



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 217

DBN: 22K217

PRINCIPAL: FRANCA CONTI

EMAIL: FCONTI@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. R. FARKAS

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
Franca Conti	*Principal or Designee	
Jonathan Leal	Assistant Principal	
Margaret Small	*UFT Chapter Leader or Designee	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Collen O'Brien	Member/Faculty	
Marianne Aalbue	UFT Member	
Judy Brandwein	UFT Member	
Vanessa Scionti	UFT Member	
Debbie Said	UFT Member	
Maria Deutcher	*PA/PTA President or Designated Co-President	
Ana Pizzeli	Parent	
Anabeth Rosakis	Parent	
Sandra Cruz	Parent	

Fatima Newton	Parent	
Mathew Septimus	Parent	
Caitlin Fitzgordon	Parent	
Nancy Siedler	Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 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 #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

GOAL 1: By June 2013 there will be a 3% increase in the number of all students, including LEP and SWD students who perform at Levels 3 and 4 as measured in the ELA State Test, Acuity periodic assessments, Fountas and Pinnell Benchmark Assessments

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The ELA goal was defined to target our LEP and SWD populations. These groups did not meet AYP in 11-12 and merit attention. Furthermore, it captures the assessment information provided by the Fountas and Pinnell Assessment System.

- ELA 2011 Test Results -55.5% (Level 3 and 4)**
- ELA 2012 Test Results-57.1% (Level 3 and 4) a 1.6 increase from 2011 Test Results**
-

Additional assessments include:

- NYS standardized tests for grades 3,4 & 5**
- Fountas and Pinnell Benchmark Assessment System**
- Interim Assessments**
- Classroom performance**
- Teacher-produced exams, weekly assessments**
- CCLS aligned performance tasks**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

. Responsible staff includes: Classroom teachers, Special Education teachers, ESL teachers, teachers/paraprofessionals, Balanced Literacy Staff Developers, Librarian, Technology Staff Developer • Careful revision of the 217 Literacy Curriculum Map provides all children sequential and systematic literacy instruction across the grades. Teacher teams, the CCLS instructional leader, Literacy staff developers developed content based CCLS aligned units of study. Units are assessed via a series of performance tasks. Administration and teacher teams will engage in short, frequent cycles of observation with formative actionable feedback. Using a research based rubric these teams will enhance professional practice, facilitate the design of rigorous coherent instruction, and promote the use of higher order questioning and discussion techniques for all students • Using Balanced Literacy approach along

with the Fountas & Pinnell Benchmark Assessment System (including a phonics program) teachers will develop a variety of strategies for identifying new words, increasing vocabulary, and increasing reading comprehension. • Strategy based instruction is supported through the Comprehension Toolkit, Testing Fundamentals • Students will engage in writer’s workshop on a daily basis. • Students will use listening centers to develop and improve listening and oral comprehension skills. • Students will study a variety of genres (poetry, fiction, non-fiction, biography, etc.) and will be able to identify the specific elements unique to each genre. • Students will use the library to build competence in the skills of inquiry and research, responding to a variety of texts and non-print media. • Students will read a minimum of 25 grade-appropriate books. leveled classroom libraries will be used to encourage children to read independently. • Purchasing of appropriate materials for Balanced Literacy and an ever expanding literacy room will encourage teachers to match class/individual needs with materials • Regularly scheduled collaborative conferences with service providers (i.e. clusters, funded personnel). • AIS providers, SETSS to assist children performing below grade level. • Students will be exposed to grade level appropriate activities and projects incorporating technology (example web quests). • Family Literacy Activities will be ongoing throughout the year in order to build home/school connections.

Time line: Sept-Oct .5%improvement; Nov.-Jan .5% improvement; Feb-April .5% improvement; May- June .5% improvement as measured by the ELA State Test, Acuity periodic assessments, Fountas and Pinnell Benchmark Assessments, teacher observation, portfolio assessment, performance tasks

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

P.S. 217 schedules many opportunities for parents to become involved and informed about their children’s education. For example, curriculum conferences are scheduled in September. Parent teacher curriculum meetings are scheduled for each grade. Parents are invited to participate in our read aloud day, and classroom writing celebrations. P.S. 217 has a well-established “Parent Involvement Program” (PIP) that seeks to validate the language and cultures of the families, while acclimating them to the new environment. Urdu, Bengali, Spanish, and Russian speaking outreach workers are available to assist parents, and facilitate communication with the school staff. Morning language specific meetings have been organized in an attempt to make the school environment more inviting, assess the needs of the families, and encourage them to become more involved in their children’s education, as well as the

Parent’s Association. Bilingual Paraprofessional, Family Workers and School Aids assist with outreach on a regular basis. We are planning to offer an adult ESL class through Title III, to further support family involvement and English literacy. We are currently offering a conversational English program sponsored by the Mayor’s office. We also have ongoing participatory programs such as morning library hours for parents and our community garden.

P.S. 217 will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, by assisting parents in understanding: NYC and NYS academic standards; standardized tests; the requirements of Title I, Part A; how they can monitor their children’s progress; and how they can support their children’s learning at home. To accomplish this, P.S. 217 will: provide written information, available in the major languages spoken at the school; provide information and support at PA meetings and through the PA publication PS 217’s 411”; conduct guidance workshops aimed at providing support and strengthening parenting skills; conduct workshops specifically geared to

helping parents understand upcoming State-wide standardized tests, and how parents can help prepare their children to do their best in school and on these standardized tests.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I Title IIA X Title III X Grants X Other

If other is selected describe here:

Donations provided by" Friends of 217"

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
Title 1 and Title 3 funding supports a variety of programs at PS 217. Funding is conceptually consolidated so that under the aegis of the Administration and School Leadership Team key programs can be supported. Our "F status" AIS providers, reduced size class teachers, and ELL teachers are all supported from a combination of funds provided by these programs. In addition RESO grants afforded by local politicians aid in the purchase of technological elements (Smartboards, laptops) and supplementary materials (My Own Book) that facilitate the achievement of our instructional goals.

