



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: ROBERT A. VAN WYCK MIDDLE SCHOOL 217

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

PRINCIPAL: PATRICK M. BURNS

EMAIL: PBUNRS3@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. FOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
PATRICK BURNS	*Principal or Designee	
MARK FARACI	*UFT Chapter Leader or Designee	
DAVID WALLACH	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
ALAN GOLD	Member/TEACHER	
KAREN PHILLIPS	Member/TEACHER	
KATHRYN NAPOLITANO	Member/TEACHER	
SHARON SMALL	Member/PARENT	
TINA WALDMAN WAALACH	Member/PARENT	
NIEVES A. ORTIZ	Member/PARENT	
GRACE RANDALL	Member/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

By June 2013 teachers of the ELA department will develop, administer, and analyze two grade level CCLS units and performance tasks at the 6th, 7th, and 8th grade levels resulting in improved performance on the NYS ELA 2013 exam for the two student groups, SWD and ELLs. Our GE students will outperform the citywide average by 2% and our SWD and ELL students will outperform the city wide average by 1% for these cohorts.

Comprehensive needs assessment

A comparative analysis of the *New York State English Language Arts Exam*, comparing the school wide results to our English Language Learners and Students with Disabilities in *M.S. 217* using the results of academic years 2010/11 and 2011/12.

Performance Levels:

A review of our school wide proficiency results comparing our 2011 ELA results to 2012 show an increase of 5% for students scoring proficient. In 2011 we had 40% of our students scoring at the proficiency rate. In 2012 we had 45% of students scoring proficient. By grade level we have mixed results. In 2011 our 6th grade students scored at a 45% proficiency rate and in 2012 the 6th grade had a 39% proficiency rate. In 2011 the 7th grade students scored 40 % proficiency rate and in 2012 the 7th grade had a 52% proficiency rate. In 2011 the 8th grade scored at a 38% proficiency rate and in 2012 they had a 42% proficiency rate. In 2011 our SWD students scored at a 9% proficiency rate. In 2012 our SWD students scored at a 12% proficiency rate. In 2011 our ELL students scored at 3% proficiency rate. In 2012 our ELL students scored at 5% proficiency rate.

Looking at the same cohort of students over the two year period demonstrates growth for all subgroups but one. In 2011 as 6th graders our students scored at a proficiency rate of 45%. As 7th graders these students scored at a 52% proficiency rate, a growth of 7%. In 2011 our 7th graders scored at a 40% proficiency rate. As 8th graders in 2012 these students scored at a 42% proficiency rate, an increase of 2%. In 2011 our 6th grade SWD students scored at 18% proficiency rate. In 2012 as 7th grades they scored at 15% proficiency rate, a decline of 3%. In 2011 our 7th grade SWD students scored at 8% proficiency rate. In 2012 as 8th graders they scored at 9% proficiency rate, an increase of 1%. In 2011 our 6th grade ELL students scored at 8%. In 2012 as 7th graders these students scored at a 10% proficiency rate, a 2% increase. In 2011 our 7th grade ELL students scored at 2% proficiency rate. In 2012 as 8th graders these students scored at 2% proficiency rate, no change in percentage of proficient students.

We are not seeing the same level of growth for SWD and ELL students compared to GE students.

Content Analysis

6th grade ELA observations and wonderings:

- There were 29 questions where students scored 65% or under correctly.
- Constructed response questions were an area of concern, along with identifying genre and point of view questions.
- Wondering if stamina was an issue since student response rates began to consistently drop after question 29.

7th grade ELA observations and wonderings:

- 18 questions where students scored 65% or under correctly.
- Stamina did not present to be a major issue for general education students.

- Students with disabilities population did begin to see a more consistent drop of response rates after question 50.
- Overall, students performed better in the literary response and expression strand.
 - SWD's showed a need for growth in information and understanding and critical analysis and evaluation strand.

8th grade ELA observations and wonderings:

- 17 questions where students scored 65%.
- Overall students struggled with questions in the following categories
 - identify character
 - plots
 - setting and theme
 - use of literary devices
 - vocabulary
- However, there appeared to be an upward trend from last year in student performance on questions that required them to draw conclusions and make inferences. There was an increase in the percentage of wrong answers after question number 49. The test stamina maybe the cause.

Wonderings and thoughts for grade 8:

- On questions that tested the same indicator, student performance varied. It may have been the genre that skewed the data, because we found performance indicators for one group of questions where students scored poorly and the find the same group of performance indicators in a different group of questions where students performed well.

Inferences

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

Sixth Grade –

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

Seventh Grade -

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

Eighth Grade -

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

Instructional strategies/activities

- 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.

