



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ROBERT A. VAN WYCK MIDDLE SCHOOL 217

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q217

PRINCIPAL: PATRICK M. BURNS **EMAIL:** PBURNS3@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. FOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Patrick M. Burns	*Principal or Designee	
Mark Faraci	*UFT Chapter Leader or Designee	
Nicola Sutherland Marrow	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Karen Phillips	Member/Teacher	
Alan Gold	Member/Teacher	
Kathryn Napolitano	Member/Teacher	
Tina Waldman-Wallach	Member/Parent	
Yvonne Edwards	Member/Parent	
David Rambharose	Member/Parent	
Linda Suber	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012 teachers of the ELA department will develop, administer, and analyze a grade level common core writing task at the 6th, 7th, and 8th grade levels resulting in improved performance on the NYS ELA 2012 exam for the two student groups, SWD and ELLs that did not meet AYP on the 2010-11 NYS ELA exam.

Comprehensive needs assessment

A comparative analysis of the *New York State English Language Arts Exam*, comparing the school wide results to our English Language Learners in *M.S. 217* using the academic year 09/10 and the results of academic year 2010/11.

Performance Levels:

Our 2010-2011 School Report Card indicated that AYP was achieved in 6 of the 8 categories in ELA. AYP was not met for SWD and Limited English Proficient students.

An examination of the sixth grade ELA performance levels of ELL students indicates that there was a decrease from 40% to 33% for students scoring 2's or higher. Students scoring 3 or above on the exam, rose from 3% to 8%, an increase of five percent.

Seventh grade ELA performance levels of Seventh grade ELL students scoring 2 and above went from 63% to 52% and 3's or higher from 7% to 2%.

Eighth grade ELA performance levels of Eighth grade ELL students scoring 2's or higher rose from 56% to 64%; 3 or higher dropped from 4% to 3%.

Comparison of 2010 to 2011 cohorts:

63% of ELL 7th graders scored at or above PL 2 on the 2010 NYS ELA exam. The following year 64% of the ELL students in the 8th grade scored at or above PL 2's on the 2011 NYS ELA exam. An increase of 1% for the cohort. However, there was a 4% decrease among the percentage of students scoring at or above a PL 3 from year to year.

Content Analysis

An analysis of the 46 one point questions for 6th grade students showed there were 13 questions with a 30% or greater gap between our ELL students compared to all students taking the exam. There were 12 questions the ELL students scored below 30% correct. There were 2 questions the ELL students out performed the GE population. The questions had the same performance indicator. There were 6 questions total on this indicator. Indicator 2 – “Identifies literary elements” is a focus.

An analysis of the 46 one point questions for 7th grade students showed there were 7 questions with a 30% or greater gap between ELL students compared to all students taking the exam. There were 5 questions the ELL students scored below 30% correct. There was one question the ELL students out performed the GE population. There were 3 questions on this indicator.

Indicator 3 – “Determines the meaning of unfamiliar words using context clues, a dictionary, a glossary, and structural analysis” is a focus.

An analysis of the 46 one point questions for 8th grade students showed that there were ten questions with 30% or greater gap between ELL students and all students taking the exam. There were 8 questions ELL students scored below 30% correct. The ELL students out performed the GE students on 1 question. There were two questions on this indicator.

Indicator 1 - “Determines the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis” is a focus.

Inferences

Based on the findings of the comparative analysis of all students taking the ELA Exam to ELL students the following areas should be targeted for improvement:

Sixth Grade –

- Identify missing, conflicting, unclear and irrelevant information
- Recognize organizational formats to assist in comprehension of informational texts
- Read to collect and interpret data facts and ideas

Seventh Grade -

- Use knowledge of structure, content, and vocabulary to understand informational text
- Interpret characters, plot, setting and theme, using evidence from the text

Eighth Grade -

- Interpret characters, plot, setting, theme, and dialogue, using evidence from the text
- Identify missing, conflicting, or unclear information

Instructional strategies/activities

To implement the above mentioned goal, research-based instructional strategies and activities will be utilized. Currently the Literacy teachers are using Achieve 3000 and Writing Matters web-based programs to supplement their instruction. The achieve 3000 reading program, Teen Biz will focus on Non fiction reading. The program provides additional support programs for ELLs and SWD. Teachers will receive professional development on these enhancements. The Writing Matters program will have a Literacy Specialist on site one day per week to support ELA, ESL and Special Education teachers. Additional strategies for ELL students will be addressed. Such strategies include the introduction of essential vocabulary before beginning the task, use of visuals, scaffolding upon background knowledge and differentiated learning groups. For students with disabilities, the above mentioned strategies will also be utilized. Additional steps include reviewing the student’s IEP, anticipating potential barriers to learning and

providing accommodations to meet the student's individual needs. Trained ELL and Special Education staff will be utilized to implement the above mentioned strategies for the specified sub-groups. Steps taken to include teachers in the decision-making regarding the above mentioned goal strategies, include a weekly department meeting with the ELA department. During this time teachers meet in grade teams to discuss and determine strategies to be utilized at grade and/or class level. Additional PD provided by our network and UFT Teacher Center coach will be directed to support teachers, as they create and develop this task. Timeline for implementation, which includes PD for teachers, team and department meetings, scaffolding and design of task, identifying additional resources and support services for ELLs and SE subgroups will be from September 2011 until May 2012. Literacy teachers will utilize UBD units that were created this past summer as a means of increasing rigor. These units are aligned to the CCSS. Our CFN support will provide professional development on strategies to build reading comprehension utilizing non-fiction text. As a result of this training, teachers will create lessons where students develop better understanding of main idea and the use of figurative language. Teacher teams have identified/targeted students for additional support. The teams will track progress of their students by reviewing report cards, unit assessments and periodic assessments. These students will have the opportunity for additional instruction in the extended day program, the Title III after school program, and/or the Saturday academy. The Data Inquiry Team will provide additional support with the analysis of periodic assessment data. The team will identify trends and develop strategies to meet the needs of their findings. The DIT team will produce a quarterly to inform the staff of their findings.

Strategies to increase parental involvement

Strategies for increased parental involvement include:

- September Back to School Night – discussion of instructional expectations, assessments, support services
- ELA night for parents and family to attend and celebrate the outstanding work of their children. Parents participate in read alouds, book discussions, view poetry reads, experience the process of writing a memoir, and are exposed to the new Common Core writing expectations facilitated by teachers and staff members.
- Utilization of eChalk school web site and individualized teacher pages.
- Monthly Newsletter mailed home to parents identifying upcoming core subject pacing calendar focus
- Utilization of Datacation web based application to provide parents with real time data on their child's attendance and subject academic progress. Additionally, parents will be able to track their child's high school readiness with the high school readiness tracker.
- PA monthly events - These nights afford parents an opportunity to discuss concerns with administration, staff and our parent coordinator.
- In the spring we will utilize funds from Title III grant to have a parent workshop program on Saturdays.
- Three Parent-Teacher Conference evenings
- Utilization of Survey Monkey web based software to query parents throughout the course of the school year on various topics (Ex: "Tell Us About Your Child")

Strategies for attracting Highly Qualified Teachers (HQT)

- All new teachers are assigned a one to one mentor that they meet with 2 periods per week.
- Utilization of CFN mentor liaison and PD opportunities

- Utilization of lead teacher/coach
- Utilization of on-site UFT Teacher Center facilitator, resources , and professional development opportunities
- Utilization Of ARIS Learn resources
- Weekly departmental planning session
- Weekly teacher team planning session
- Monthly New Staff meeting
- Utilization of NYCDOE Teacher Finder resources

Service and program coordination

In order to provide our targeted student groups (ELLs, ELLs with Individualized Educational Plans (IEPs), Students with Disabilities , and at-risk students) with additional instruction and student support programs, we are utilizing Title III, SAPIS, FSF, and Title I funding for the following programs in accordance with Federal, State and local services, including programs supported under NCLB:

- ELL Summer Academy - Title III
- SWD Summer Academy – FSF
- After School Title III Academy – Title III
- Saturday ELL Academy – Title III
- Saturday SWD Academy – FSF, Title I
- Anti Bullying – SAPIS, FSF, Title I
- Respect for All – SAPIS, FSF, Title I
- Nutrition and Wellness – SAPIS, FSF, Title I

Our school carefully monitors the effectiveness, coordination and integration of these programs. These services, including programs supported by NCLB, are coordinated to ensure that there are no duplication of services and that there is equity and access so that all eligible students (including students in targeted subgroups: ELLs, ELLs with IEPs, SWD, and at-risk students) are provided with services to expedite their progress toward greater access to the CCLS and ensure our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Budget and resources alignment

- TL FSF – Teacher Salary, PD, Per Diem, Per Session, Coverage, OTPS
- Title III LEP - Per Diem, Per Session, OTPS
- ARRA RTTT Data Specialist – Per Session/PD
- ARRA RTTT Citywide Inst – Per Session/PD
- Title I ELL Program, TL NYSTL – Per Session, PD, OTPS
- Title I SWP – Teacher Salaries, PD (i.e. 10%, 5%, 1%), Per Session, OTPS
- Title I Translation SWP – Per Session, OTPS
- TL NYSTL - OTPS

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, mathematics teachers will develop, administer and analyze a core common task at the 6th, 7th and 8th grade levels resulting in improved performance on the NYS Mathematics 2012 exam for the ELL student group. ELLs did not meet AYP on the 2010-11 NYS Mathematics exam.