ANNUAL GOAL #2 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 #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013 there will be a 3% improvement in the number of all students, including LEP and SWD students, performing on Levels 3 and 4 in math skills and problem solving abilities as measured by the New York State Mathematics Test. The Math statement defines our goal of consistent incremental achievement in Math performance.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - **Math 2011 Test Results- 69.5% (Level 3 and 4)**
 - **Math 2012 Test Results- 76.3% (Level 3 and 4) indicating a 6.8% increase in levels 3 and 4**
 -

Additional Assessments include:

- **Teacher evaluation and classroom performance**
- **Math journals**
- **Meeting goals on IEPs (reviewed 4 times annually)**
- **Interim assessments (reviewed 4 times annually)**
- **City and State assessments (annually)**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Responsible staff includes: Classroom teachers, math specialty teachers, special education and ESL teachers, computer teachers, instructional supplies, Special Education management paraprofessionals, Special Education support services • Teachers will use the textbook math series Math Connects (Grds Kg- 5) in conjunction with the newly revised PS 217 Curriculum Map for Grades 3-5, which provides a scope and sequence to meet the CCLS math standards. • Students will be grouped according to needs and levels for individualized instruction. • Careful revision and alignment of the 217 Math Curriculum Map provides all children sequential and systematic, sequential instruction across the grades. • Students will use the interactive bulletin board series • Auxiliary math instruction in areas of problem solving, computation, and development of verbal and written skills for explanation of math strategies using various supplemental test preparation materials will be provided to targeted students. • Computer-assisted instruction in the classroom to further individualize instruction. • Purchase class-sets of manipulatives for use in hands-on problem solving. • Actively participate in various math contests and leagues for enrichment, including Challenge 24 and Number Facts Stars. • The school will meet the special needs of students with full-time inclusion classes and

an ESL Classroom based Program. • Independent Math Centers will be developed in each classroom to individualize instruction. • Parent involvement will be fostered through parent workshops. • Regularly scheduled articulation for planning will take place with service providers (i.e. clusters, ESL, SETSS). • Intervention will be provided to assist children who score at Level 1 and Level 2 • AIS teachers provide individualized instruction for targeted students.

- Administration and teacher teams will engage in short, frequent cycles of observation with formative actionable feedback. Using a research based rubric these teams will enhance professional practice, facilitate the design of rigorous coherent instruction, and promote the use of higher order questioning and discussion techniques for all students**

Time line: Sept-Oct .5% improvement; Nov.-Jan .5% improvement; Feb-April .5% improvement; May- June .5% improvement as measured by the New York State Mathematics Test., chapter tests, teacher observation , portfolio assessment, CCLS performance tasks

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

P.S. 217 schedules many opportunities for parents to become involved and informed about their children's education. For example, curriculum conferences are scheduled in September. Parent teacher curriculum meetings are scheduled for each grade. Parents are invited to participate in our read aloud day, and classroom writing celebrations. P.S. 217 has a well-established "Parent Involvement Program" (PIP) that seeks to validate the language and cultures of the families, while acclimating them to the new environment. Urdu, Bengali, Spanish, and Russian speaking outreach workers are available to assist parents, and facilitate communication with the school staff. Morning language specific meetings have been organized in an attempt to make the school environment more inviting, assess the needs of the families, and encourage them to become more involved in their children's education, as well as the

Parent's Association. Bilingual Paraprofessional, Family Workers and School Aids assist with outreach on a regular basis. We are planning to offer an adult ESL class through Title III, to further support family involvement and English literacy. We are currently offering a conversational English program sponsored by the Mayor's office. We also have ongoing participatory programs such as morning library hours for parents and our community garden.

P.S. 217 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, by assisting parents in understanding: NYC and NYS academic standards; standardized tests; the requirements of Title I, Part A; how they can monitor their children's progress; and how they can support their children's learning at home. To accomplish this, P.S. 217 will: provide written information, available in the major languages spoken at the school; provide information and support at PA meetings and through the PA publication PS 217's 411"; conduct guidance workshops aimed at providing support and strengthening parenting skills; conduct workshops specifically geared to helping parents understand upcoming State-wide standardized tests, and how parents can help prepare their children to do their best in school and on these standardized tests.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Donations provided by "Friends of 217"

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title 1 and Title III funding supports a variety of programs at PS 217. Funding is conceptually consolidated so that under the aegis of the Administration and School Leadership Team key programs can be supported. Our "F status" AIS providers, reduced size class teachers, and ELL teachers are all supported from a combination of funds provided by these programs. In addition RESO grants afforded by local politicians aid in the purchase of technological elements (Smartboards, laptops) and supplementary materials (My Own Book) that facilitate the achievement of our instructional goals.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

GOAL 4: By June 2013 25% of ELL will improve by one level in the NYSESLAT.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In 2011 59% of tested students were proficient according to the NYSESLAT

In 2012 85% of tested students were proficient according to the NYSESLAT (26% increase)

Additional assessments include:

- **On-going informal teacher assessment**
- **Collection of student work (portfolio assessment)**
- **ELA results**
- **Interim, Acuity Assessments**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

• Teacher Modeling. • Continue Academic Language Initiative • Professional Development in ESL methodology • Classroom based ESL instruction (Inclusion model) • Use of technology based programs: Award Reading, Leapfrog technology, Imagine Learning