To implement the above mentioned goal, research-based instructional programs, strategies and activities will be utilized. Currently the Literacy teachers are using Achieve 3000 reading (all 6th grade students will have an additional two periods of Achieve 3000 built into their schedule and taught by a licensed ELA/Reading teacher) and Writing Matters web-based programs to supplement their instruction. The achieve 3000 reading program, Teen Biz will focus on Non-fiction reading. The program added additional support programs for ELLs and SWD. Teachers will receive 3 days of Professional Development during the course of the 2012-2013 school year. The Writing Matters program has a Literacy Specialist here on Mondays to support ELA, ESL and SE teachers. Additional strategies for ELL students will be addressed. Such strategies include the introduction of essential vocabulary before beginning the task, use of visuals, scaffolding upon background knowledge and differentiated learning groups. For students with disabilities, the above mentioned strategies will be utilized. Additional steps include reviewing the student's IEP, anticipating potential barriers to learning and providing accommodations to meet the student's individual needs. Trained ELL and SE staff will be utilized to implement the above mentioned strategies for the specified sub-groups. Steps taken to include teachers in the decision-making process regarding the above mentioned goal strategies, in weekly department meeting with the ELA department. On Wednesday Teacher Teams will meet to discuss and determine strategies to be utilized by grade and/or class. Additional PD provided by our network and literacy coach will be directed to support teachers, as they create and develop this task. Timeline for implementation, which includes PD for teachers, team and department meetings, scaffolding and design of task, identifying additional resources and support services for ELLs and SE subgroups will be from September 2012 until May 2013.

Our CFN support will provide professional development on strategies to build reading comprehension utilizing non-fiction text. As results of this training, teachers will create lessons where students develop better understanding of main idea and the use of figurative language. Teacher teams have identified/targeted students for additional support. The teams will track progress of their students by reviewing report cards and periodic assessments. These students will have the opportunity for additional instruction in the extended day program, the Title III after school program, or the Saturday academy. The Data Inquiry Team will provide additional support with the analysis of periodic assessment data. The team will identify trends and develop strategies to meet the needs of their findings. The DIT team will produce a quarterly report to inform the ELA, ESL, SE teachers of their findings from making period assessments.

Strategies to increase parental involvement

Strategies for increased parental involvement include:

- September Back to School Night – discussion of instructional expectations, assessments, support services
- ELA night for parents and family to attend and celebrate the outstanding work of their children. Parents participate in read aloud, book discussions, view poetry reads, experience the process of writing a memoir, and are exposed to the new Common Core writing expectations facilitated by teachers and staff members.
- Utilization of Skedula/Pupil Path a web base program to allow parents to monitor student progress and communicate with teachers.
- Utilization of the web based School Messenger system to provide parents with phone, text and email information on school events and student progress
- Monthly Newsletter mailed home to parents identifying upcoming core subject pacing calendar focus
- PA monthly meetings/events - These nights afford parents the opportunity to discuss concerns with administration, staff and our parent coordinator.
- In the spring we will utilize funds from Title III grant to have a parent workshop program on Saturdays.
- Three Parent-Teacher Conference evenings
- Utilization of Survey Monkey web based software to query parents throughout the course of the school year on various topics (Ex: “Tell Us About Your Child”)

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:

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).

As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the goal of improving our entire educational program thereby improving the academic and social progress of all students. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and

local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

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

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of ELA and Mathematics.
- Teacher teams looking at student work to improve teaching practices in the four core subjects of ELA, Math, Science, and Social Studies.
- Textbook and instructional materials purchased for all subject areas
- After school programs in ELA, ESL, Math, Science, Social Studies, WILSON program, and the ARTS
- Use of Instructional Coach to provide professional development, model effective instruction, mentor new teachers.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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

By June 2013 teachers of the MATH department will develop, administer, and analyze two grade level CCLS units and performance tasks at the 6th, 7th, and 8th grade levels resulting in outperformance of the citywide middle school grade level average on the NYS MATH 2013 exam for both our general education students and our SWD and ELLs by 2% and 1% respectively.

Comprehensive needs assessment

ANALYSIS OF 2012 NYS MATHEMATICS EXAMINATION RESULTS

Performance Levels

Examination of the data reveals that the largest overall percentage of grade 6 students performed at Level 2 with 39% placing there. The Grade 7 NYS Math Exam Performance Level data, however, revealed an equal amount of students at M.S. 217, 34%, performed at a Level 2 and 3. Level 4 achievement was reached by 23% of M.S. 217 seventh grade students. Lastly, Grade 8 NYS Math Exam Performance Level data revealed the majority of student groups at levels 2 and 3, 30% and 41%, respectively, level 3 increasing by 1%. Level 4 performance in Grade 8 accounted for 24% a 13% increase from last year's results.