ANALYSIS OF 2011 NYS MATHEMATICS EXAMINATION RESULTS

Performance Levels

Examination of the data reveals that the largest overall percentage of grade 6 students performed at Level 2 with 37% placing there. The Grade 7 NYS Math Exam Performance Level data, however, revealed the majority of students at M.S. 217, 33%, performed at a Level 3. Level 4 achievement was reached by 27% of M.S. 217 seventh grade students, an increase of 7% over last year's results. Lastly, Grade 8 NYS Math Exam Performance Level data again revealed the majority of student groups at levels 2 and 3, 41% and 40%, respectively, level 3 increasing by 8%. Level 4 performance in Grade 8 accounted for 11%.

Examination of year-to-year changes in proficiency yielded some increases. In 2011, 49% of 6th graders scored at a Level 3 or 4, an increase from the prior year's 44%. A review of peer group results show M.S. 217 fared better than 11 schools in our group for 6th grade progress. A comparison with the city reveals 6th graders at 56%, an increase of 3% from the previous year. Simultaneously, the percentage of students scoring at a Level 1 decreased from 15% to 14% in the one-year period. Those results were consistent across grade level, as grade 7 students achieving a Level 3 or 4 increased from 57% to 60% from 2010 to 2011, while Level 1 percentages remained constant at 8%. The 7th grade progress compared to our peer group revealed M.S. 217 fared better than 20 schools in our peer group. Similarly, 7th grade students citywide increased to 55.5%, from 52.6%. In 8th grade, students scoring Levels 3 or 4 increased to 51% from 48% from 2010 to 2011 with the citywide increase to 52.5%. During the same period, students scoring at a Level 1 decreased from 10% to 8% for M.S. 217.

Most important to note regarding the aforementioned data is the constant changes and realignment of state benchmarks and standards implemented as part of the 2011 NYS Mathematics Assessment make direct year-to-year comparison unreliable. As a result, scale scores, which remained consistent, will be examined for year-to-year purposes so that a more relevant and action-oriented discussion of the data may ensue.

Year-to-Year Scale Scores

Overall, scale scores trended upward from 2010 to 2011. Grade 6 mean scale scores increased from 668 to 671. A similar 3 point increase was citywide, currently at 678. Grade 7 mean scale scores also increased 6 points to 678, compared with a 3 point increase citywide to 674. Grade 8 mean scale scores were tallied at 672 in 2011, down approximately 2 points from 2010, compared with citywide mean scale score of 673. Although scale scores trended upward, a closer examination of the subgroup performance will be conducted to assure an equally upward trend. However, once again, it is vital to recognize the impact of state alterations to the testing content as a result of the state-level testing and standard changes aforementioned. These factors must be considered whenever analyzing year-to-year data against 2011 results.

Scale Scores Comparisons by Ethnicity Subgroups

Please note that in the following section, ethnicity was determined by codes selected at the time of registration by parents/guardians. In some cases, the ethnic group title may actually include additional ethnic groups. This may be due in part to confusion on the part of registering students and parents over which ethnic groups choice best represents their backgrounds.

Upon examination of the scale scores for the ethnicity subgroups, only minor variations are evident. Each grade's scale scores were examined from the perspective of the following ethnic subgroups (as provided by ATS): Asian/Pacific Islander, White-Not Hispanic, Hispanic, Black-Not Hispanic, American Indian/Alaskan. For the Hispanic subgroup, results appear insignificant. Hispanic students at the 6th and 7th grade levels experienced an increase in scale score of roughly 9 and 5 points, respectively. 8th grade Hispanic students decreased 4 points. Similarly insignificant, the Black-Not Hispanic subgroup scale scores increased 7 points on both grade levels 7 and 8. 6th grade students scale scores decreased 7 points. The White-Not Hispanic subgroup scale scores trended upward approximately 54 and 2 points in grades 6 and 7. However, in grade 8, this subgroup's scores fell roughly 10 points, greater than the same grade students in the aforementioned subgroups. Similarly anomalous was the 10-point drop seen within the Asian/Pacific Islander subgroup at the 6th-grade level, though 7th grade scores increased 8 points to 689 and 8th grade decreased by 2 points to 682.

The least in line with the other subgroups, however, was the American Indian/Alaskan ethnic subgroup, whose scores were split on the year. 6th grade scores decreased 16 points, 7th grade increased by 8 points and 8th grade decreased by 53 points.

Although some anomalies were noted in the ethnic subgroup analysis of data, their randomness makes drawing concrete conclusions difficult, if not impossible. Overall, ethnicity does not appear to have played a significant role in the trend taken by scale scores from 2010 to 2011.

Scale Scores Comparison by Special Education Subgroups

Scale score trends for grades 6 through 8 Special Education Students were isolated and examined for significance. The data showed trends consistent with that of the whole school environment. In the 6th grade, scale scores increased approximately 6 points in 2011. Special Education Students scores in the 7th grade were up approximately 3 points and in the 8th grade up 13 points. Noted is the citywide mean change for grades 6 to 8 was an increase of 3.3 points. All grade levels at M.S. 217 met or exceeded this increase.

Scale Scores Comparison by English Language Learners Subgroups

Scale score trends for grades 6 through 8 English Language Learners were isolated and examined for significance. The data showed trends consistent with that of the whole school environment. In the 6th grade, scale scores increased approximately 6 points in 2011. English Language Learner scores in the 7th grade were up about 4 points and in the 8th grade lower by about 6 points. Across grade level, these results appear insignificant from a perspective of cause. Noted is the citywide mean change for grades 6 to 8 was an increase of 3.6 points. 6th and 7th grade levels at M.S. 217 exceeded this increase. However, due to our English Language Learner population not meeting AYP, special attention will be given to this subgroup for 2011-2012 academic year.

Performance by Strand

The results data for the NYS Mathematics Assessment 2011 was examined by strand to identify areas of weakness.

An analysis of the item numbers sorted by strand was conducted to identify questions that achieved less than 50% correct. Once those items were identified, they were then checked for their placement within a strand. Finally, they were crosschecked to see if they were members of the same strand. This close examination of the item analysis at grade 6 showed 5 question items with below 50% correct within the Number Sense and Operations strand. The same type of examination revealed a 2-item weakness within the Algebra strand in the 7th-grade data, and a 5-item weakness within the Number Sense and Operations strand. At the 8th grade level, items identified as achieving less than 50% correct are Algebra, Number Sense and Operations and Geometry.

INFERENCES

Based on the above analysis of the 2011 mathematics proficiency data, the following areas are concluded to be in need of development and thus, are targeted for improvement:

1. Further study of new testing criteria (CCSS).
2. Examination preparation across classes, subgroups and grades 6 through 8.
3. Grade 6 remediation and enrichment within Number Sense and Operations strand, based on NYS assessment.
4. Grade 7 remediation and enrichment within Number Sense and Operations strand, based on NYS assessment.
5. Grade 8 remediation and enrichment within the Geometry, Number Sense and Operations and Algebra Strands, based on NYS assessment.
6. Further exploration and analysis of individual class performance.