Time line: Sept-Oct 1% improvement; Nov.-Jan 1.5% improvement; Feb-April 1.5% improvement; May- June 1% improvement as measured by the NYSESLAT, teacher observation, ELA results, portfolio assessment

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

P.S. 217 schedules many opportunities for parents to become involved and informed about their children's education. For example, curriculum conferences are scheduled in September. Parent teacher curriculum meetings are scheduled for each grade. Parents are invited to participate in our read aloud day, and classroom writing celebrations. P.S. 217 has a well-established "Parent Involvement Program" (PIP)

that seeks to validate the language and cultures of the families, while acclimating them to the new environment. Urdu, Bengali, Spanish, and Russian speaking outreach workers are available to assist parents, and facilitate communication with the school staff. Morning language specific meetings have been organized in an attempt to make the school environment more inviting, assess the needs of the families, and encourage them to become more involved in their children’s education, as well as the Parent’s Association. Bilingual Paraprofessional, Family Workers and School Aids assist with outreach on a regular basis. We are planning to offer an adult ESL class through Title III, to further support family involvement and English literacy. We are currently offering a conversational English program sponsored by the Mayor’s office. We also have ongoing participatory programs such as morning library hours for parents and our community garden.

P.S. 217 will build the parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, by assisting parents in understanding: NYC and NYS academic standards; standardized tests; the requirements of Title I, Part A; how they can monitor their children’s progress; and how they can support their children’s learning at home. To accomplish this, P.S. 217 will: provide written information, available in the major languages spoken at the school; provide information and support at PA meetings and through the PA publication PS 217’s 411”; conduct guidance workshops aimed at providing support and strengthening parenting skills; conduct workshops specifically geared to helping parents understand upcoming State-wide standardized tests, and how parents can help prepare their children to do their best in school and on these standardized tests.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:
 Donations provided by” Friends of 217”

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title 1 and Title 3 funding supports a variety of programs at PS 217. Funding is conceptually consolidated so that under the aegis of the Administration and School Leadership Team key programs can be supported. Our “F status” AIS providers, reduced size class teachers, and ELL teachers are all supported from a combination of funds provided by these programs. In addition RESO grants afforded by local politicians aid in the purchase of technological elements (Smartboards, laptops) and supplementary materials (My Own Book) that facilitate the achievement of our instructional goals.**

ANNUAL GOAL #4 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

GOAL 5: By June 2013 there will be a 2% increase in the number of SWD students in Grades 3, 4 and 5 who perform at Levels 2 and 3 as measured in the ELA State Test, Acuity periodic assessments, Fountas and Pinnell Benchmark Assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Assessments include:

- **Interim Assessments (quarterly)**
- **Classroom performance**
- **Running Records**
- **Teacher evaluation**
- **Collection of student work (portfolio assessment) (4 times annually)**
- **IEP goal completion (assessed 3 times annually)**
- **Fountas and Pinell Benchmark Assessment Program**
- **Student and Teacher Logs**
- **Continuum of Writing Assessment**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Using Balanced Literacy approach (including a phonics program) students will develop a variety of strategies for identifying new words, increasing vocabulary, and increasing reading comprehension. • Strategy based instruction is supported through the Testing Fundamentals, and the Comprehension Toolkit. • Arts program will be tailored to facilitate the needs of students with disabilities. • Students will engage in writer's workshop on a daily basis. • Students will use listening centers to develop and improve listening and aural comprehension skills. • Careful revision of the 217 Literacy Curriculum Map provides all children sequential and systematic literacy instruction across the grades. • Students will study a variety of genres (poetry, fiction, non-fiction, biography, etc.) and will be able to identify the specific elements unique to each genre. • Students will use the library to build competence in the skills of inquiry and research, responding to a variety of texts and non-print media. • Students' analytical reading ability and comprehension will be furthered through the use of graphic organizers. • Students will read a minimum of 25 grade-appropriate books. Leveled Classroom libraries (NYCDOE) will be used to encourage children to read independently • Purchasing of appropriate materials for Balanced Literacy in the literacy room will encourage teachers to match

class/individual needs with materials • Regularly scheduled collaborative conferences with service providers (i.e. clusters, funded personnel). • Use of Intensive Test Taking Program, AIS providers, After School Reading and Math Intervention, New Heights, SETSS Programs to assist children performing below grade level. • Students will be exposed to grade level appropriate activities and projects incorporating technology • Family Literacy Activities will be ongoing throughout the year. Sept-Oct .5% improvement; Nov.-Jan .5% improvement; Feb-April .5% improvement; May- June .5% improvement as measured by NYS ELA test, Acuity periodic assessments, Fountas and Pinnell Benchmark Assessments, teacher observation, portfolio assessment

Strategies to increase parental involvement

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Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Donations provided by " Friends of 217"

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title 1 and Title 3 funding supports a variety of programs at PS 217. Funding is conceptually consolidated so that under the aegis of the Administration and School Leadership Team key programs can be supported. Our "F status" AIS providers, reduced size class teachers, and ELL teachers are all supported from a combination of funds provided by these programs. In addition RESO grants afforded by local politicians aid in the purchase of technological elements (Smartboards, laptops) and supplementary materials (My Own Book) that facilitate the achievement of our instructional goals.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Fundations and Wilson Reading System provide systematic, multi-sensory, interactive methods of teaching reading and writing with a focus on phonemic awareness, decoding, encoding and spelling rules. These programs, in addition to Explode the Code, and Primary Phonics are implemented, guided by individual student diagnostic needs. New Heights, Quick Reads, Essential Skills for Reading Success, Soar To Success and Comprehension Strategies To Achieve Reading Success are programs provided during the school day to small groups of students who are performing on Level 1 and Level II in ELA. In addition, after school programs are provides for this target population in preparation for the NYS assessments.</p>	<p>Small group, one-to-one, push-in and pull out programs are set up for during the school day. The programs are provided in Self Contained, Collaborative and SETSS classes. Literacy volunteers, paraprofessionals assist in implementation.</p>	<p>Service provided during Extended day period; during differentiated instruction provided during balanced literacy; after school and Saturday programs for targeted groups</p>

