



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 217
DBN (i.e. 01M001): 22K217
Principal: FRANCA CONTI
Principal Email: FCONTI@SCHOOLS.NYC.GOV
Superintendent: DR. R. FARKAS
Network Leader: J. BOVE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Franca Conti	*Principal or Designee	
Margaret Small	*UFT Chapter Leader or Designee	
Maria Deutscher	*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	
Jonathan Leal	Member/ Assistant Principall	
Judy Brandwein	Member/ Teacher	
Rosemarie Luzino	Member/ Teacher	
Marianne Aalbue	Member/ Teacher	
Vanessa Scionti	Member/ Teacher	
Debra Saide	Member/ Paraprofessional	
Caitlin Fitzgordon	Member/ Parent	
Josephine Gibson	Member/ Parent	
Christine Habib	Member/ Parentt	
Anna Pizzeli	Member/ Parent	
Anna Beth Rousakis	Member/ Parent	
Matthew Septimus	Member/ Parent	
Nancy Seidler	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

GOAL 1: By June 2014 there will be a 2% increase in the number of all students, including LEP and SWD students who perform at Levels 3 and 4 as measured in the ELA State Test, Acuity periodic assessments, Fountas and Pinnell Benchmark Assessments

Comprehensive Needs Assessment

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

The results of 2013 NYS ELA is believed to be due to the instructional and curricular shifts catalyzed by CCLS aligned assessments. The common core standards encompass a more rigorous set of knowledge and skills necessary for achieving success in college and career. Our goal was defined to reflect the instructional demands necessary to improve outcomes.

- **ELA 2012 Test Results-57.1% (Level 3 and 4) a 1.6 increase from 2011 Test Results**
Additional assessments include:
- **ELA 2013 Test Results-30% (Level 3 and 4) a 27.1% decrease from 2012 Test Results**

Additional assessments include:

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Curriculum Mapping

- **Careful revision of the 217 Literacy Curriculum Map provides all children sequential and systematic literacy instruction across the grades.**
- **Teacher teams, the CCLS instructional leader, literacy staff developers developed content based CCLS aligned units of study.**

2. Balanced Literacy

- **Fountas & Pinnell Benchmark Assessment System (including a phonics program) teachers will develop a variety of strategies for identifying new words, increasing vocabulary, and increasing reading comprehension.**
- **In addition the Pearson Reading Street Anthology is being implemented in select classes**
- **Strategy based instruction is supported through the Comprehension Toolkit, Testing Fundamentals**
- **Students will engage in writer's workshop on a daily basis.**

- Students will use listening centers to develop and improve listening and oral comprehension skills.
- Students will study a variety of genres (poetry, fiction, non-fiction, biography, etc.) and will be able to identify the specific elements unique to each genre.
- Students will use the library to build competence in the skills of inquiry and research, responding to a variety of texts and non-print media.
- Students will read a minimum of 25 grade-appropriate books. Leveled classroom libraries will be used to encourage children to read independently.

3. Collaborative Teacher Teams

- Regularly scheduled collaborative conferences with service providers (i.e. clusters, funded personnel).
- AIS providers, SETSS to assist children performing below grade level.
- After school Wilson Based Phonics Program providing decoding skills for non-fluent readers.
- Students will be exposed to grade level appropriate activities and projects incorporating technology (example web quests).
- Teams will plan for Family Literacy Activities will be ongoing throughout the year in order to build home/school connections.

B. Key personnel and other resources used to implement each strategy/activity

Responsible staff includes:

1. School administration, general and special education teachers, ESL teachers,
2. Literacy Staff Developers, Librarian, related service providers, paraprofessionals,
3. Purchasing of appropriate materials for Balanced Literacy and an ever expanding literacy room will encourage teachers to match class/individual needs with materials

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Units are assessed via a series of performance tasks.
2. Administration and teacher teams will engage in short, frequent cycles of observation with formative actionable feedback. Using a research based rubric these teams will enhance professional practice, facilitate the design of rigorous coherent instruction, and promote the use of higher order questioning and discussion techniques for all students
3. Data will be continually monitored to modify instruction and address needs

D. Timeline for implementation and completion including start and end dates

- 1- Sept-Oct .5%improvement; Nov.-Jan .5% improvement; Feb-April .5% improvement; May- June .5% improvement as measured by the ELA State Test, Acuity periodic assessments,
- 2-Fountas and Pinnell Benchmark Assessments Oct 2013, Feb 2014, May 2014
- 3-Teacher observation, portfolio assessment, performance tasks Ongoing September 2013-June2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1-Scheduling facilitates a weekly common prep among all classroom and cluster teachers. Ongoing PD and curricular planning is accomplished at weekly extended day periods and monthly grade meetings.