Instructional strategies/activities

To implement the above mentioned goal, research-based instructional strategies and activities will be utilized. Currently, the mathematics department at M.S. 217 utilizes the use of a “Problem of the Week”. The problem of the week is a constructed response question to which students must import the above mentioned mathematical practices. Weekly use of this task increases the academic demand we put on students and further, scaffolds upon student’s mathematic skills. Within each class, students receive a differentiated approach to addressing the “Problem of the Week”. We recognize the different starting points of each student and seek to build upon their skills based on their level. Additional strategies for ELL students will be addressed. Such strategies include the introduction of essential vocabulary before beginning the task, use of visuals, scaffolding upon background knowledge and differentiated learning groups. Additionally, support services for ELL students include a Saturday math academy and compass learning software (specifically designed to engage and address the needs of ELLs). For ELL students with disabilities, the above mentioned strategies will also be utilized. Additional steps include reviewing the student’s IEP (Individualized Education Plan), anticipating potential barriers to learning and providing accommodations to meet the student’s individual needs. Trained ELL and Special Education staff will be utilized to implement the above mentioned strategies for the specified student group. Steps taken to include teachers in the decision-making regarding the above mentioned goal and strategies, is a weekly department meeting with the mathematics department. During this time teachers meet in grade teams to discuss and determine strategies to be utilized at grade and/or class level. Additionally, professional development provided by our network and lead teacher will be directed to support teachers, as they create and develop this task. Timeline for implementation, which includes professional development for teachers, team and department meetings, scaffolding and design of task, identifying additional resources and support services for ELLs will be from September 2011 until May 2012.

Strategies to increase parental involvement

Strategies for increased parental involvement include:

- September Back to School Night – discussion of instructional expectations, assessments, support services
- Mathematics Family night for parents and family to attend and celebrate the outstanding work of their children. Parents participate in hands-on activities with their children facilitated by teachers and partner organizations.
- Utilization of eChalk school web site and individualized teacher pages.
- Monthly Newsletter mailed home to parents identifying upcoming core subject pacing calendar focus

- Utilization of Datacation web based application to provide parents with real time data on their child’s attendance and subject academic progress. Additionally, parents will be able to track their child’s high school readiness with the high school readiness tracker.
- PA monthly events - These nights afford parents an opportunity to discuss concerns with administration, staff and our parent coordinator. In the spring we will utilize funds from Title III grant to have a parent workshop program on Saturdays.
- Three Parent-Teacher Conference evenings
- Utilization of Survey Monkey web based software to query parents throughout the course of the school year on various topics (Ex: “Tell Us About Your Child”)

Strategies for attracting Highly Qualified Teachers (HQT)

- All new teachers are assigned a one to one mentor that they meet with 2 periods per week.
- Utilization of CFN mentor liaison and PD opportunities
- Utilization of lead teacher/coach
- Utilization of on-site UFT Teacher Center facilitator, resources , and professional development opportunities
- Utilization Of ARIS Learn resources
- Weekly departmental planning session
- Weekly teacher team planning session
- Monthly New Staff meeting
- Utilization of NYCDOE Teacher Finder resources

Service and program coordination

In order to provide our targeted student groups (ELLs, and ELLs with Individualized Educational Plans) with additional instruction and student support programs, we are utilizing Title III, SAPIS, FSF, and Title I funding for the following programs in accordance with Federal, State and local services, including programs supported under NCLB:

- ELL Summer Academy - Title III
- After School Title III Academy – Title III
- Saturday ELL Academy – Title III

- Anti Bullying – SAPIS, FSF, Title I
- Respect for All – SAPIS, FSF, Title I
- Nutrition and Wellness – SAPIS, FSF, Title I

Our school carefully monitors the effectiveness, coordination and integration of these programs. These services, including programs supported by NCLB, are coordinated to ensure that there are no duplication of services and that there is equity and access so that all eligible students (including students in targeted subgroups: ELLs, and ELLs with IEPs) are provided with services to expedite their progress toward greater access to the CCLS and ensure our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Budget and resources alignment

- TL FSF – Teacher Salary, PD, Per Diem, Per Session, Coverage, OTPS
- Title III LEP - Per Diem, Per Session, OTPS
- ARRA RTTT Data Specialist – Per Session/PD
- ARRA RTTT Citywide Inst – Per Session/PD
- Title I ELL Program, TL NYSTL – Per Session, PD, OTPS
- Title I SWP – Teacher Salaries, PD (i.e. 10%, 5%, 1%), Per Session, OTPS
- Title I Translation SWP – Per Session, OTPS
- TL NYSTL - OTPS,

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, science teachers will develop, administer and analyze a core common task at the 8th grade levels resulting in improved performance for the English Language Learners student group, which did not meet safe harbor on the New York State Science Assessment.

Comprehensive needs assessment

In a review of the 2010-2011 New York State report card, the identified area labeled “ALL” students met AYP (adequate yearly progress) in Science. However, students within the English Language learner student group did not meet safe harbor targets. Of the English Language Learner student group 99 students were tested out of 122 resulting in a 96% participation rate. The New York State performance target was set at 100 with a progress target for 2010-2011 set at 97. The New York State Science assessment results for English Language Learners resulted in a performance index of 90 for M.S. 217.

Instructional strategies/activities

To implement the above mentioned goal, research-based instructional strategies and activities will be utilized. Currently, the science department at M.S. 217 utilizes the use of weekly laboratory reports. Laboratory reports are derived from classroom experiments carefully constructed and facilitated by the science teacher. Students must demonstrate their knowledge and application of the scientific method and import the above mentioned standards. Weekly use of this task increases the academic demand we put on students and further, scaffolds upon student’s scientific skills. Within each class, students receive a differentiated approach to addressing the laboratory report. We recognize the different starting points of each student and seek to build upon their skills based on their skill level. Additional strategies for ELL students will be addressed. Such strategies include the introduction of essential vocabulary before beginning the task, use of visuals, scaffolding upon background knowledge and differentiated learning groups. For ELL students with disabilities, the above mentioned strategies will also be utilized. Additional steps include reviewing the student’s IEP (Individualized Education Plan), anticipating potential barriers to learning and providing accommodations to meet the student’s individual needs. Trained ELL and Special Education staff will be utilized to implement the above mentioned strategies for the specified student group. In addition, science teachers will participate in EXC-ELL professional development with a specific emphasis on building student vocabulary skills. Steps taken to include teachers in the decision-making regarding the above mentioned goal and strategies, is a monthly department meeting with the science department. During this time teachers meet in grade teams to discuss and determine strategies to be utilized at grade and/or class level. Additionally, professional development provided by our network, collaboration with Urban Advantage and collaborations with partner institutions including the American Museum of Natural History, will be directed to support teachers, as they create and develop this task. Timeline for implementation, which includes professional development for teachers, team and department meetings, scaffolding and design of task, identifying additional resources and support services for ELLs will be from September 2011 until May 2012.

Strategies to increase parental involvement

Strategies for increased parental involvement include:

- September Back to School Night – discussion of instructional expectations, assessments, support services
- Science Family night for parents and family to attend and celebrate the outstanding work of their children. Parents participate in hands-on activities with their children facilitated by teachers and partner organizations.
- Utilization of eChalk school web site and individualized teacher pages.
- Monthly Newsletter mailed home to parents identifying upcoming core subject pacing calendar focus
- Utilization of Datacation web based application to provide parents with real time data on their child’s attendance and subject academic progress. Additionally, parents will be able to track their child’s high school readiness with the high school readiness tracker.
- PA monthly events - These nights afford parents an opportunity to discuss concerns with administration, staff and our parent coordinator. In the spring we will utilize funds from Title III grant to have a parent workshop program on Saturdays.
- Three Parent-Teacher Conference evenings
- Urban Advantage Family events
- Utilization of Survey Monkey web based software to query parents throughout the course of the school year on various topics (Ex: “Tell Us About Your Child”)

Strategies for attracting Highly Qualified Teachers (HQT)

- All new teachers are assigned a one to one mentor that they meet with 2 periods per week.
- Utilization of CFN mentor liaison and PD opportunities
- Utilization of lead teacher/coach
- Utilization of on-site UFT Teacher Center facilitator, resources , and professional development opportunities
- Utilization Of ARIS Learn resources
- Weekly departmental planning session
- Weekly teacher team planning session
- Monthly New Staff meeting
- Utilization of NYCDOE Teacher Finder resources

Service and program coordination

In order to provide our targeted student groups (ELLs, and ELLs with Individualized Educational Plans) with additional instruction and student support programs, we are utilizing Title III, SAPIS, FSF, and Title I funding for the following programs in accordance with Federal, State and local services, including programs supported under NCLB:

- ELL Summer Academy - Title III
- After School Title III Academy – Title III
- Saturday ELL Academy – Title III
- Anti Bullying – SAPIS, FSF, Title I
- Respect for All – SAPIS, FSF, Title I
- Nutrition and Wellness – SAPIS, FSF, Title I

Our school carefully monitors the effectiveness, coordination and integration of these programs. These services, including programs supported by NCLB, are coordinated to ensure that there are no duplication of services and that there is equity and access so that all eligible students (including students in targeted subgroups: ELLs, and ELLs with IEPs) are provided with services to expedite their progress toward greater access to the CCLS and ensure our parents have a clearer understanding of the ways in which they can help support the achievement of the goal.