	<p>Great Leaps Reading Program developed to enhance fluency through the practice of intonation, rhythm, tracking and focusing in a one to one program is implemented by paraprofessionals in the classroom setting.</p> <p>ELL students who are not performing on level receive mandated ESL services and in addition they receive AIS in small group with an ESL licensed teacher or an AIS provider. Leap Frog, Quick Reads and Essential Skills for Reading programs are used build to build reading comprehension and vocabulary.</p>		
Mathematics	<p>Third, Fourth and fifth grade students who are performing on Level 1 and Level II in the NYS math assessments are provided with AIS in small group pull-out and push-in settings during the school day and in after school programs. Options, Math Steps, MCP, and Great Leaps Math are some of the programs providers use. Emphasis is on hands on manipulative to build concepts.</p>	<p>Small group, one-to-one, push-in and pull out programs are set up for during the school day. The programs are provided in Self Contained, Collaborative and SETSS classes. Literacy volunteers, paraprofessionals assist in implementation.</p>	<p>Service provided during Extended day period; during differentiated instruction provided during balanced literacy; after school and Saturday programs for targeted groups</p>

Science	Fourth grade students at risk and students functioning below standard receive academic intervention in the area of science in small group sessions during the school day. Password, Quick Reads and Measuring UP are programs implemented to reinforce content knowledge in preparation for the New York Science Test. An after school program is offered to develop test skills.	Small group, one-to-one, push-in and pull out programs are set up for during the school day. The programs are provided in Self Contained, Collaborative and SETSS classes. Literacy volunteers, paraprofessionals assist in implementation.	Service provided during Extended day period; during differentiated instruction provided during balanced literacy; after school and Saturday programs for targeted groups
Social Studies	AIS are provided to fifth grade students who are performing on Level 1 and Level 2. Primary Sources, Quick Reads and Time for Kids are used because they match a wide range of reading abilities. Students work in small groups during the school day.	Small group, one-to-one, push-in and pull out programs are set up for during the school day. The programs are provided in Self Contained, Collaborative and SETSS classes. Literacy volunteers, paraprofessionals assist in implementation.	Service provided during Extended day period; during differentiated instruction provided during balanced literacy; after school and Saturday programs for targeted groups
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor provides at-risk counseling, individual and group, for children referred by teachers, to mitigate behaviors which interfere with academic achievement. Provides crisis intervention , grief counseling, family counseling as needed		

	<p>Acts as a liaison between families and community support organizations. Provides Save Room coverage</p> <p>The School Psychologist provides at-risk counseling, individual and group, for children referred by teachers, to mitigate behaviors which interfere with academic achievement in order to prevent referrals for special education evaluation. Also provides informal evaluation as a pre-referral measure. These services are provided as necessary and are contingent on teacher referral and parental approval</p> <p>The Social Worker provides at-risk counseling, individual and group, for children referred by teachers, to mitigate behaviors which interfere with academic achievement in order to prevent referrals for special education evaluation. Provides Save Room coverage</p> <p>Nurse, Occupational and Physical Therapists, and Health Coordinator</p>		
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	provide student and family counseling in regards to health, hygiene, and safety issues. Facilitate connection between family and community support agencies. Provide informal evaluations of gross and in motor development		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- **. Attend Job Fairs,**
- **Creating a collegial atmosphere which provides a high level of support for new teachers**
- **Community outreach**
- **Partnerships with CUNY, St. Josephs College and Fordham. These institutions provide student observers and student teachers who often evolve and merge with our faculty.**
- **Our Arts programs employ volunteer artisans and professional teaching artists. These artist/educators are assigned to discipline specific clubs and programs. These individuals often evolve into full time faculty members.**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz Julia Bove	District 22	Borough Brooklyn	School Number 217
School Name Colonel David Marcus School			

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

Principal Franca Conti	Assistant Principal Teresa Gochal
Coach Maria Lucy Buckley	Coach type here
ESL Teacher Jodi Abrams	Guidance Counselor type here
Teacher/Subject Area Michelle Rogers, Writing	Parent
Teacher/Subject Area type here	Parent Coordinator Mary Kay Seerey
Related Service Provider Susan Horowitz, AIS	Other Marina Shapiro, Data
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	9	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	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	1		

D. School Demographics

Total number of students in school	1371	Total Number of ELLs	273	ELLs as share of total student population (%)	19.91%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Part II

1. ELL Identification Process

All families of new students are administered the Home Language Identification Survey in English and their native language if it is available, at registration. Trained pedagogues, (ESL Teachers, School Administrators) with Bilingual staff and ESL teachers, are on hand during registration to ensure that the HLIS is administered correctly, and to perform an informal oral interview to help determine the child's OTELE, (other than English language exposure.) All Home Language Identification Survey forms are reviewed to determine student's eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of enrollment. In any case where the child's home language is in question, the family is called by a trained pedagogue to gather more information for the HLIS. This is usually done by Jodi Abrams, an ESL teacher. Students with OTELE codes other than "NO" are administered the LABR. All ESL teachers have been trained and participate in the administration of the LABR to eligible students in the first week of school. Spanish Lab is administered to Spanish speaking students who are eligible for ESL according to the English LabR. Students eligible for ESL services are grouped according to need and mandate, and are scheduled for appropriate services. In the spring, all English Language Learners, including those who are NYSAA and "X" coded special education students are administered the NYSESLAT to determine achievement. and future eligibility for ESL services. All students are administered the NYSESLAT until they achieve the proficient level.