2-Title 1 and Title III funding supports a variety of programs at PS 217. Funding is conceptually consolidated so that under the aegis of the Administration and School Leadership Team key programs can be supported. Our AIS providers, reduced size class teachers, and ELL teachers are all supported from a combination of funds provided by these programs.

3 -RESO grants afforded by local politicians aid in the purchase of technological elements (Smartboards, laptops) and supplementary materials that facilitate the achievement of our instructional goals

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 1 Curriculum Conferences** P.S. 217 schedules many opportunities for parents to become involved and informed about their children's education. For example, curriculum conferences are scheduled in September. Parent teacher curriculum meetings are scheduled for each grade.
- 2 Outreach** Parents are invited to participate in our read aloud day, and classroom writing celebrations Urdu, Bengali, Spanish, and Russian speaking outreach workers are available to assist parents, and facilitate communication with the school staff. Bilingual Paraprofessional, Family Workers and School Aids assist with outreach on a regular basis. We have ongoing participatory programs such as morning library hours for parents and our community garden projects. A cadre of parents also serves as lunch/recess volunteers, bolstering door security and providing needed assistance. Our "Magnet Masters" utilizes the talents of our parent body to provide "club hours" to our 4th and 5th graders in their respective talents
- 3 Professional Development** P.S. 217 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, by assisting parents in understanding: NYC and NYS academic standards; standardized tests; the requirements of Title I, Part A; how they can monitor their children's progress; and how they can support their children's learning at home. To accomplish this, P.S. 217 will: provide written information, available in the major languages spoken at the school; provide information and support at PA meetings and through the Parent Coordinators PS 217's 411"; conduct guidance workshops aimed at providing support and strengthening parenting skills; conduct workshops specifically geared to helping parents understand upcoming State-wide standardized tests, and how parents can help prepare their children to do their best in school and on these standardized tests.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
x Donations provided by" Friends of 217"											

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 there will be a 2% improvement in the number of all students, including LEP and SWD students, performing on Levels 3 and 4 in math skills and problem solving abilities as measured by the New York State Mathematics Test. The Math statement defines our goal of consistent incremental achievement in Math performance.

Comprehensive Needs Assessment

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

The results of 2013 NYS Math Test are believed to be due to the instructional and curricular shifts catalyzed by CCLS aligned assessments. The common core standards encompass a more rigorous set of knowledge and skills necessary for achieving success in college and career. Our goal was defined to reflect the instructional demands necessary to improve outcomes.

Math 2012 Test Results- 76.3% (Level 3 and 4) indicating a 6.8% increase in levels 3 and 4 from 2011

- **Math 2013 Test Results- 39.8% (Level 3 and 4) indicating a 35.5%% decrease in levels 3 and 4**

Additional Assessments include:

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1-Curriculum Mapping

- **Careful revision and alignment of the 217 Math Curriculum Map provides all children sequential and systematic, sequential instruction across the grades.**
- **Teachers will use the textbook math series Go Math (Grades Kg- 5) in conjunction with the newly revised PS 217 Curriculum Map for Grades K-5, which provides a scope and sequence to meet the CCLS math standards.**

2-Assessment Driven Instruction

- **Students will be grouped according to needs and levels for individualized instruction.**
- **Students will use the interactive bulletin board series**
- **Auxiliary math instruction in areas of problem solving, computation, and development of verbal and written skills for explanation of math strategies using various supplemental test preparation materials will be provided to targeted students.**
- **Computer-assisted instruction in the classroom to further individualize instruction.**
- **Purchase class-sets of manipulatives for use in hands-on problem solving.**
- **Actively participate in various math contests and leagues for enrichment, including Challenge 24 and Number Facts Stars.**

3-RTI, ELL, and SWD Collaborative Teams

- **The school will meet the special needs of students with full-time inclusion classes and an ESL Classroom based Program.**
- **Weekly Math assessment results are documented and monitored. Independent Math Centers will be developed in each classroom to individualize instruction.**
- **Regularly scheduled articulation for planning will take place with service providers (i.e. clusters, ESL, SETSS).**
- **Intervention will be provided to assist children who score at Level 1 and Level 2**
- **AIS teachers provide individualized instruction for targeted students.**

1.