Budget and resources alignment

- TL FSF – Teacher Salary, PD, Per Diem, Per Session, Coverage, OTPS
- Title III LEP - Per Diem, Per Session, OTPS
- ARRA RTTT Data Specialist – Per Session/PD
- ARRA RTTT Citywide Inst – Per Session/PD
- Title I ELL Program, TL NYSTL – Per Session, PD, OTPS
- Title I SWP – Teacher Salaries, PD (i.e. 10%, 5%, 1%), Per Session, OTPS
- Title I Translation SWP – Per Session, OTPS
- TL NYSTL - OTPS

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	191	150	40	45	42	1	1	1
7	318	257	52	56	68	1	3	1
8	298	160	36	59	61	1	3	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Wilson-small group. Provided during and after school (90 minutes per week.) Saturday Academy – homogeneous small group during Saturday sessions. After School Academy – writing workshop (Tuesday – Thursday, 1.5 hours, January through April.) Extended Day Session 37 ½ minutes to support students performing between 1.0 – 2.3 proficiency rating on ELA and/or Math State Exams. Students with Disabilities will have skill specific materials to differentiate instruction based on targeted areas for growth. ELA teachers will utilize materials for grades 6-8 through Finish Line Reading Series – Continental Press Inc.
Mathematics	Extended day- small group instruction, 3 days per week 37 ½ minutes. After School Academy – homogenous by grade level, 3 days per week, 60 minutes per week. Saturday Academy – homogeneous by grade, 2 hrs. 5:1 – during school day, 80 minutes, Level 1 students. Students with disabilities will utilize skill specific workbooks based on content strands to differentiate instruction based on targeted areas for growth. Finish Line-Math Strands- Continental Press Inc.
Science	Extended day program Monday through Wednesday 37 ½ minutes for students targeted for AIS instruction will utilize New York Content Reading for grades 6-8 through Continental Press Inc. Academic Intervention Services in science will be offered Monday through Friday from 2:30PM until 5:30PM. These services provide an excellent opportunity for students to receive enrichment from a variety of electives that can be selected through our community based organization (CBO), St. John’s Afterschool All-Stars. In a small group setting, students can participate in forensic science, Lego robotics, veterinary technology, or a heart surgery program.

<p>Social Studies</p>	<p>Extended day program Monday through Wednesday 37 ½ minutes. Students who are targeted for AIS instruction will focus on vocabulary remediation and reading comprehension. We will utilize New York Content Reading for grades 6-8 through Continental Press Inc.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Extended Day Program, and general school day: Meetings with students, parents and teachers are scheduled to allow all constituents to become aware of the findings of diagnostic evaluations. In addition, counselors conduct extensive parent sessions on homework issues, library services, truancy issues, motivation strategies and adolescent rebellion. Parents are informed of the school website and reminded to utilize this website to view teachers' postings of classroom goals and expectations, homework assignments, grading policies and additional information that will support student's learning experiences. In this way, students are best-served by differentiated academic and behavior management. For students with an ED (emotional disturbance) classification, counselors will develop in conjunction with teachers and when necessary the school psychologist a behavior intervention plan. This will be reviewed with students, parents and teachers to ensure that actions and outcomes are communicated effectively to all constituents. For an at-risk student, counselors will work with psychologist to complete a functional behavior assessment and consult with teachers in the creating of a BIP. Counselors will continue to maintain a high rate of parent involvement at EPC meetings, 95%. Counselors provide the following services for AIS students:</p> <ul style="list-style-type: none"> • Teaching organizational skills and time management. • Monitoring student attendance and academic progress. • Communicating with parents regarding student progress and available intervention services. • Individual and group counseling as needed. • Referral to academic services and outside agencies.
<p>At-risk Services provided by the School Psychologist</p>	<p>On a needs basis, the school psychologist will meet with parents and students and their parents during the school day in order to access and address the needs for special services. The school psychologists will also provide support in completing the functional behavioral assessments as a means to develop behavior intervention plan.</p>

<p>At-risk Services provided by the Social Worker</p>	<p>On a needs basis, the school social worker will meet with referred students and their parents during the school day in order to access and address the needs for special services.</p>
<p>At-risk Health-related Services</p>	<p>The school nurse identified students with special conditions such as asthma, diabetes and any other severe medical conditions during a review of their medical records during the school day. In addition, the school nurse reviewed student medical records during the school day in order to ensure that student immunizations were completed and up to date.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting three parent-teacher conferences (November, February, April) during which the individual child's achievement will be discussed as well as how this Compact is related;
- create a school schedule that permits the student's teacher team one period per week during the school day where the teacher team may meet with the student's parent.

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- attend all three mandatory school-wide Parent Teacher conferences held in November, February, and April of the school year.

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 28Q217 **School Name:** Robert A Van Wyck MS 217

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - A) SWD and ELLs did not meet AYP on the 2010-11 NYS ELA exam. Our SWD population achieved a Performance Index of 85, with the effective AMO being 115, and the safe harbor target being 92. Our ELL population achieved a Performance Index of 77 with the effective AMO being 115 and the safe harbor target being 92.
 - B) ELLs did not meet AYP on the 2010-2011 NYS Mathematics exam. Our ELL population achieved a Performance Index of 112, with the effective AMO being 131 and safe harbor being 116.
 - C) ELLs did not meet test criterion on the 2010-2011 NYS Science exam therefore the ELL student group was not eligible for safe harbor status on the NYS ELA or NYS Mathematics exams. Our 8th grade Hispanic ELL population achieved a Performance Index of 90, with the state standard being 100 and progress target of 97.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

ELA – SWD and ELL student groups:

To implement the above mentioned goal, research-based instructional strategies and activities will be utilized. Students with Disabilities and ELL Students with Disabilities will both participate in a Saturday ELA enrichment academy. The goal of the program is to support students in making grade-level proficiency in ELA. ELL students with disabilities will receive focused instruction with differentiated supports in their native language. All students will receive ELA instruction at their individual grade levels by Special Education licensed teachers with support from a Spanish speaking bilingual teacher. Through a variety of instructional strategies and instructional supports, students will be required to complete a writing task that incorporates our school-wide writing approach, Writing Matters. As a culminating task students will write an editorial position paper that reflects the school's theme of green sustainability. Writing Matters is directly aligned to the Common

Core State Standards and instructional strategies to increase student achievement will include: direct instruction strategies to acquire vocabulary, introduction of essential vocabulary through content and genre varieties, scaffolding upon background knowledge, guided practice through the use of rigorous mentor texts and differentiation based on student need as indicated by the student IEPs. Weekly skills and opportunities to apply learning will be addressed through the development of rigorous tasks that address the Chancellor's instructional expectations. Collaborating teachers will have 6 planning hours to effectively plan instruction for the targeted subgroups. Teachers will utilize student data and look at student work to create assessment plan instruction aligned to the common core standards.

Science – ELL student group:

To implement the above mentioned goal, research-based instructional strategies and activities will be utilized. Currently, the science department at M.S. 217 utilizes tools prescribed by our participation with Urban Advantage: IDD (Investigation Design Diagram) and DSET (Developing Scientific Explanation Tool). These tools will be utilized to build skills necessary for 8th grade Hispanic ELL students to be successful when completing the common core task and will further assist them during the administration of the NYS Science Performance and Written assessments. Weekly use of this task increases the academic demand we put on 8th grade Hispanic ELL students and further, scaffolds upon student's scientific inquiry skills. Additional strategies for ELL students will be addressed. Such strategies include the introduction of essential vocabulary before beginning the task, use of visuals, scaffolding upon background knowledge and differentiated learning groups. Additionally, support services for 8th grade Hispanic ELL students include a Bilingual Intervention Services Academy, which will focus on developing aforementioned skills necessary for success when completing the common core task and the New York State Science Performance and Written assessment. Teachers participating in the Bilingual Intervention Services Academy program will also have planning time to anticipate potential barriers to learning, providing accommodations to meet the student's individual needs and to discuss progress and process. Participating students will receive instruction in the native language and in English by licensed Science teachers. Trained ELL staff will be utilized to implement the above mentioned strategies for the specified student group. Timeline for implementation, which includes professional development for teachers, team and department meetings, scaffolding and design of task, identifying additional resources and support services for 8th grade Hispanic ELLs will be from March 2011 until May 2012.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Our Title I 10% set aside is used to fund the salary of our on-site Teacher Center coach, Ms. Collins-Smith. Ms. Collins-Smith provides the following professional development services for our staff to improve their instructional skills and thereby improve student achievement.