2. Parent Choice

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

3. Entitlement Letters, Parent Surveys and Program Selection Forms

Bilingual staff including teachers, family workers, paraprofessionals, bilingual "outreach" school aids are employed to ensure that all families are aware of their options, and that their letters are returned. If the form is not returned, the student is considered to have chosen Transitional Bilingual Education, as per CR Part 154. These students are kept on file, in the event the sufficient numbers of students request Transitional Bilingual Education.

4. Criteria and Procedures for Program Placement

At this time free standing ESL is the only program available at P.S. 217. Our program is aligned to parent choice.

5. Parent Survey Trends

P.S. 217 honors the parent selection forms, as long as the numbers warrant. Systematic and periodic review of the parent survey letters reveal that the prevailing choice at P.S. 217 is the ESL program. The review of the Parent Survey and Program Selection Forms for the

past few years indicates that English as a Second Language is the trend in program choice of parents of ELLs. All parent selection forms are kept and maintained on file. In the fall, parents are given Continued Entitlement Letter to select the ESL program of their choice for the coming school year. In order to have well-informed and active parental involvement, we also provide orientation workshops on the state standards, assessment, school expectations and general ESL program requirements. All sessions are conducted in English and in the native language of the child's parent or guardian.

6. Our program offerings are in alignment with parent requests. This year, of 66 eligible new admits, 62 families opted for ESL. 4 families did not return the survey, and are considered to have chosen a bilingual program. Those children's names are kept on file, in the event that the numbers warrant the opening of a bilingual class.

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1													1
Push-In	3	5	4	6	6	5								29
Total	4	5	4	6	6	5	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	273	Newcomers (ELLs receiving service 0-3 years)	166	Special Education	35
SIFE		ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	238		11	35		24				273
Total	238	0	11	35	0	24	0	0	0	273

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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	9	10	3	3	3	4								32
Chinese	2	2		1										5
Russian		5	2	1	3	8								19
Bengali		2	7	5	3	3								20
Urdu	16	15	12	17	9	14								83
Arabic	4	3			3	3								13
Haitian	2	1	1	2	1									7
French														0
Korean														0
Punjabi		1	1			1								3
Polish														0
Albanian			1		1									2
Other	10	16	14	16	19	14								89
TOTAL	43	55	41	45	42	47	0	273						

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?

1. Description of the ESL Program Model

P.S. 217 has a free standing ESL program. In an effort to maximize interaction with native English speakers, P.S. 217 has developed an ESL

program model consisting of push-in ESL teachers who provide classroom based instruction to English language learners across the grades.

This model employs 9 licensed, certified ESL teachers who deliver ESL instruction on a “push-in” basis. Common planning is built into the schedule, in an effort to provide seamless instruction. Students are programmed into classrooms according to their ESL level and mandates.

A single self-contained kindergarten class taught by a licensed, certified ESL teacher meets the needs of our youngest newcomers.

2. Part 154 Mandates

Beginning and intermediate level students receive 360 minutes (8 periods) of ESL instruction per week and advanced level students receive

180 minutes (4 periods) per week. In the self-contained classe, 5 of these periods are during the balanced literacy block, and the additional 3 periods are considered discrete ESL periods. The push-in program offers ESL instruction in an integrated setting. Students who

exhibit inadequate growth on reading assessments receive an additional 37 1/2 minutes a day in literacy instruction using a reading intervention that focuses on helping them achieve grade level proficiency in each reading component (phonemic awareness, phonics, letter recognition and writing). Special education students who are determined to be ELL based on their LAB-R or NYSESLAT score receive services

in accordance with their Individualized Education Program (IEP).

a. Explicit ELA and NLA:

In addition to the required explicit ESL instruction, advanced students receive at least one period of explicit English Language Arts instruction

from their classroom teacher. There is no native language arts instruction because there is no bilingual program currently at P.S. 217.

3. Content Area Instruction

ESL teacher, using ESL methodology. A

strong emphasis on the development of academic language is a cornerstone of our ESL program.

4. Native Language Evaluation

A. Programming and Scheduling Information

In addition to translated tests, bilingual School staff and agency translators are employed to administer state assessments to English Language Learners. Content area assessments are administered in all major languages.

5. Differentiation of Instruction

Within the push-in model, differentiated instruction is expected to meet the varied needs of the students. The ESL push-in teachers plan collaboratively with general education teachers to ensure curricula alignment and instructional improvement for ELLs. In order to maximize

English language acquisition for ELLs, the ESL teachers and classroom teachers work closely to deliver literacy instruction as well as tailor

additional content instruction to meet the needs of ELLs. All personnel providing instruction or other services to ESL students are provided ongoing in-service training.

a. Plan for SIFE

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

b. Plan for Newcomers

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

Award Reading, and Leapfrog are scheduled to provide individualized independent instruction

c. Plan for ELLs receiving service 4-6 years

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

d. Plan for long term ELLs

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

6. Special Education ELLs

Teachers of ELL- SWDs use small group, targeted instruction to promote academic language development.

Materials that support language acceleration and access to grade level content include Benchmark ESL Explorers, Rosen Academic Language Kits, AWARD Reading, Leapfrog, and Imagine Learning. Special Needs students receive mandated ESL service, and Special Education services according to their IEP. All children requiring alternate placement paraprofessionals have been assigned a bilingual paraprofessional to work with them throughout the day. Special Needs ELLs are also provided pull-out AIS and /or supplemental ESL services.