2. Key personnel and other resources used to implement each strategy/activity

Responsible staff includes:

- 1-School administration, general and special education teachers, ESL teachers,**
- 2- Math staff developer math specialty teachers, related service providers, paraprofessionals tech support**

3- Purchasing of appropriate math manipulatives, software, instructional supplies materials for will encourage teachers to match class/individual needs with materials

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1-Units are assessed via a series of performance tasks.

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

3-Data will be continually monitored to modify instruction and address needs

4. Timeline for implementation and completion including start and end dates

1- Time line: Sept-Oct .5%improvement; Nov.-Jan .5% improvement; Feb-April .5% improvement; May- June .5% improvement as measured by the NYS Math Test, Acuity periodic assessments,

2-Unit/Chapter Tests provided twice monthly

3-Teacher observation, portfolio assessment, performance tasks Ongoing September 2013-June2014

1.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1-Scheduling facilitates a weekly common prep among all classroom and cluster teachers. Ongoing PD and curricular planning is accomplished at weekly extended day periods and monthly grade meetings

2-Title 1 and Title III funding supports a variety of programs at PS 217. Funding is conceptually consolidated so that under the aegis of the Administration and School Leadership Team key programs can be supported. Our AIS providers, reduced size class teachers, and ELL teachers are all supported from a combination of funds provided by these programs.

3 -RESO grants afforded by local politicians aid in the purchase of technological elements (Smartboards, laptops) and supplementary materials that facilitate the achievement of our instructional goals

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1 Curriculum Conferences P.S. 217 schedules many opportunities for parents to become involved and informed about their children's education. For example, curriculum conferences are scheduled in September. Parent teacher curriculum meetings are scheduled for each grade.

2 Outreach Parents are invited to participate in our read aloud day, and classroom writing celebrations Urdu, Bengali, Spanish, and Russian speaking outreach workers are available to assist parents, and facilitate communication with the school staff. Bilingual Paraprofessional, Family Workers and School Aids assist with outreach on a regular basis. We have ongoing participatory programs such as morning library hours for parents and our community garden projects. A cadre of parents also serves as lunch/recess volunteers, bolstering door security and providing needed assistance. Our "Magnet Masters" utilizes the talents of our parent body to provide "club hours" to our 4th and 5th graders in their respective talents

3 Professional Development P.S. 217 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, by assisting parents in understanding: NYC and NYS academic standards; standardized tests; the

requirements of Title I, Part A; how they can monitor their children’s progress; and how they can support their children’s learning at home. To accomplish this, P.S. 217 will: provide written information, available in the major languages spoken at the school; provide information and support at PA meetings and through the Parent Coordinators PS 217’s 411”; conduct guidance workshops aimed at providing support and strengthening parenting skills; conduct workshops specifically geared to helping parents understand upcoming State-wide standardized tests, and how parents can help prepare their children to do their best in school and on these standardized tests.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Donations provided by” Friends of 217”											

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014 25% of ELL will improve by one level in the NYSESLAT.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The results of 2013 NYSESLAT are believed to be due to the instructional and curricular shifts catalyzed by CCLS aligned assessments. The common core standards encompass a more rigorous set of knowledge and skills necessary for achieving success in college and career. Our goal was defined to reflect the instructional demands necessary to improve outcomes. This goal defines the ongoing need of our unique student body to achieve proficiency in English.
In 2012 85% of tested students were tested at level 3and 4 according to the NYSSSELAT
In 2013 63.6% of tested students were tested at level 3and 4 according to the NYSSSELAT (22% decrease)
Additional assessments include:
<ul style="list-style-type: none"> • On-going informal teacher assessment • Collection of student work (portfolio assessment) • ELA results • Interim, Acuity Assessments

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1-ELL Methodology and Adaptations

- **Teacher Modeling.**
- **Continue Academic Language Initiative**
- **Professional Development in ESL methodology**

2-Embedded Support

- **Classroom based ESL instruction (Inclusion model)**
- **Technological Scaffolds (Use of technology based programs)**
- **Award Reading**
- **Leapfrog technology**
- **Imagine Learning**
- **Auditory books**

3-RTI, ELL, and SWD Collaborative Teams

- **The school will meet the special needs of students with full-time inclusion classes and an ESL Classroom based Program.**
- **Regularly scheduled articulation for planning will take place with service providers (i.e. clusters, ESL, SETSS).**
- **Intervention will be provided to assist children who score at Level 1 and Level 2**
- **AIS teachers provide individualized instruction for targeted students.**