- Model class room to demonstrate instructional strategies
- Mentoring of new teachers during a minimum of two periods per week
- Facilitate the ELA department weekly planning session
- PD Workshops on how to develop and implement Danielson's Framework for Teaching
- Facilitate Common Core Task planning and implementation
- Various one-on-one differentiated workshops for individual teachers determined by supervisor observations, walkthroughs, teacher surveys, and teacher requests

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

All new teachers at our school are programmed for the following mentor support:

- All new teachers are assigned a one to one mentor that they meet with 2 periods per week. Minutes of discussion are logged on the NYCDOE Mentor Tracking system.
- Utilization of CFN mentor liaison and PD opportunities throughout the 2011-2012 school year.
- Utilization of lead teacher/coach. We staff one lead mathematics teacher who is programmed to work with all math teachers a minimum of 8 periods per week. In addition, we staff one UFT Teacher Center facilitator. New teachers work with the UFT Teacher Center facilitator weekly and utilize the UFT Teacher Center classroom daily.
- Utilization of on-site UFT Teacher Center facilitator, resources , and professional development opportunities
- Utilization of ARIS Learn resources
- Weekly departmental planning session
- Weekly teacher team planning session
- Monthly New Staff meeting
- Utilization of NYCDOE Teacher Finder resources

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.

We will utilize the Parent Notification letter provided by the Department of Education. The letter will be translated into the necessary languages. The letter will be back-packed home to all 1,671 students. In addition a copy of the letter will be placed on our school web site. A meeting for parents will take place as a follow up to the letter, which will focus on answering any questions parents may have about the school improvement interventions and programs described within the letter including strategies and activities to expand parent involvement to support schoolwide efforts to improve student performance.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen/Dan Purus	District 28	Borough Queens	School Number 217
School Name Rober A. Van Wyck			

B. Language Allocation Policy Team Composition [i](#)

Principal Patrick Burns	Assistant Principal Edward Bolan
Coach D. Collins-Smith	Coach type here
ESL Teacher P. Kohm	Guidance Counselor M. Gottlieb
Teacher/Subject Area K. Napolitano	Parent N. Sutherland-Marrow
Teacher/Subject Area type here	Parent Coordinator A. Hall
Related Service Provider D. Hunerberg	Other G. Nelson (ESL Teacher)
Network Leader Dan Purus	Other type here

C. Teacher Qualifications [i](#)

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	6	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	3	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	1690	Total Number of ELLs	266	ELLs as share of total student population (%)	15.74%
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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. 

Middle School 217 currently offers an (ESL) Freestanding English as a Second Language Program. At the time of enrollment, parents are required to complete the HLIS (Home Language Inventory Survey) given to first time registrants into the NYC school system. If necessary, a teacher is available to assist the parent in the completion of the HLIS. This form surveys the student's Home Language and determines if the student is required to take the LABR assessment. A licensed pedagogue, also conducts an informal interview in the native language and English to determine the student's history and dominant language. The teachers responsible for the informal interview are P. Kohm (ESL teacher, Spanish), D. Emmanuel (ESL teacher, French), G. Nelson (ESL teacher), P. Bautista (ESL Teacher, Tagalog), Diana Sinche (ESL teacher, Spanish). The LAB-R and the Spanish Lab assessments are administered within ten school days of enrollment in the NYC school system to eligible students by P. Kohm, G. Nelson, and P. Bautista. The results of the LAB-R determine if a student is eligible for ESL services by the state of New York and also designates an English proficiency rating for the student. This assessment is administered only once. Following the administration of the Lab-R, entitlement and placement letters are given to the students in their native language. Eligible students are then placed in a Freestanding ESL class and the parents of these newly enrolled ELLs are invited to a Parent Orientation. During the orientation, the ESL teachers provide information, and goals of the program/programs that NYC offers. Videos, pamphlets and parent guides are provided in the parents' native languages. During this time, parents have an opportunity to ask questions about the different programs and select an instructional program of their choice, using the Parent Selection Form. The ESL teacher leading the orientation can clarify points and answer questions asked by parents. Currently, students receive a placement letter in their native language once they are placed in the the ESL program. After analyzing the data on the Parent Selection Forms, our school keeps a careful count of all ELLs by language group, and will initiate the offering of Bilingual classes for the students whose parents selected a Bilingual program as their first choice. We also provide a list of schools that offer Bilingual and Dual Language programs to the parents. Parents can opt for a transfer to a school that presently offers the program of their choice or they can reject the transfer and choose to keep the students in our school in a freestanding ESL program. We keep parent surveys on file and have parent contact information on hand. Currently one parent chose TBE as their 1st choice. All of the remaining parents that attended our 4 orientations thus far, selected ESL Instruction as the first choice. When analyzing surveys from 2009 to present day to identify trends, parents predominately have selected ESL Instruction as choice #1 (30). Seven Spanish speaking parents and 1 Arabic speaking parent selected selected TBE as choice #1. One parent selected Dual Language Instruction as the program model of their choice. Through the school's Translation/Interpretation Budget, we are able to provide personnel that can assist parents with their translation needs. The school will offer multiple Parent Orientations to ensure that all parents have the opportunity to attend. So far we have offered a total of four Parent Orientations and continue to make phone calls and send notices to receive Program Parent Selection forms. Continued entitlement letters are given to eligible students in their native languages in September by ESL and homeroom teachers. A copy of all letters are kept on file in the main office or in ESL classroom 112. The NYSESLAT exam is administered at the end of the school year to measure progress (Spring). Every ELL must take this exam. The NYSESLAT determines if a student is required to continue receiving ESL services the following school year. The school uses ATS to run the RLER and the RMSR reports to determine NYSESLAT eligibility.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	266	Newcomers (ELLs receiving service 0-3 years)	151	Special Education	69
SIFE	31	ELLs receiving service 4-6 years	61	Long-Term (completed 6 years)	48

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. [i](#)

	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	14	0
ESL	146	21	13	76	6	27	44	0	29	266
Total	146	21	13	76	6	27	44	0	43	266

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			
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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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	
	EL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	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	0	0	0	0	0	0	41	41	35	0	0	0	0	117
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	1	2	2	0	0	0	0	5
Bengali	0	0	0	0	0	0	16	28	22	0	0	0	0	66
Urdu	0	0	0	0	0	0	3	3	4	0	0	0	0	10
Arabic	0	0	0	0	0	0	11	11	14	0	0	0	0	36
Haitian	0	0	0	0	0	0	2	1	1	0	0	0	0	4
French	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	3	5	4	0	0	0	0	12
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	3	7	5	0	0	0	0	15
TOTAL	0	0	0	0	0	0	80	98	88	0	0	0	0	266

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

In our self-contained departmentalized sixth, seventh and eighth grade ESL classes, all of the content areas are taught in English using ESL instructional strategies. There are three classes in grade 6, three classes in grade 7, and three classes in grade 8. Advanced level students receive ESL instruction via a pull-out model for 180 weekly units. Our classes are leveled according to students' English proficiency as measured by the NYSESLAT and LAB-R assessments. Newcomer, Beginner, Intermediate, and SIFE (Students with Interrupted Formal Education) students receive 360 minutes of ESL instruction per week and 180 minutes of ELA per week. Advanced students and long-term-ELLs receive 180 minutes of ESL instruction per week and 180 minutes of ELA per week. Our school also provides an extra weekly (42 minutes) period of ESL for Enrichment and Test Sophistication purposes.