7. Meeting Diverse Needs

P.S. 217 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs in the least restrictive environment, by carefully coordinating student programs for ESL and related services. Students in integrated classes are grouped according to their instructional needs, and work with both the Special Education and General Ed teachers. Special class students are often mainstreamed into general education classes for ESL or Literacy instruction. All students have access to a rigorous curriculum, based on the school's CCLS based curriculum maps.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

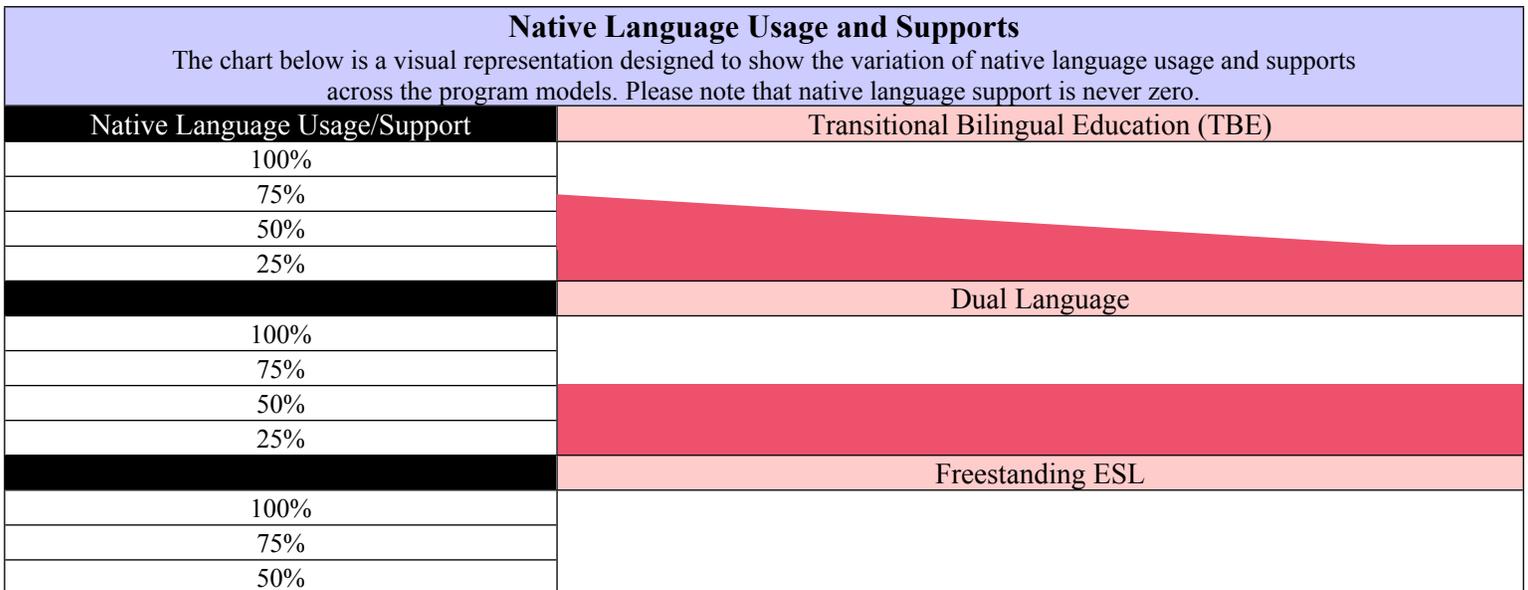
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

8. Describe your targeted intervention programs for ELLs.

All school based intervention programs have special accommodations for ELLs, and are taught in English. All ELLs are mandated to attend the 371/2 minute extended day program, are grouped according to their needs, and serviced by ESL teachers to the extent possible. After-school and/or Saturday programs for Social Studies, ELA, Math and NYSESELAT through Title III and Title I funding. All programs include ESL groups. Academic interventions are offered on a "Pull Out" basis by school staff to all at risk students. ESL teachers provide AID one period per week, above the mandated periods. Also, F status AIS providers service ELLs in addition to their mandated ESL service. These groups are flexible and rotate according to need.

9. Transitional Services

Former LEPs, students who have reached proficiency on the NYSESLAT continue to receive support for two years through extended day programs, or AIS services. These students are invited to the morning program, and after school preparation programs.

10. New Programs for ELLs

This year we have initiated an intensive after-school program for newcomers and second year ELLs. It will meet after school to develop language and literacy proficiency. We have also instituted a "Poetry Academy" where students read and reread selected poems aloud for the development of fluency.

11. What programs will be discontinued?

No programs will be discontinued.

12. Equal Access

English Language Learners are afforded equal access to all school activities, academic and enrichment, including extended day and Saturday programs. They participate in Friday afternoon enrichment clubs and are included in the performing arts program, which takes place after school during the spring semester.

13. Instructional Materials

ELLs at p.S. 217 have the benefit of a wide variety of materials specifically designed for ELLs, some of which include AWARD Reading, Rigby On Our Way To English, English in My Pocket, In Step Readers, Benchmark Bridges and English Explorers guided reading books, Rourke Language Acceleration Kits, Getting Ready the NYSESLAT and Beyond, Sundance Reading and Math Power packs. Technology based programs available to our ELLs are AWARD Reading, Imagine Learning, and Leapfrog which are integrated in both the computer lab in classrooms. ESL materials are centrally housed in a designated ESL resource room for easy access. The rich selection of Balanced Literacy materials housed in our Literacy Room is also available to teachers for use with LEP students as appropriate.

14. Native Language Support

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

15. Do required services support student's age and grade level?

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

16. Before the School Year Begins

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

17. What language electives are offered to ELLs?

No foreign languages are offered at this time.