Year-to-Year Scale Scores

Overall, 2011-2012 grade 6 mean scale scores remained close to constant from 671 to 670. Grade 7 mean scale scores decreased 3 points to 675. Grade 8 mean scale scores were tallied at 684 in 2012, increasing approximately 12 points from 2011. Although scale scores trended upward in grade 8, a closer examination of the subgroup performance will be conducted to assure an equally upward trend. However, it is vital to recognize the impact of state alterations to the testing content as a result of the state-level testing and standard changes. These factors must be considered whenever analyzing year-to-year data against 2011 results.

Scale Scores Comparisons by Ethnicity Subgroups

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

Upon examination of the scale scores for the ethnicity subgroups, only minor variations are evident. Each grade's scale scores were examined from the perspective of the following ethnic subgroups (as provided by ATS): Asian/Pacific Islander, White-Not Hispanic, Hispanic, Black-Not Hispanic, American Indian/Alaskan. For the Hispanic subgroup, results appear insignificant. Hispanic students at the 6th grade level experienced a scale score

of roughly 664, 6 points lower when compared to the 6th grade as a whole. Grade 7 Hispanic students were measured at a mean scale score of 674, 1 point lower compared to the entire grade 7. 8th grade Hispanic student scale scores were lower by 7 points when compared to grade 8 as a whole. The Black-African American subgroup scale scores were 12 points lower when compared to their grade 6th peers at 658. At grade level 7, Black-African American students measured in at 666, 9 points lower than grade 7 peers. Black-African American students at the 8th grade level were 674, a 10 point difference. The White-Not Hispanic subgroup scale scores trended upward at 672, a 2 point difference from their grade 6 classmates. Grade 7 students in the subgroup averaged a scale score of 671, four points lower than the 7th grade as a whole. However, in grade 8, this subgroup's scores averaged 682, a roughly 2 point difference. The Asian/Pacific Islander subgroup at the 6th-grade level performed at a 683, outpacing their grade level. 7th grade scores had a measure of 684, 9 points above their peers. 8th grade students scored 696, out pacing their grade level by 12 points. The American Indian/Alaskan ethnic subgroup scores were on par with their 6th grade peers at 669, a difference of 1 point. 7th grade measured 679, a 4 point difference in comparison to grade level. 8th grade measured 672.

Scale Scores Comparison by Special Education Subgroups

Scale score trends for grades 6 through 8 Special Education Students were isolated and examined for significance. In the 6th grade, scale scores were lower by approximately 30 points compared to the grade 6 student body. Special Education Students scores in the 7th grade earned an average scale score of 653. 8th Grade Special Education student scale scores averaged a 659.

Scale Scores Comparison by English Language Learners Subgroups

Scale score trends for grades 6 through 8 English Language Learners were isolated and examined for significance. In the 6th grade, mean scale scores were 18 points lower, compared to grade level peers. English Language Learner scores in the 7th grade were about 21 points lower in comparison to grade level peers. Finally, in the 8th grade students scored an average of 661. Due to our English Language Learner population not meeting AYP, special attention will be given to this subgroup for 2012-2013 academic year.

Performance by Strand

The results data for the NYS Mathematics Assessment 2012 was examined by strand to identify areas of weakness.

An analysis of the mathematics assessments sorted by strand was conducted to identify strands that may show weakness in our current pacing calendar. Once those strands were identified, they were then checked for their content within the assessment. This close examination of the item analysis at grade 6 showed Algebra to be the area in which the greatest number of students scored below target range. The same type of examination revealed an equal 2-strand weakness within the Number Sense/Operations and Geometry strand in the 7th-grade data. At the 8th grade level, items identified as achieving below target range were equal in the Algebra and Geometry strands. However, grade 8 students Standard Performance Index (SPI) in these strands out performed all schools in the state by a difference of 3.66 and 2.92 respectively.