These classes are multicultural and speak various native languages (primarily Spanish, Bengali, Urdu, Arabic). ELLs also receive instruction in Math, Social Studies, and Science by licensed content area teachers that implement ESL strategies in their daily instruction. Our school utilizes bilingual staff members to provide native language support for English Language Learners. Classes travel together as a group and ESL instruction is delivered during double 42-minute blocks when possible (84 minutes). In addition our classes have an elective 42 minute unit (1 weekly) in which they receive reading and writing instruction to strengthen the skills they need to make progress on the ELA and NYSESLAT exams. The instruction is high-interest and theme-based and changes throughout the school year. Our school also uses the push-in and pull-out model for Advanced students who scored above 700 (as per the RNMR ATS report) on the Reading and Writing sections of the Spring 2011 NYSESLAT. Licensed ESL teachers provide this service. ELL Subgroups (Instruction and Intervention)

Special Education (SWD)

We currently have two self-contained ESL Special Education classes (grades 7 and 8). In addition, Special Education ELLs in grade 6, 7, and 8 monolingual classes receive ESL instruction via the pull-out model. According to IEP indications, some Special Education ELLs travel with a language paraprofessional at all times. Teachers provide differentiated instruction for these students using the tools and strategies mentioned above. Teachers use flexible grouping strategies to group the students according, to ability, proficiency levels, NYSESLAT modality, and progression of activities. Special Education students set goals with the teacher to target their specific needs. Teachers assess their progress via, assessments, projects, individualized activities, and portfolios. In addition, Middle School 217 offers a variety of AIS and TITLE III programs, and additional instruction during the 37 ½ minutes extended day. These programs provide instructional assistance in ESL, Literacy, Mathematics, Science and Social Studies. Special Education students are highly encouraged to attend our ESL Saturday Academy and/or Extended Day program, which provides additional support for ELLs to improve their

A. Programming and Scheduling Information

mathematics and ESL skills and prepare them for the state examinations.

SWDs receive ESL instruction in a self contained environment as well as through a pull-out program. The Writing Matters and The Achieve 3000 programs are used in the ESL classroom. Both programs provide leveled texts to meet the different levels of SWD's. The number of units of ESL instruction is determined by their most recent NYSESLAT scores. Testing accommodations are granted to individual students as determined by the IEP. Some students travel from class to class with a language paraprofessional who provides support in the students' native language if indicated by his/her IEP.

SIFE Students

SIFE students receive 360 minutes of ESL instruction as well as an additional unit that focuses on reading and writing to provide them with the basic skills they lack. Their teachers use differentiated instruction to meet their needs and provides native language support whenever possible through oral translations and materials in their native language to scaffold and support their learning. SIFE students are highly encouraged to attend the AIS and TITLEIII extended day and/or Saturday programs that focus on mathematics and English language development. They can receive the support they need to perform well and make progress on the state examinations.

Newcomers (less than three years)

Newcomers and beginner ELLs, as determined by LABR and NYSESLAT assessments, are placed in a beginner ESL class. They receive 360 minutes of intensive ESL instruction per week by a licensed ESL teacher as well as 180 minutes of Literacy. Middle School 217 offers a variety of AIS and SES programs for newcomers. These programs provide instructional assistance primarily in Literacy and Mathematics. A Saturday and Summer Academy focusing in Mathematics and ESL will also be offered to all beginner and newcomer students. Newcomers are highly encouraged to attend our ESL Saturday Academy and/or Extended Day program, as well as the 37 ½ minute tutorial sessions where they are homogeneously grouped and receive targeted instruction to meet their needs in listening, speaking, reading, and writing.

ELLs (years 4-6)

Our ELLs in this category fall into the high intermediate and Advanced levels of English proficiency as assessed by the 2011 NYSESLAT. The Students are offered rigorous instruction in ESL as well as the content areas. Teachers use on-level texts as well as alternate text sets to scaffold learning and provide additional support. ELLs are often grouped together according to similar needs and academic vocabulary is a major focus. Teachers use a variety of skills to teach vocabulary and give students ample opportunities to use academic language (EXc-ELL method). Students use technology to complete projects using Powerpoint, Geo Sketchpad, IMovies, Excel. The Achieve 3000 program (described above) is used two to three times a week.

Long Term ELLs and Transitional Students

Long term ELLs receive additional instruction in literacy by a licensed teacher. This instruction is targeted to strengthen the students' reading and writing skills that they will need to perform well on the New York City and New York State ELA exams). The ESL and content area teachers of this class are trained using a variety of strategies such as QTEL and Exc-ELL. All of the ESL and content area teachers are fully licensed in their areas of instruction. Transitional students (former ELLs) are placed in a General Education class and continue to receive extended time on state examinations for two years. Both transitional students and long term ELLs are highly encouraged to attend the AIS extended-day programs offered by the school, as well as the 37 ½ minute tutorial sessions. Transitional ELLs are granted time extensions on state examinations for two years after they pass (Proficient level) the NYSESLAT.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language

<ul style="list-style-type: none"> • heritage classes • foreign language (LOTE) classes 			
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

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 Usage and Supports	
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.	
Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Our goal is to empower ELLs to acquire the listening, speaking, reading and writing skills they need to become proficient. We, as educators provide students with the tools they need to achieve this goal by implementing various instructional programs and strategies.

In the ESL curriculum, a balanced literacy approach is used. Students are assessed through reading running records and writing samples.

An enriching literacy program is offered through read-alouds, author studies, independent reading choices, and writing workshops.

Students work with task specific rubrics and maintain portfolios containing their work. This balanced literacy approach combined with the integration of ESL strategies and methodology and technology addresses the needs of our ELLs. Our curriculum is aligned to the New York State ESL strategies and follows pacing guidelines with various themes and essential questions that give the students opportunities to make connections to the world and themselves as well as share their cultural backgrounds with others. Teacher teams are designing lessons to meet the new Common Core Standards utilizing the UbD (Understanding by Design) model.

ESL teachers and other subject area teachers utilize research based strategies such as Total Physical Response, Language Experience Approach, explicit vocabulary development ExC-ELL strategies, RIGOR (for Beginner students), QTEL scaffolding techniques, and are becoming familiar with the Danielson Framework for Teaching. In addition to ongoing articulation between the teachers to reinforce concepts taught in subject areas. The Achieve 3000 program is used by all ELLs. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. Students are administered a pre-assessment that determines their individual lexile levels and generates readings at their level. It uses accepted and proven benchmarks for assessment and instruction from the lexile framework to the principles of Bloom's Taxonomy. The content is non-fiction high-interest articles customized to the students' individual lexile level. This provides differentiation of content for our ELLs. It provides high-interest non-fiction texts in a variety of topics. The Writing Workshop is enhanced by the Writing Matters Institute. Writing Matters provides differentiated writing lessons using baseline assessments, visuals, graphic organizers, animations and a variety of mentor texts to support students through the Writing Process. The texts that are used are at different reading levels so that instruction can be differentiated among ELLs of different English Proficiencies and grade levels. Students can publish their writing in a public online forum called an EZine where others can enjoy and comment on their writing. All ELLs have their individual laptop through IITEACHILEARN. Our ELL self contained classes and pull out classes are grouped according to English proficiency as per the most recent NYSESLAT scores and differentiated instruction takes place within these groups as well.

ELLs are taught a variety of computer skills and programs such as Microsoft Office Suite, PowerPoint, Wordpress Blogs, I-documentaries, Writing Process, Compass Learning, Dimension Math, and iVideo. There are increased opportunities for hands-on instruction in Math, Science and Social Studies and increased shared reading and writing during the ELA/ESL periods. Content area and ESL teachers differentiate instruction through the use of flexible grouping, goal setting, alternate texts and scaffolding strategies. ELLs who are mandated to take NYS ELA exams receive additional instruction with the support of a Literacy teacher who prepares the students for these assessments. Teachers use PowerPoint, Smart Boards and Smart Notebooks to deliver lessons.

All ESL classes are provided with multilevel classroom libraries in a variety of genres. These books are utilized on a daily basis for independent reading, read-alouds, and shared reading. We have recently expanded our libraries and now offer some books in Spanish as well. Our school has extensive materials on teaching practical English skills, as well as skills in listening, speaking, reading and writing. Class sets of interesting adapted novels are used with intermediate, advanced and long-term ELLs. Audio books and visual aides are used to facilitate the learning of beginner, newcomer ELLs and SIFE students. As mentioned above, ESL teachers use The Achieve 3000 program. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing

B. Programming and Scheduling Information--Continued

8. 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.
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Students work with task specific rubrics and maintain portfolios containing their work. This balanced literacy approach combined with the integration of ESL strategies and methodology and technology addresses the needs of our ELLs. Our curriculum is aligned to the New York State ESL strategies and follows pacing guidelines with various themes and essential questions that give the students opportunities to make connections to the world and themselves as well as share their cultural backgrounds with others. Teacher teams are designing lessons to meet the new Common Core Standards utilizing the UbD (Understanding by Design) model.