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

N/A

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.

1. Professional Development for ELL personnel

All staff at P.S. 217 have the benefit of two school-based literacy staff developers, and a combination Data Specialist/ Math staff developers. Our school also employs a literacy specialist through Fordham University. Classroom-based professional development is centered on improving teacher practice in literacy and math instruction, and deepening the implementation of the academic language component of ESL instruction. All teachers participate in topical workshops presented by school specialists in literacy, math, technology, and ESL. In addition, ESL teachers participate in grade level curriculum conferences as well as ESL specific meetings and workshops. Topics include Common Core Local Standards, looking at student work, math problem solving strategies, and questioning techniques. Grade conferences are scheduled monthly. Teacher teams meet weekly to examine student work and engage in the inquiry process.

2. Transition from elementary to middle school

The parent coordinator assists families with the application process for middle school. She also disseminates information about middle school opportunities and open houses. School staff participates in training from the Borough Enrollment Office.

Jose P Training.

The "Jose P" ELL training for Non-ESL teachers is ongoing, and is accomplished through faculty conferences, grade conferences, staff development days, and classroom embedded staff development. Recent trainings have been presented by Fordham consultants on ELL Strategies for Math, and the development of fluency through a poetry reading program.

E. Parental Involvement

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

1. Parent Involvement

P.S. 217 schedules many opportunities for parents to become involved and informed about their children’s education. For example, curriculum conferences are scheduled in September. Parents are invited to participate in our read aloud day, and classroom writing celebrations. P.S. 217 has a well-established “Parent Involvement Program” (PIP) that seeks to validate the language and cultures of the families, while acclimating them to the new environment. Bilingual parent volunteers, as well a bilingual staff are available to assist parents, and facilitate communication with teachers and administrators. Friday morning "drop in" meetings have been organized in an attempt to make the school environment more inviting, assess the needs of the families, and encourage them to become more involved in their children’s education, as well as the Parent’s Association. Bilingual Paraprofessional, Family Workers and School Aids assist with outreach on a regular basis. We are currently offering a conversational English program sponsored by the Mayor’s office, every Friday morning. We also have ongoing participatory programs such as morning library hours for parents, from 8:00 to 8:30 Monday through Thursday mornings, and community garden activites planned for spring. Our Pencil Partner is planning health and wellness activities for our families to participate in. Oral translations in Urdu, Bengali, Russian and Spanish are provided through school staff and parent volunteers.

2. Community Partnerships

Does the school partner with CBOs to provide workshops and services for ESL parents?

Our school partners with the mayor's office for ESL Classes, Garden to Café, provides workshops in the school garden, and our Pencil Partner, Preferred Health, is planning health and wellness programs for our parents.

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

The School Leadership Team along with the parent coordinator and the Parents's Association, evaluate the needs of the parents. Oral translations from school staff and parent volunteers are available to facilitate communication.

4. Addressing the needs of the parents.

Parent involvement activities seek to bridge the gap between home and school by addressing the expectations of the school through classroom orientation meetings, ELL program orientation meetings, writing celebrations, weekly garden concerts, community garden activities, and health and wellness workshops. Oral translation services by bilingual school staff and parent volunteers are available at all functions.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	8	11	7	5	11								50
Intermediate(I)	18	12	18	17	16	7								88
Advanced (A)	12	15	12	19	20	6								84
Total	38	35	41	43	41	24	0	0	0	0	0	0	0	222

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	3	2	4	3	4							
	I	2	5	8	5	4	3							
	A	11	19	14	12	13	14							
	P	36	27	31	37	29	12							
READING/ WRITING	B	7	8	15	8	4	11							
	I	15	14	19	17	15	7							
	A	10	13	14	19	20	5							
	P	17	19	7	14	10	9							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	19	10	0	44
4	13	18	6	0	37
5	12	6	5	0	23
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	4	22	5	22	3	1	0	57
4	10	2	14	8	5	5	1	2	47
5	0	7	3	7	9	3	1	1	31
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	0	5	6	12	8	6	3	45
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Assessment Tools

P.S. 217 uses the Fountas and Pinnell Reading Assessment System, as well as the school created Primary Literacy Assessment (PLA) to assess and monitor the literacy progress of our English Language Learners, as well as the whole General and Special Education students. The results are recorded in student assessment portfolios, and student snapshots, and are systematically reviewed to give teachers detailed information

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

2. Data patterns across proficiency levels

A review of the data patterns over the proficiency levels shows that proficiency in Listening and Speaking is far ahead of that for reading and writing. Across the grades, the majority of students score in the advanced and proficient level for listening and speaking. More students score in the intermediate and advanced levels for reading and writing.

3. How will NYSESLAT modalities affect instructional decisions

Teachers are aware of patterns and individual performance on NYSESLAT and other assessments, which are recorded on a snapshot chart meant to show strengths and weakness of students. Instructional decisions are based on the student's needs.

4 a. Examine student results for each program

Last year 22.95% of students enrolled in the ESL program, taking the NYSESLAT, scored proficient overall. In Kindergarten 70% of students moved up a proficiency level, in grade 1, 60% moved up, in grade 2, only 34% moved up, in grade 3, 62% moved up, in grade 4, 61.5% moved up. The low percentage of students moving levels in grade 2 and the fact that 53% maintained level is partly attributed to the shift in the NYSESLAT exam. However, this is an area of concern and extra focus has been put on these students currently in grade three. ELL Student results for ELA in grade 3 show 34% scoring level 1, 43% in level 2 and 22% in level 3. Grade four has 35% scoring in level 1, 49% in level 2 and 16% in level 3. Grade 5 has 52% in level 1, 26% in level 2 and 22% in level 3.