2. Key personnel and other resources used to implement each strategy/activity

Responsible staff includes:

- 1-School administration, general and special education teachers, ESL teachers,**
- 2- ESL teachers, related service providers, paraprofessionals , tech support**
- 3- Purchasing of appropriate software, instructional supplies materials for will encourage teachers to match class/individual needs with materials**

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1-Units are assessed via a series of performance tasks.**
- 2-Administration and teacher teams will engage in short, frequent cycles of observation with formative actionable feedback. Using a research based rubric these teams will enhance professional practice, facilitate the design of rigorous coherent instruction, and promote the use of higher order questioning and discussion techniques for all students**
- 3-Data will be continually monitored to modify instruction and address needs**

4. Timeline for implementation and completion including start and end dates

1-Sept-Oct 1% improvement; Nov.-Jan 1.5% improvement; Feb-April 1.5% improvement; May- June 1% improvement as measured by the NYSESLAT

2-teacher observation, portfolio assessment

3- ELA State Test, Acuity periodic assessments

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1-Scheduling facilitates a weekly common prep among all classroom and cluster teachers. Ongoing PD and curricular planning is accomplished at weekly extended day periods and monthly grade meetings

2-Title 1 and Title III funding supports a variety of programs at PS 217. Funding is conceptually consolidated so that under the aegis of the Administration and School Leadership Team key programs can be supported. Our AIS providers, reduced size class teachers, and ELL teachers are all supported from a combination of funds provided by these programs.

3 -RESO grants afforded by local politicians aid in the purchase of technological elements (Smartboards, laptops) and supplementary materials that facilitate the achievement of our instructional goals

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 1 Curriculum Conferences P.S. 217 schedules many opportunities for parents to become involved and informed about their children's education. For example, curriculum conferences are scheduled in September. Parent teacher curriculum meetings are scheduled for each grade.**
- 2 Outreach Parents are invited to participate in our read aloud day, and classroom writing celebrations Urdu, Bengali, Spanish, and Russian speaking outreach workers are available to assist parents, and facilitate communication with the school staff. Bilingual Paraprofessional, Family Workers and School Aids assist with outreach on a regular basis. We have ongoing participatory programs such as morning library hours for parents and our community garden projects. A cadre of parents also serves as lunch/recess volunteers, bolstering door security and providing needed assistance. Our "Magnet Masters" utilizes the talents of our parent body to provide "club hours" to our 4th and 5th graders in their respective talents**
- 3 Professional Development P.S. 217 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, by assisting parents in understanding: NYC and NYS academic standards; standardized tests; the requirements of Title I, Part A; how they can monitor their children's progress; and how they can support their children's learning at home. To accomplish this, P.S. 217 will: provide written information, available in the major languages spoken at the school; provide information and support at PA meetings and through the Parent Coordinators PS 217's 411"; conduct guidance workshops aimed at providing support and strengthening parenting skills; conduct workshops specifically geared to helping parents understand upcoming State-wide standardized tests, and how parents can help prepare their children to do their best in school and on these standardized tests.**

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	x	Title III	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Donations provided by "Friends of 217"

Goal and Action Plan #4

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

Annual Goal #4

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

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

Comprehensive Needs Assessment

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

The results of 2013 NYS ELA is believed to be due to the instructional and curricular shifts catalyzed by CCLS aligned assessments. The common core standards encompass a more rigorous set of knowledge and skills necessary for achieving success in college and

career. Our goal was defined to reflect the instructional demands necessary to improve outcomes. Our goal specifies the increases in performance by SWD students anticipated in grades 3, 4 and 5

2012 SWD students: 18.8 level 3 and 4

2013 SWD students: 7% level 3 and 4

Assessments include:

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1-Adaptive Curriculum

- **Using Balanced Literacy approach (including a phonics program) students will develop a variety of strategies for identifying new words, increasing vocabulary, and increasing reading comprehension.**
- **Strategy based instruction is supported through the Testing Fundamentals, and the Comprehension Toolkit.**
- **Arts program will be tailored to facilitate the needs of students with disabilities.**
- **Students will engage in writer's workshop on a daily basis.**
- **Students will use listening centers to develop and improve listening and aural comprehension skills.**
- **Careful revision of the 217 Literacy Curriculum Map provides all children sequential and systematic literacy instruction across the grades.**
- **Students will study a variety of genres (poetry, fiction, non-fiction, biography, etc.) and will be able to identify the specific elements unique to each genre.**