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Math teachers use IMPACT MATHEMATICS, Real World Math, Dimension Math, and Compass Learning along with teacher created

B. Programming and Scheduling Information--Continued

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An enriching literacy program is offered through read-alouds, author studies, independent reading choices, and writing workshops.

Students work with task specific rubrics and maintain portfolios containing their work. This balanced literacy approach combined with the integration of ESL strategies and methodology and technology addresses the needs of our ELLs. Our curriculum is aligned to the New York State ESL strategies and follows pacing guidelines with various themes and essential questions that give the students opportunities to make connections to the world and themselves as well as share their cultural backgrounds with others. Teacher teams are designing lessons to meet the new Common Core Standards utilizing the UbD (Understanding by Design) model.

ESL teachers and other subject area teachers utilize research based strategies such as Total Physical Response, Language Experience Approach, explicit vocabulary development ExC-ELL strategies, RIGOR (for Beginner students), QTEL scaffolding techniques, and are becoming familiar with the Danielson Framework for Teaching. In addition to ongoing articulation between the teachers to reinforce concepts taught in subject areas. The Achieve 3000 program is used by all ELLs. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. Students are administered a pre-assessment that determines their individual lexile levels and generates readings at their level. It uses accepted and proven benchmarks for assessment and instruction from the lexile framework to the principles of Bloom's Taxonomy. The content is non-fiction high-interest articles customized to the students' individual lexile level. This provides differentiation of content for our ELLs. It provides high-interest non-fiction texts in a variety of topics. The Writing Workshop is enhanced by the Writing Matters Institute. Writing Matters provides differentiated writing lessons using baseline assessments, visuals, graphic organizers, animations and a variety of mentor texts to support students through the Writing Process. The texts that are used are at different reading levels so that instruction can be differentiated among ELLs of different English Proficiencies and grade levels. Students can publish their writing in a public online forum called an EZine where others can enjoy and comment on their writing. All ELLs have their individual laptop through IITEACHILEARN. Our ELL self contained classes and pull out classes are grouped according to English proficiency as per the most recent NYSESLAT scores and differentiated instruction takes place within these groups as well.

ELLs are taught a variety of computer skills and programs such as Microsoft Office Suite, PowerPoint, Wordpress Blogs, I-documentaries, Writing Process, Compass Learning, Dimension Math, and iVideo. There are increased opportunities for hands-on instruction in Math, Science and Social Studies and increased shared reading and writing during the ELA/ESL periods. Content area and ESL teachers differentiate instruction through the use of flexible grouping, goal setting, alternate texts and scaffolding strategies. ELLs who are mandated to take NYS ELA exams receive additional instruction with the support of a Literacy teacher who prepares the students for these assessments. Teachers use PowerPoint, Smart Boards and Smart Notebooks to deliver lessons.

All ESL classes are provided with multilevel classroom libraries in a variety of genres. These books are utilized on a daily basis for independent reading, read-alouds, and shared reading. We have recently expanded our libraries and now offer some books in Spanish as well. Our school has extensive materials on teaching practical English skills, as well as skills in listening, speaking, reading and writing. Class sets of interesting adapted novels are used with intermediate, advanced and long-term ELLs. Audio books and visual aides are used to facilitate the learning of beginner, newcomer ELLs and SIFE students. As mentioned above, ESL teachers use The Achieve 3000 program. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. The content is non-fiction high-interest articles customized to the students' individual lexile level, as determined by a pre-assessment. This provides differentiation of content for our ELLs.

Math teachers use IMPACT MATHEMATICS, Real World Math, Dimension Math, and Compass Learning along with teacher created

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 takes place during common preparation periods, weekly departmental planning time, “house” meetings, after school Extended Day, and during summers. Our principal provides opportunities for ELL, content area, Special Education teachers, and paraprofessionals to attend Professional Development in our school and throughout the city. Demo-lessons and helpful strategies are modeled by coaches and experienced teachers. Middle School 217 will design and deliver Professional Development that will focus on the following:

- Learning Styles
- Total Physical Response
- Language Experience Approach
- Explicit vocabulary development through ExC-ELL strategies
- Danielson Framework for Teaching
- Creating Core Common Tasks
- UBD- Understanding by Design
- Implementing and using the Achieve 3000 program with ELLS
- QTEL strategies will be modeled and shared with ESL, Literacy and content area teachers
- Exc-ELL Strategies (vocabulary, reading and writing) across all contents areas, ESL, and Special Education- This is a full day professional development series conducted over 3 school days. A this time 75% of our teachers have received the PD. We continue to offer it every year with a goal of 100% of our teachers to be trained. This PD meets the 7.5 hours of ELL training for staff members.

Records are kept through sign-in sheets, agendas, and samples of activities completed.

- More effective questioning techniques to foster higher level thinking (using Bloom’s Taxonomy) and Depth of Knowledge
- Vocabulary Development through word study
- Increased Writing Opportunities Across the Contents Areas (Teaching Matters)
- Flexible Grouping Strategies
- Pre-assessment Strategies
- Aligning all instruction to New York State Standards
- Increased use of classroom leveled libraries
- Ongoing acquisition of computer skills /technology in instructional practice through the Learning Technology Grant for ELLS, Teaching Matters, and iTeachLearn
- Green Magnet PD- Water and The Environment (Queens Botanical Gardens), Digital Storytelling- Telling the Story of Water (Queens Museum of Art)
- Using iMovies

In most cases, teachers teams loop with their classes from year to year, so they teach the same groups of students for two consecutive years and really get to know and target their students' needs. Teachers also have an opportunity to meet during the first two days of school to discuss student levels, learning styles, and progress with the previous year's teachers. In addition, teacher teams meet weekly to analyze student progress and revise action plans.

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

Workshops/Events for Parents:

In order to encourage parent involvement, our school will provide the following workshops and meetings:

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?

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- Talking to Your Teen about Healthy Relationships
- Parent Teacher Conferences
- Family Fun Science Night
- Family Fun ELA Night
- Family Social Studies Night
- ELL Parent Orientations (ongoing)

Our school has an open door for parents. Parents can make appointments with teachers to follow up on their child's progress. Interpreters in the building are always available to assist parents with their translation needs. To increase the communication between parents and teachers, our teachers have an Echalk account. Echalk hosts school's website and it's very easy to access. Teachers post daily homework assignments and special announcements. Students and parents can access Echalk at any time to receive information. echalk is accessible in many languages. In addition to the two mandated Parent Teacher Conferences our staff voted for an additional third Parent Teacher Conference held in April. Middle School 217 holds an Open School Night for parents in September. Parents are invited to come to the school and meet the teachers, visit classrooms, and learn about the expectations for the school year. This year we plan on developing an Adult ESL Class for the parents of our ELLs. This class will take place on evenings or weekends to best suit the needs of our working parents and will be taught by a licensed teacher.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

Additional Information

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

Assessment Analysis

NYSESLAT

Listening and Speaking-

The majority of students scored at the Advanced and Intermediate levels in grades 6-8 in Listening. Newcomer and beginner students scored at the Beginner level in grades six, seven and eight. Speaking was the strongest of all modalities across all grades. This may be due to the fact that speaking skills are acquired before reading and writing skills are developed. Students rely on the acquisition of Listening and Speaking skills to further develop Reading and Writing.

Lab-R-

After eligible students enroll for the first time in the NYC school system, the LAB-r is administered and immediately handscored. After the results are analyzed by an ESL teacher, the student is placed according to the results of the Lab-R. If the student scores above the cutscore at his/her grade level he/she is placed in a Gen. Ed. class and is not entitled to receive ESL instruction. If the student scores below the cutscore at his/her grade level, he/she is placed in either a Beginner/Intermediate ESL class or an Advanced ESL class.

Reading and Writing-

The majority of students across all grades scored at the Advanced and Intermediate levels in Reading and Writing. Most of the students who scored at the Beginner level were newcomers and beginner ELLs (0-3 yrs.). However some long term ELLs showed weakness in these areas, especially in Writing.

After analyzing the NYSESLAT scores year after year, writing is the skill in which ELLs show the most difficulty. In order to meet the needs of these students, Middle School 217 implemented and continues to develop the Writing Matters program in addition to increasing the amount of mentor texts modeling appropriate and grade level writing. During our Extended Day and /or Saturday Academies, teachers work with small groups to target specific areas in writing development as well as incorporate grammar reinforcement.