Math and Science scores are a bit different. Overall grade three math results show 7% scoring level 1, 47% in level 2, 44% in level 3 and 1% in level 4. In grade four, 25% scored in level 1, 47% in level 2, 22% in level 3 and 6% in level 4. Grade 5 math results show 22.5% in level 1, 32.25% in level 2, 38.70% in level 3 and 6.45% in level 4. Of 47 students in grades 3,4 and 5 who took the math test in translation, 13 achieved level 1, 20 achieved level 2, 11 achieved level 3 and 3 achieved level 4.

Science results overall show 11.11% in level 1, 24.4% in level 2, 44.44% in level 3 and 20% in level 4.

Of 17 students who took the science test in translation, there were no level ones, 6 achieved level 2, 8 level 3, and 3 achieved level 4. This data shows that content area achievement is stronger than ELA and that the availability of translations supports achievement.

4b. ELL Periodic Assessments

The ELL periodic assessments are accessed by the data specialist for the ESL and classroom teachers to use as an additional source of information. The results are recorded on the ESL snapshot, and studied for areas of strength and weakness, and item analysis for both groups and individuals.

4c. What is learned from the Periodic Assessments?

The periodic assessments are used as an additional source of information about the ELL students as groups and individuals.

5. Dual Language - Not applicable

6. Describe how you evaluate the success of your programs for ELLs

Student growth is constantly monitored through analysis of all the assessments collected on the the snapshots and periodic articulation with the teachers.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 217

School DBN: 22K217

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Franca Conti	Principal		1/1/01
Teresa Gochal	Assistant Principal		1/1/01
Mary Kay Seery	Parent Coordinator		1/1/01
Jodi Abrams	ESL Teacher		1/1/01
	Parent		1/1/01
Michelle Rogers, Writing	Teacher/Subject Area		1/1/01
Susan Horowitz, AIS	Teacher/Subject Area		1/1/01
Maria Lucy Buckley	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Marina Shapiro, Data	Other		1/1/01
	Other		1/1/01

School Name: P.S. 217

School DBN: 22K217

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		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: 22k217 **School Name:** P.S.217

Cluster: 6 **Network:** 602

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.

P.S. 217 reviews data collected from ATS reports, the LAP, School leadership meetings, and the parent coordinator to ensure that all parents are provided information in a language they can understand.

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.

The major languages at P.S. 217 are Urdu, Bengali, and Spanish, followed by smaller representations of many other languages. The group with the most need are newcomers from Uzbekistan and Tadjikistan.

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.

Items of high importance will be translated into the major languages, in-house, by school staff or parent volunteers.

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 interpretation services are provided by in-house staff, consisting of bilingual teachers, paraprofessionals and school aids, as well as parent volunteers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents are notified that translation services are available through signage at the school entrance, at the parent coordinators office and it is published in the parent newsletter, 411 .

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 217	DBN: 22k217
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: Rationale: P.S. 217 would enhance our existing ESL program by providing supplemental academic intervention services for English Language Learners. The intervention would provide for additional time on task for English language learners, as well as a smaller teacher/student ratio. It would include a Title III extended day enrichment program for grades 2 – 5, taught by ESL teachers and Common Branch teachers. Bilingual family worders will assist.

During the school day, a licensed, certified ESL teacher will provide targeted intervention on a push in basis. The teacher would devote one period per day to supplemental ESL instruction for selected at- risk students in grades 3 through 5. She will provide support for the students in ELA or Math. The program will begin in October and end in June.

Subgroups and grade levels:

The fall after-school program will serve English Language Learners in grades 2-5.

The daytime push-in program will serve at-risk ELLs in special and general education, in grades 3 - 5.

Schedule and Duration, Number and Types of Teachers:

Fall after school program: 14 - 1 1/2 hour sessions, October 30 - December 20, 2012, taught by ESL and common branch teachers .

Push-in Supplemental ESL: One period per day from October to June, taught by a licensed, certified ESL teacher.

Language of Instruction : English

Types of Materials: The Mondo Extended Learning Intervention Sets and Sundance Reading Power Works and Math Power Packs have been purchased and are available to the program. Getting Ready for the NYSESLAT and Empire State NYSESLAT will be used, as well as the AWARD Reading program. Imagine Learning Licenses will be renewed.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: All ESL teachers at P.S. 217 have the benefit of two school-based literacy staff developers. Classroom-based professional development is centered around improving teacher practices in the Balanced Literacy/Balance Math model. Staff developers work with individual teachers for several weeks. All teachers participate in topical workshops presented by school specialists in Literacy, Math, AIS, Technology, Art and ESL. These diverse efforts are coordinated through careful scheduling and organization. Every effort is made to ensure that all of our staff receives meaningful, job-embedded professional development.

Staff participating in Title III activities participate in a pre-program training to review ELL methodology, curriculum and materials. It takes place for one hour, on the day immediately preceding the start of the program.

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: Our ELL parents enjoy the benefit of many school based activities. They have the opportunity to visit the school library in an early morning program, three mornings a week. In a continued effort to strengthen the home-school connection, we plan to host information nights for ELA, Math and Science. These sessions will explain expectations and provide information about how to help students meet standards. Translation services are provided for these events, by bilingual family workers. Also, ELL parents will be invited to participate in the many community building functions hosted by the Parents Asociation for example, activities in the P.S. 217 school garden, free concerts, seasonal festivals, and garden to café events.

Schedule and Duration:

There will be three information sessions, for 1.5 hours each.

Topics to be covered:

literacy, math and science

Part D: Parental Engagement Activities

Name of Provider: P.S. 217

Parents will be notified through letters sent home and the school newsletter.

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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. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		