INFERENCES

Based on the above analysis of the 2012 mathematics proficiency data, the following areas are concluded to be in need of development and thus, are

targeted for improvement:

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

Instructional strategies/activities

To implement the above mentioned goal, research-based instructional strategies and activities will be utilized. Currently, the mathematics department at M.S. 217 utilizes the use of a “Problem of the Week”. The problem of the week is a constructed response question to which students must import the above mentioned mathematical practices. Weekly use of this task increases the academic demand we put on students and further, scaffolds upon student’s mathematic skills. Within each class, students receive a differentiated approach to addressing the “Problem of the Week”. We recognize the different starting points of each student and seek to build upon their skills based on their level. Additional strategies for ELL students will be addressed. Such strategies include the introduction of essential vocabulary before beginning the task, use of visuals, scaffolding upon background knowledge and differentiated learning groups. Additionally, support services for ELL students include a Saturday math academy and compass learning software (specifically designed to engage and address the needs of ELLs). For ELL students with disabilities, the above mentioned strategies will also be utilized. Additional steps include reviewing the student’s IEP (Individualized Education Plan), anticipating potential barriers to learning and providing accommodations to meet the student’s individual needs. Trained ELL and Special Education staff will be utilized to implement the above mentioned strategies for the specified student group. Steps taken to include teachers in the decision-making regarding the above mentioned goal and strategies, is a weekly department meeting with the mathematics department. During this time teachers meet in grade teams to discuss and determine strategies to be utilized at grade and/or class level. Additionally, professional development provided by our network and lead teacher will be directed to support teachers, as they create and develop this task. Timeline for implementation, which includes professional development for teachers, team and department meetings, scaffolding and design of task, identifying additional resources and support services for ELLs will be from September 2012 until May 2013.

Strategies to increase parental involvement

Strategies for increased parental involvement include:

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

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

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		Title		Title						
<u> X </u>	Levy	<u> X </u>	Title I	<u> </u>	IIA	<u> X </u>	III	<u> X </u>	Grants	<u> </u>	Other

If other is selected describe here:

Service and program coordination

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

As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the goal of improving our entire educational program thereby improving the academic and social progress of all students. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

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

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of ELA and Mathematics.
- Teacher teams looking at student work to improve teaching practices in the four core subjects of ELA, Math, Science, and Social Studies.
- Textbook and instructional materials purchased for all subject areas
- After school programs in ELA, ESL, Math, Science, Social Studies, WILSON program, and the ARTS
- Use of Instructional Coach to provide professional development, model effective instruction, mentor new teachers.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2013 teachers of the SCIENCE department will develop, administer, and analyze two grade level CCLS units and performance tasks at the 6th, 7th, and 8th grade levels resulting in outperforming the citywide average on the NYS Science 2013 exam for both our general education students and our SWD and ELLs by 2% and 1% respectively.

Comprehensive needs assessment

In a review of the 2010-2011 New York State report card, the identified area labeled “ALL” students met AYP (adequate yearly progress) in Science. However, students within the English Language learner student group did not meet safe harbor targets. Of the English Language Learner student group 99 students were tested out of 122 resulting in a 96% participation rate. The New York State performance target was set at 100 with a progress target for 2010-2011 set at 97 and a 2011-2012 target set at 91. The New York State Science assessment results for English Language Learners resulted in a performance index of 90 for M.S. 217.

Instructional strategies/activities

To implement the above mentioned goal, research-based instructional strategies and activities will be utilized. Currently, the science department at M.S. 217 utilizes the use of weekly laboratory reports (mini-tasks). Laboratory reports are derived from classroom experiments carefully constructed and facilitated by the science teacher. Students must demonstrate their knowledge and application of the scientific method and import the above mentioned standards. Weekly use of this task increases the academic demand we put on students and further, scaffolds upon student’s scientific skills. Within each class, students receive a differentiated approach to addressing the laboratory report with the use of a web-based program, Escience 3000. We recognize the different starting points of each student and seek to build upon their skills based on their skill level. With the use of Escience 3000, students receive science instruction on their reading level based on a lexile score, which is derived from an assessment given in English Language Arts (ELA) class. Additional strategies for ELL students will be addressed. Such strategies include the introduction of essential vocabulary before beginning the task, use of visuals, scaffolding upon background knowledge and differentiated learning groups. For ELL students with disabilities, the above mentioned strategies will also be utilized. Additional steps include reviewing the student’s IEP (Individualized Education Plan), anticipating potential barriers to learning and providing accommodations to meet the student’s individual needs. Trained ELL and Special Education staff will be utilized to implement the above mentioned strategies for the specified student group. In addition, science teachers will participate in EXC-ELL professional development with a specific emphasis on building student vocabulary skills. Steps taken to include teachers in the decision-making regarding the above mentioned goal and strategies, is a weekly department meeting with the science department. During this time teachers meet in grade teams to discuss and determine strategies to be utilized at grade and/or class level. Additionally, professional development provided by our network, collaboration with Urban Advantage and collaborations with partner institutions including the American Museum of Natural History, will be directed to support teachers, as they create and develop these tasks. Timeline for implementation, which includes professional development for teachers, team and department meetings, scaffolding and design of task, identifying additional resources and support services for ELLs will be from

September 2012 until May 2013.