2-Scaffolding Tools

- **Students will use the library to build competence in the skills of inquiry and research, responding to a variety of texts and non-print media.**
- **Students' analytical reading ability and comprehension will be furthered through the use of graphic organizers.**
- **Students will read a minimum of 25 grade-appropriate books. Leveled Classroom libraries (NYCDOE) will be used to encourage children to read. independently**
- **Purchasing of appropriate materials for Balanced Literacy in the literacy room will encourage teachers to match class/individual needs with materials**
- **Use of Intensive Test Taking Program, AIS providers**
- **After School Reading and Math Intervention, After school Wilson Based Phonics Program providing decoding skills for non-**

fluent readers.

- **New Heights, SETSS Programs to assist children performing below grade level.**
- **Students will be exposed to grade level appropriate activities and projects incorporating technology**
- **Family Literacy Activities will be ongoing throughout the year.**
- **After school Wilson Based Phonics Program providing decoding skills for non-fluent readers.**

3-Collaborative Teacher Teams

- **Regularly scheduled collaborative conferences with service providers (i.e. clusters, funded personnel).**
- **AIS providers, SETSS to assist children performing below grade level.**
- **Students will be exposed to grade level appropriate activities and projects incorporating technology (example web quests).**
- **Teams will plan for Family Literacy Activities will be ongoing throughout the year in order to build home/school connections.**

6.

- **Key personnel and other resources used to implement each strategy/activity**

Responsible staff includes:

- 1-School administration, general and special education teachers, ESL teachers,**
- 2- ESL teachers, related service providers, paraprofessionals , tech support**
- 3- Purchasing of appropriate software, instructional supplies materials for will encourage teachers to match class/individual needs with materials**

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1-Units are assessed via a series of performance tasks.

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

3-Data will be continually monitored to modify instruction and address needs

- **Timeline for implementation and completion including start and end dates**

1- Sept-Oct .5%improvement; Nov.-Jan .5% improvement; Feb-April .5% improvement; May- June .5% improvement as measured by the ELA State Test, Acuity periodic assessments,

2-Fountas and Pinnell Benchmark Assessments Oct 2013, Feb 2014, May 2014

3-Teacher observation, portfolio assessment, performance tasks Ongoing September 2013-June2014

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1-Scheduling facilitates a weekly common prep among all classroom and cluster teachers. Ongoing PD and curricular planning is accomplished at weekly extended day periods and monthly grade meetings

2-Title 1 and Title III funding supports a variety of programs at PS 217. Funding is conceptually consolidated so that under the aegis of the Administration and School Leadership Team key programs can be supported. Our AIS providers, reduced size class teachers,

and ELL teachers are all supported from a combination of funds provided by these programs.

3 -RESO grants afforded by local politicians aid in the purchase of technological elements (Smartboards, laptops) and supplementary materials that facilitate the achievement of our instructional goals

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 1 Curriculum Conferences** P.S. 217 schedules many opportunities for parents to become involved and informed about their children's education. For example, curriculum conferences are scheduled in September. Parent teacher curriculum meetings are scheduled for each grade.
- 2 Outreach** Parents are invited to participate in our read aloud day, and classroom writing celebrations Urdu, Bengali, Spanish, and Russian speaking outreach workers are available to assist parents, and facilitate communication with the school staff. Bilingual Paraprofessional, Family Workers and School Aids assist with outreach on a regular basis. We have ongoing participatory programs such as morning library hours for parents and our community garden projects. A cadre of parents also serves as lunch/recess volunteers, bolstering door security and providing needed assistance. Our "Magnet Masters" utilizes the talents of our parent body to provide "club hours" to our 4th and 5th graders in their respective talents
- 3 Professional Development** P.S. 217 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, by assisting parents in understanding: NYC and NYS academic standards; standardized tests; the requirements of Title I, Part A; how they can monitor their children's progress; and how they can support their children's learning at home. To accomplish this, P.S. 217 will: provide written information, available in the major languages spoken at the school; provide information and support at PA meetings and through the Parent Coordinators PS 217's 411"; conduct guidance workshops aimed at providing support and strengthening parenting skills; conduct workshops specifically geared to helping parents understand upcoming State-wide standardized tests, and how parents can help prepare their children to do their best in school and on these standardized tests.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Donations provided by "Friends of 217"

Goal and Action Plan #5

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 #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

