kindergarten results (present grade 1) for 2009-10 show 11 Advanced and 23 Proficient students in Listening and Speaking, with only 6 Advanced and 2 Proficient in Reading and Writing. Grade 1, (present grade 2) students had 21 Advanced and 8 Proficient in Listening and Speaking, and 13 Advanced and 9 Proficient in Reading and Writing. Grade 2, (present grade 3) results are again uneven, 7 Advanced and 34 Proficient in Listening and Speaking, and only 16 Advanced and 0 Proficient in Reading and Writing. Of 39 grade 3 students, 22 scored Proficient and 10 Advanced in Listening and Speaking, and 19 scored Advanced in Reading and Writing. Grades 4 and 5 show similar patterns. One can see that over time students are building their English literacy skills. However, the implication for instruction is that a careful analysis of assessment data is necessary to provide appropriate instruction, differentiated to meet the needs of the students. This is accomplished in part through the implementation of ESL Student Snapshots which collect all pertinent information about students and show each student’s achievement trends. A continued strong delivery of literacy instruction by the ESL and classroom teachers through the Reading and Writing workshop, including a sharp emphasis on language structure, vocabulary and academic language development is necessary. Students appearing to be “stalled” need intensive intervention based on their specific academic needs.

3. Analysis of individual students’ patterns on the ESL snapshot will inform instructional decisions for administration and staff. Focused intervention will be employed to meet individual needs.

4. Other Assessment Patterns

The ELA results for English language learners has shown a dramatic increase since 2006, when only 8.7% of ELLs in grades 3,4 & 5 achieved a level 3& 4 and 34.8% only achieved level 1. In 2009, 48.3% of ELLs in these grades scored level 3 & 4, and only 6.9% in level 1. Math results had also shown a steady rise since 2006, when 65.4 % scored in levels 3 & 4. In 2009, 87.2 % of ELLs scored in levels 3 & 4, 9.4% in level 2 and 3.4% in level 1. Unfortunately, 2010 results showed a marked drop in the number of ELLs achieving levels 3 and 4 in ELA and Math. In Grade 3, (current Grade 4) only 7 out of 34 students achieved Level 3 and 4, that is 20.59%, 10 achieved level 2, 29.42%, 17 children or 50% of ELLs taking the test scored Level 1. A slightly better pattern emerged for Math, with 21 students were given the test in their native language, and no student exempt. In grade three, 15 students, or 32.61% achieved level 3 & 4 with 6 children talking the test in native language. 16, or 34.79% scored level 2 and 15 achieved level 1, with 8 taking it in translation.

Grade 4, present Grade 5 had ELA results as follows: 7 or 23.34% Level 3 and 4, 18 or 60% in level 2, and 5 or 16.67 % scored level 1. In Grade 4 Math, 17 students took the test in translation. 17 students, or 46.41% achieved level 3 and 4, 4 took it in translation.

16 students scored level 2, 43.25%,with 9 taking it in translation, and 4 students, 10.81% scored level 1, all taken in translation. We can attribute the drop in part to the changing cut scores, as well as several students taking the test after only one year in an English language school system. However, grade three in particular shows a weakness that needs to be addressed through AIS and differentiation for individual needs. In order to help these students meet higher achievement goals, the ESL department with the classroom teachers must continue to provide high quality content area and literacy instruction based on careful student assessment.

b. ELL Periodic Assessments

The ELL Periodic Assessment is one tool to track the progress of out ELL students. The results are recorded on the snapshots and analyzed along side other student data, such as Fountas and Pinnell levels and NYSESLAT results.

c. All of this information is studied to ascertain the student’s strengths and weaknesses, in order to inform instruction.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/25/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		