Strategies to increase parental involvement

Strategies for increased parental involvement include:

- September Back to School Night – discussion of instructional expectations, assessments, support services
- Science Family night for parents and family to attend and celebrate the outstanding work of their children. Parents participate in hands-on activities with their children facilitated by teachers and partner organizations.
- Utilization of eChalk school web site and individualized teacher pages.
- Utilization of Escience 3000 to scaffold science instruction based on reading(lexile) level.
- Monthly Newsletter mailed home to parents identifying upcoming core subject pacing calendar focus
- Utilization of Datacation web based application to provide parents with real time data on their child’s attendance and subject academic progress. Additionally, parents will be able to track their child’s high school readiness with the high school readiness tracker.
- Utilization of the web based School Messenger system to provide parents with phone, text and email information on school events and student progress
- PA monthly events - These nights afford parents an opportunity to discuss concerns with administration, staff and our parent coordinator. In the spring we will utilize funds from Title III grant to have a parent workshop program on Saturdays.
- Three Parent-Teacher Conference evenings
- Urban Advantage Family events
- Utilization of Survey Monkey web based software to query parents throughout the course of the school year on various topics (Ex: “Tell Us About Your Child”)

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 _____ Other

If other is selected describe here:

Service and program coordination

As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the goal of improving our entire educational program thereby improving the academic and social progress of all students. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

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

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of ELA and Mathematics.
- Teacher teams looking at student work to improve teaching practices in the four core subjects of ELA, Math, Science, and Social Studies.
- Textbook and instructional materials purchased for all subject areas
- After school programs in ELA, ESL, Math, Science, Social Studies, WILSON program, and the ARTS
- Use of Instructional Coach to provide professional development, model effective instruction, mentor new teachers.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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	Wilson program. Thinking Maps-to support inference skills and higher order processing. Achieve 3000 Teen Biz Graphic Organizers Guided reading Interactive reading Specially designed instructional strategies for students with disabilities.	Small group instruction, whole class instruction and one-to-one assistance provided as needed.	ACHIEVE 3000 programmed class Wilson Program-afterschool 3 days/week. ESL program weekly January 2013-April 2013. Extended day sessions 2days/week October 2012-June 2013. Saturday Program – January 2013-April 2013.
Mathematics	Multi-step math problems, integration of word problems, academic vocabulary building. Thinking maps. Interactive assessments. Specially designed instructional strategies for students with disabilities. ACUITY KHAN Academy	Small group instruction, whole class instruction and one-to-one assistance provided as needed	Extended day sessions 2days/week October 2012-June 2013. Saturday Program – January 2013-April 2013. Afterschool program January 2013-April 2013

Science	Hands on lab application. Project based learning. Interactive heart surgery program, LEGO robotics, veterinary technology and forensic science. eScience blended learning	Small group instruction, whole class instruction and one-to-one assistance provided as needed. Labs	Extended day sessions 2days/week October 2012-June 2013. Afterschool program 2 days/week April 2013-June 2013.
Social Studies	Debate team, non-fiction reading comprehension and inference strategies	Small group instruction, whole class instruction and one-to-one assistance provided as needed.	Extended day sessions 2days/week October 2012-June 2013.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Organizational skills and time management. Monitor student attendance and record progress. Functional behavior assessments and behavior intervention plans, collaboration with parents and students. Establish student goals, review grading policies, academic and social emotional supports with age appropriate strategies. Referrals to outside academic, mental health and family services when needed.	Small group and one-to-one. Whole class support provided as needed	Extended day program and general school day.

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.

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

**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 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 Subject Family Nights 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- attend all three mandatory school-wide Parent Teacher conferences held in November, February, and April of the school year.
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- ensure my child arrives to school in school uniform
- 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 Charles Amundsen/Dan Purus	District 28	Borough Queens	School Number 217
School Name Rober A. Van Wyck			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	1690	Total Number of ELLs	266	ELLs as share of total student population (%)	15.74%
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Part II: ELL Identification Process

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	14	0
ESL	146	21	13	76	6	27	44	0	29	266
Total	146	21	13	76	6	27	44	0	43	266

ELLs by Subgroups											Total
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)					
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education			
Number of ELLs in a TBE program who are in alternate placement:											