NYS ELA Assessment

All ELLs in the country for one year or greater are mandated to take the NYS ELA assessments (NYS Math Exam). The majority of ELLs in the ESL program scored at levels 1 and 2, resulting in failure to meet AYP. Going forward for the 2011-2012 school year, ELA teachers will receive support from ESL teachers, incorporating various ESL strategies into the ELA curriculum to facilitate the students' comprehension. In addition to the AIS extended day programs, MS 217 will offer an ESL Saturday Academy focusing on ESL and ELA. All ELLs will be eligible for this program.

NYS Math Assessment

All ELLs are mandated to take the NYS Math assessments (NYS Math Exam). The majority of ELLs in the ESL program scored at levels 1 and 2, resulting in failure to meet AYP. After analyzing the data, we noticed that ELLs didn't make significant progress in Math. Going forward for the 2011-2012, Math teachers will receive support from ESL teachers, incorporating various ESL strategies into the Mathematics curriculum to facilitate the students' comprehension. In addition to the AIS extended day programs, MS 217 will offer an ESL Saturday Academy focusing on ESL and Mathematics. All ELLs will be eligible for this program. All ELLs are provided with the Math glossaries in native languages approved by the NYS Education Department. In addition all ELLs in our ESL program are entitled to take the NYS assessment in their native language OR a translator (licensed pedagogue). Students that took the assessment in their native languages scored at levels 1 and 2. However, most of these students were 0-3 year ELLs and still in the early stages of language acquisition as well as.

ELL Periodic Assessment

The results of the ELL Interim Assessment determined that a large number of ELLs need to improve their Reading and Writing skills. ESL teachers will focus instruction on reading and writing by increasing the number and quality of read-alouds, shared reading, independent reading, focused mini lessons on reading skills, and various opportunities to improve writing skills. Teachers will assess students with accountable talk to demonstrate their understanding. Writing also continues to be a struggling skill for ELLs. Through modeling, revision skills and embedded grammar lessons teachers can help students master writing skills. This year, teachers will use the results of the ELL Periodic Assessment to set individual goals for students. Students struggling with the same skills will work together in a group to target that skill. Progress will be assessed by the following ELL Periodic Assessment.

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	7	12	8	0	0	0	0
	I	0	0	0	0	0	0	12	20	13	0	0	0	0
	A	0	0	0	0	0	0	39	52	33	0	0	0	0
	P	0	0	0	0	0	0	22	14	34	0	0	0	0
READING/ WRITING	B	0	0	0	0	0	0	14	25	18	0	0	0	0
	I	0	0	0	0	0	0	25	29	40	0	0	0	0
	A	0	0	0	0	0	0	31	34	25	0	0	0	0
	P	0	0	0	0	0	0	39	25	20	0	0	0	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	22	28	4	0	54
7	25	33	5	0	63
8	24	20	7	0	51
NYSAA Bilingual Spe Ed	0	0	0		0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	10	9	14	9	4	1	0	0	47
7	20	13	19	12	11	0	0	0	75
8	13	12	20	14	8	3	1	0	71
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	23	14	25	9	17	5	2	0	95
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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- 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 as 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:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28 School Name: MS 217

Cluster: 2 Network: 208

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.

- a) Review of ATS RESI file to determine language targets
- b) Review of Blue card information
- c) Review of ELL surveys
- d) Administration of language survey via Survey Monkey

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.

- a) ATS RESI file indicates the following home languages:
Major languages = Arabic, Bengali, Punjabi, Spanish, Urdu, English
- B) Findings reported to community via SLT, PTA, school web site

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.

School will provide written translation of school-wide documents mailed or backpacked home. School will utilize DOE translation services when applicable. Outside approved vendor service will be utilized to translate written school-wide documents when necessary.

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

Oral translation services will be offered to parents during all mandatory parent conferences. In addition teachers have been provided DOE oral translation service information to be utilized on individual student need basis.

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>.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Robert A Van Wyck	DBN: 28q217
Cluster Leader: Charles Amundsen	Network Leader: Dan Purus
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

ESL/Math Extended Day Program

Middle School 217 will form a supplemental program to meet the needs of our struggling ELLs in ESL, ELA, and Mathematics. After analyzing the data provided by the New York State Report Card, ELLs failed to make Adequate Yearly Progress (AYP) in the areas of ELA and Mathematics. We will offer an ESL/Math Extended Day Program for the development of the four modalities of language acquisition (listening, speaking, reading, and writing) needed to prepare ELLs for the 2012 NYSESLAT as well as the 2012 ELA and the NYS Mathematics Assessment. Instruction will be delivered by licensed ESL and Math teachers who have experience teaching ELLs and have received Professional Development in ESL strategies. We will form two classes according to student proficiency levels and instruction will be differentiated to meet their needs in ESL instruction. 45 minutes will be devoted to ESL/ELA instruction and 45 minutes will be devoted to Mathematics instruction each day, two days a week. Math instruction will be delivered within specific grade levels (6-8). An ESL and ELA licensed teacher will provide instruction using the Achieve 3000 Plus program. Achieve 3000 Plus is a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. It uses accepted and proven benchmarks for assessment and instruction from the lexile framework to the principles of Bloom's Taxonomy. The content is non-fiction high-interest articles customized to the students' individual lexile level. This provides differentiation of the learning content for our ELLs. Achieve 3000 Plus will be used by the students attending the ESL Extended Day Program. This program also permits students to track their learning targets from school or from home. Data reports are generated for teachers to track their students' progress and plan instruction. iPads will be used to access the Achieve 3000 program as well as educational applications (apps) that provide support in Math and Vocabulary. Students can use the iPads to track their assignments, take notes, and review vocabulary using apps such as Vocabulary Builder, Word Ball, etc. Teachers will utilize the iPad to deliver lessons, track progress and conduct small group instruction. Students will also receive instruction in Mathematics by three licensed Math teachers. The students will be grouped by specific grade level and instruction will be delivered to target their individual needs using various books, hands-on activities and technology aligned to the Mathematics New York State Standards. Teachers will implement project-based activities to track progress. The extended day program will include 40-60 of our beginner, intermediate, and advanced ELLs for 10 weeks in January through April for, 3 hours per week, 1.5 hrs a day. The last 4 weeks of the extended day program will include a Book Club (March/April) in order to foster vocabulary enrichment and language development. Students and teacher will read and discuss a novel together and complete post reading activities during ESL

Part B: Direct Instruction Supplemental Program Information

instruction.

Part C: Professional Development

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

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

Begin description here:

ExCELL, Expediting Comprehension for English Language Learners-

ExCELL is a model for middle school teachers who provide instruction to ELLs within the the ESL class as well as the content areas. The Program is targets

* relatively recent newcomers in middle and high schools with or without schooling.

• ELLs who have been in US schools for longer periods of time but are not making progress toward meeting high academic standards, reading below 4th grade level.

The focus is on the following areas:

Vocabulary acquisition (before, during, and after instruction)

Part C: Professional Development

- [Phonemic, phonological, and semantic awareness](#)
- [Decoding and fluency](#)
- [Grammar and spelling](#)
- [Contrasting key features of the primary language and English](#)
- [Comprehension strategies](#)
- [Writing mechanics and composition](#)

[PD will take place in march 2012](#)

Part D: Parental Engagement Activities

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

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

Begin description here:

[Adult ESL Program For Parents of ELLs](#)

[This year we plan on implementing and developing an Adult ESL Class for the parents of our ELLs. The purpose of this class is to provide basic conversational and life skills to assist parents in assimilating to the American culture, as well as targeting skills in reading and writing. It is important to provide parents with the tools they need to assist their children and to create a home-school connection. The goal is to empower adults in their roles as parents, family members, workers and community members by developing language to develop problem solving skills. Providing ESL instruction to parents so they can provide support at home will ultimately benefit their children's education. This class will take place on evenings or weekends to best suit the needs of our working parents and will be taught by a licensed ESL teacher who has experience with working with Adult English Language Learners. Parents will receive notices inviting them to participate in our Adult ESL Program For Parents of ELLs. We will also post a notification of the classes with an accompanying schedule on our school website .](#)

[**1 class \(January 28-March 24 @ 1.5 hrs per week for a total of 8 weeks\)](#)

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for		

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		<u>1</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		