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	41	41	35	0	0	0	0	117
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	1	2	2	0	0	0	0	5
Bengali	0	0	0	0	0	0	16	28	22	0	0	0	0	66
Urdu	0	0	0	0	0	0	3	3	4	0	0	0	0	10
Arabic	0	0	0	0	0	0	11	11	14	0	0	0	0	36
Haitian	0	0	0	0	0	0	2	1	1	0	0	0	0	4
French	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	3	5	4	0	0	0	0	12
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	3	7	5	0	0	0	0	15
TOTAL	0	0	0	0	0	0	80	98	88	0	0	0	0	266

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

Special Education (SWD)

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

A. Programming and Scheduling Information

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

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

SIFE Students

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

Newcomers (less than three years)

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

ELLs (years 4-6)

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

Long Term ELLs and Transitional Students

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

Courses Taught in Languages Other than English

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

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

- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
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?

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

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

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

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

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

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

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

components. The content is non-fiction high-interest articles customized to the students' individual lexile level, as determined by a pre-assessment. This provides differentiation of content for our ELLs.

Math teachers use IMPACT MATHEMATICS, Real World Math, Dimension Math, and Compass Learning along with teacher created lessons that aligned to the NYS Mathematic Standards, and test preparation materials specific to each grade. Science teachers follow the NYC science curriculum plan and utilize New York State Science by Glencoe textbook sets, and have access to our state of the art science laboratory. There are sets of kits and materials that allow opportunity for hands-on activities and experimentation. Social Studies teachers use American History textbooks, as well as alternate text sets aligned with the New York State Standards and follow a specific curriculum and pacing calendar in each grade. Charts, word walls, visual aides, technology, and hands-on materials are incorporated in all lessons. Every year, a different group of content area teachers that work with ELLs receive Ex-ELL training. In addition to receiving professional development during these sessions, teachers also work together to create, enhance, and differentiate lessons to fit the needs of their ELLs. Native language support is used in the ESL class, as well as the content area, particularly with Beginner and Newcomer students by providing oral translations, and books in the native language (if available). Presently, we do not offer language electives to ELLs. Next school year, our school plan is to increase the number of push-in models for advanced students in Genral Education classes. When programming and placing students, we will group Advanced ELLs together and the 180 units will be delivered in the general education classes, preferably during ELA instruction, but possibly across the content areas. Instruction will be delivered by an ESL licensed teacher. All materials and texts used in the ESL class and in the content areas are at the students' grade levels with the support of alternate text sets to support grade level materials. Academic language is always adressed during the pre and post teaching phases as well as during the readings. The Achieve 3000 program described above makes it possible fot ELLs to work with grade level non-fiction articles tailored to their individual lexile levels.

Targeted Intervention Programs for ELLs (Supplemental)

ESL/Math Academy Extended Day Program-

ALL Ells are invited and encouraged to participate in our ESL/Math Academy. In this program Licensed ESL and Math teachers provide supplemental support during after school hours, twice a week. The program focuses on improving ELLs' skills in Mathematics across grade levels and ESL intruction. Coach books, project-based activities, Empire NYSESLAT books, and the Achieve 3000 program are used during this time.

Project JUMPSTART- ESL/Math Summer Academy-

ELLs attend summer school for 5 weeks and receive targeted ESL and Math instruction using technology, Writing Matters, and Achieve 3000. The RIGOR program described above is used with newly enrolled and beginner ELLs. Every June, the school puts together a plan for the ESL Summer Academy according to student levels and special needs. Students also have an opportunity to work on thematic units and go on a corresponding class trip.

Wislon Instruction-

SWD, SIFE and 0-3 years ELLs rceive instruction with a lisenced Reading teacher trained in the Wilson program that delivers specific instruction to beginner readers. Instruction takes place Mo-Wed for 37.5 minutes after school.

*ELLs also have access to the intructional and extracurricular supplemental programs offered in our school such as ELA Saturday Academy, Math Saturday Academy, and the Queens Community House After School Program.

ELL Subgroups (Instruction and Intervention)

Special Education

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

SIFE (Students with interrupted formal education)

SIFE students are paced in an ESL class and receive 360 minutes of ESL intruction as well as an extra unit of reading and writing by a

licensed ESL teacher to provide some of the basic skills they need to perform on the ESLA and NYSESLAT assessments.

Newcomers (less than three years)

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

ELLs (years 4-6)

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

Long Term ELLs and Transitional Students

Our school has approximately 48 long term ELLs. Long term ELLs receive additional instruction in literacy by a licensed ELA teacher. This instruction is targeted to strengthen the students' reading and writing skills that they will need to perform well on the New York State ELA exam. The ESL and content area teachers of this class are trained using a variety of strategies such as QTEL and Exc-ELL. All of the ESL and content area teachers are fully licensed in their areas of instruction.

Both Transitional students (former ELLs) and long term ELLs are highly encouraged to attend the AIS extended-day programs offered by the school, as well as the 37 ½ minute tutorial sessions. Transitional ELLs are granted time extensions on state examinations for two years after they pass (Proficient level) the NYSESLAT.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

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

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

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

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?

Paste response to questions 1-4 here

Middle School 217 offers helpful workshops, events, and meetings for parents to integrate them into the school community. Interpreters or translating equipment are provided through the school's Translation Budget. Parent needs are assessed through surveys distributed during Open School Night, in which parents express what they need to help their children succeed in school.

Workshops/Events for Parents:

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

- Parent information sessions on NY Sate Exams in the Content Areas
- Back to School Night
- Open School Weeks
- Math and ELA Test Preparation Tips
- How to Choose a High School for your Child
- PTA Monthly Meetings
- Talking to Your Teen about Healthy Relationships
- Parent Teacher Conferences
- Family Fun Science Night
- Family Fun ELA Night
- Family Social Studies Night
- ELL Parent Orientations (ongoing)

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

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)	0	0	0	0	0	0	20	28	18	0	0	0	0	66
Intermediate(I)	0	0	0	0	0	0	26	20	39	0	0	0	0	85

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	0	0	0	0	0	0	34	50	31	0	0	0	0	115
Total	0	0	0	0	0	0	80	98	88	0	0	0	0	266

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.

Paste response to questions 1-6 here

Additional Information

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

Assessment Analysis

NYSESLAT

Listening and Speaking-

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

Lab-R-

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

Reading and Writing-

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

areas, especially in Writing.

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

NYS ELA Assessment

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

NYS Math Assessment

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

ELL Periodic Assessment

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

In addition to using assessment data to plan instruction and form student groups within the classroom, teachers meet once a week to target small groups of students who have not made progress in last year's assessments. The team is comprised of ESL teachers, content area teachers, guidance counselors, and related service providers. Teams meet together and use ARIS and present-day student work to target students who have not made progress. The teacher teams then discuss and implement intervention strategies to help improve the targeted students' performance in the upcoming assessments.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: _____ **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 28 School Name: MS217

Cluster: 2 Network: 208

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

School will provide written translation of school-wide documents mailed or backpacked home. School will utilize DOE translation services when applicable. In addition, our school will utilize web absed translation tools. Last, we will use the ability of our school web site's translation tool the communicate events and information on our school web site. Outside approved vendor service will be utilized to translate written school-wide documents when necessary.

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

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

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

1. Notices home.
2. PTA and SLT meetings
3. Translators provided during Parent Teacher Conferences, IEP meetings, parent-teacher meetings
4. Use of our school web site's translation tool

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Robert A Van Wyck	DBN: 28Q217
Cluster Leader:	Network Leader: Dan Purus
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 checked="" type="checkbox"/> Saturday academy <input 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 type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: <u>7</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ESL/Math Extended Day Program

Middle School 217 will form a supplemental program to meet the needs of our struggling ELLs in ESL and Mathematics (ESL/Math Extended Day Academy). After analyzing our current data using the AMAO tool, we are targeting ELLs who made less than 25 percentile growth in Mathematics (scored a 1 or 2) and did not meet AMAO1 (students did not move across proficiency levels, did not make a 43 point scale score gain, or failed to score an I for the 1st time on the NYSESLAT). After analyzing ELLs by language group, it was clear that the least amount of students making AMAO2 (reaching proficiency were Spanish speaking ELLs. The program will also include a group of grade 6 Spanish speaking ELLs (years 1-3) who will receive Math instruction in the native language. ESL will be delivered by an ESL teacher with a Bilingual extension to provide native language support.

The ESL/Math Extended Day Program for the development of the four modalities of language acquisition (listening, speaking, reading, and writing) needed to prepare ELLs for the NYSESLAT as well as the ELA and the NYS Mathematics Assessments. Instruction will be delivered by highly qualified and licensed ESL and Math teachers who have experience teaching ELLs and have received Professional Development in ESL strategies. We will form three classes (grades 6, 7, and 8) according to student proficiency levels and/or language group and instruction will be differentiated to meet their unique needs. Forty five minutes will be devoted to ESL/ELA instruction (by a licensed ESL teacher) and 45 minutes will be devoted to Mathematics instruction (by a licensed Math teacher) each day, once a week. Math instruction will be delivered within specific grade levels (6-7).

ESL INSTRUCTION

ESL instruction will be delivered using the Achieve 3000 Plus program. Achieve 3000 Plus is a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. It uses accepted and proven benchmarks for assessment and instruction from the lexile framework and the principles of Bloom's Taxonomy. The content is non-fiction high-interest articles customized to the students' individual lexile level. This provides differentiation of the learning content for our ELLs. Achieve 3000 Plus will be used by the students attending the ESL Extended Day Program. This program also permits students to track their learning targets from school or from home. Data reports are generated for teachers to track their students' progress and plan instruction. iPads and laptop computers will be used to access the Achieve 3000 program as well as educational applications (apps) that provide support in grammar and Vocabulary. Students can use the iPads and laptops to track their assignments, take notes, and review vocabulary using apps such as Vocabulary Builder, Word Ball, and picture dictionary (Flash to English), etc. Teachers will utilize the iPads and laptops in conjunction with Smartboards to deliver lessons, track progress and conduct small group instruction. Common Core Clinic books will also be used for instruction, development, and enhancement of the comprehension skills needed to perform on the Reading part of the NYSESLAT and the ELA exams. The books focus on the essential skills behind each standard and pinpoint every required reading standard.

Students will also receive instruction in Mathematics by two licensed Math teachers. The students will be grouped by specific grade level and instruction will be delivered to target their individual needs using various books, hands-on activities and technology (students will have access to iPads and laptops as mentioned above). Teachers will implement project-based activities to track progress. All of the instruction and project-based activities will be aligned to the Mathematics CCLS. We will use the

Part B: Direct Instruction Supplemental Program Information

Common Core Clinic Math books which meet rigorous demands of the new standards and focus on the essential skills behind each of the standards. We will also provide NYS Progress Coach books in Math which are designed to reach level 1 and 2 students through various steps, scaffolded lessons and content vocabulary

The ESL/Math Extended Day Academy take place over 20 weeks in December through May for 1.5 hrs a day (one day a week). Additional sessions may be added in the spring.

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: Internationals Network for Public Schools will conduct a series of two all day workshops to support ESL teachers and content area teachers working with ELLs in the following areas:

- Supporting ELLs in accessing the Common Core Learning Standards
- Aligning lessons to the Common Core Learning Standards
- Questioning Techniques for ELLs
- General Strategies for content teachers working with ELL

Participants will include our licensed ESL teachers, content area teachers working with Beginner and Intermediate level ELLs, and teachers working in the ESL/Math Extended Day Academy.

Two Full Day Workshops for JHS 217 Faculty

Day 1

- Experiencing the Internationals Approach and Part 1 of Let's Give 'em Something to Talk About: Introduction to Language and Content Integration (focused on understanding what language development is, providing a demo lesson and resource book with several concrete strategies participants can incorporate in their classrooms the next day)

Full Description-

Experiencing the Internationals Approach—This workshop begins with a lesson taught entirely in a foreign language. After an initial experience in which the content is delivered in this language with no scaffolding and no ESL supports, participants are taught the same content through activities, curriculum, and instruction that models good teaching for English Language Learners. Participants have the opportunity to reflect on the experience of the two different lessons and to look closely at several of the techniques the “teacher” uses that were effective for them. This workshop can be a useful introduction to the Internationals Approach as it puts participants in the shoes of their students and helps them gain first hand experience with the benefits of teaching students with the techniques expanded on in the other workshops.

Let's Give 'Em Something to Talk about: Strategies for Integrating Language and Content supports all teachers in becoming language teachers, regardless of the content they teach. This enables students to develop their academic language in all content areas while deepening their knowledge of content, which is crucial in preparing students for the Common Core State Standards. This series of professional

Part C: Professional Development

development activities provides faculty with key strategies for incorporating language development into all activities and a framework for planning for both language and content in curriculum development. This workshop includes a model lesson, sample curriculum, an opportunity to work on curriculum using a specific language planning framework, videos of instruction modeling language and content integration, and a resource guide of hands-on, easy to implement strategies.

Day 2

- Part 2 of Let's Give 'em Something to Talk About (focused on understanding the distinction between academic and social language, aspects of academic language and what academic language looks like in each discipline, and how to develop effective and integrated language and content objectives to prepare students for the Common Core State Standards.

Coaching Days

3 Days of teacher Coaching- coaching will focus on supporting teachers in integrating strategies and concepts learned during Day 1 and Day 2 of the workshops. The facilitator and teacher will work together during this time.

?????

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: [Begin description here:](#)

Adult ESL Program For Parents of ELLs

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

Part D: Parental Engagement Activities

**1 class (one class 10 sessions beginning in March and ending at the beginning of May, 2 hrs.)

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		