4. Strategies/activities that encompass the needs of identified subgroups

5. Key personnel and other resources used to implement each strategy/activity

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

7. Timeline for implementation and completion including start and end dates

8. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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.)
<p>ELA</p>	<p>Fundations and Wilson Reading System provide systematic, multi-sensory, interactive methods of teaching reading and writing with a focus on phonemic awareness, decoding, encoding and spelling rules. These programs, in addition to Explode the Code, and Primary Phonics are implemented, guided by individual student diagnostic needs. New Heights, Quick Reads, Essential Skills for Reading Success, Soar To Success and Comprehension Strategies To Achieve Reading Success are programs provided during the school day to small groups of students who are performing on Level 1 and Level II in ELA. In addition, after school programs are provides for this target population in preparation for the NYS assessments.</p> <p>Great Leaps Reading Program developed to enhance fluency through the practice of intonation, rhythm, tracking and focusing in a one to one program is implemented by paraprofessionals in the classroom setting.</p> <p>ELL students who are not performing</p>	<p>Small group, one-to-one, push-in and pull out programs are set up for during the school day. The programs are provided in Self Contained, Collaborative and SETSS classes. Literacy volunteers, paraprofessionals assist in implementation.</p>	<p>Service provided during Extended day period; during differentiated instruction provided during balanced literacy; after school and Saturday programs for targeted groups</p>

	<p>on level receive mandated ESL services and in addition they receive AIS in small group with an ESL licensed teacher or an AIS provider. Leap Frog, Quick Reads and Essential Skills for Reading programs are used build to build reading comprehension and vocabulary.</p>		
Mathematics	<p>Third, Fourth and fifth grade students who are performing on Level 1 and Level II in the NYS math assessments are provided with AIS in small group pull-out and push-in settings during the school day, extended day and in after school programs. Options, Math Steps, MCP, and Great Leaps Math are some of the programs providers use. Emphasis is on hands on manipulative to build concepts</p>	<p>Small group, one-to-one, push-in and pull out programs are set up for during the school day. The programs are provided in Self Contained, Collaborative and SETSS classes. Volunteers, paraprofessionals assist in implementation.</p>	<p>Service provided during Extended day period; during differentiated instruction provided during balanced literacy; after school and Saturday programs for targeted groups</p>
Science	<p>Fourth grade students at risk and students functioning below standard receive academic intervention in the area of science in small group sessions during the school day. Password, Quick Reads and Measuring UP are programs implemented to reinforce content knowledge in preparation for the New York Science Test. An after school program is offered to develop test skills.</p>	<p>Small group, one-to-one, push-in and pull out programs are set up for during the school day. The programs are provided in Self Contained, Collaborative and SETSS classes. Literacy volunteers, paraprofessionals assist in implementation.</p>	<p>Service provided during Extended day period; during differentiated instruction provided during balanced literacy; after school and Saturday programs for targeted groups</p>
Social Studies	<p>AIS are provided to fifth grade students who are performing on Level 1 and Level 2. Primary</p>	<p>Small group, one-to-one, push-in and pull out programs are set up for during the school day. The programs</p>	<p>Service provided during Extended day period; during differentiated instruction provided during balanced</p>

	<p>Sources, Quick Reads and Time for Kids are used because they match a wide range of reading abilities. Students work in small groups during the school day.</p>	<p>are provided in Self Contained, Collaborative and SETSS classes. Literacy volunteers, paraprofessionals assist in implementation.</p>	<p>literacy; after school and Saturday programs for targeted groups</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The Guidance Counselor provides at-risk counseling, individual and group, for children referred by teachers, to mitigate behaviors which interfere with academic achievement. Provides crisis intervention , grief counseling, family counseling as needed</p> <p>Acts as a liaison between families and community support organizations. Provides Save Room coverage</p> <p>The School Psychologist provides at-risk counseling, individual and group, for children referred by teachers, to mitigate behaviors which interfere with academic achievement in order to prevent referrals for special education evaluation. Also provides informal evaluation as a pre-referral measure. These services are provided as necessary and are contingent on teacher referral and parental approval</p> <p>The Social Worker provides at-risk counseling, individual and group, for children referred by teachers, to mitigate behaviors which interfere with academic achievement in order to prevent referrals for special</p>	<p>Small group, one-to-one, push-in and pull out programs are set up for during the school day. The programs are provided in Self Contained, Collaborative and SETSS classes. Literacy volunteers, paraprofessionals assist in implementation.</p>	<p>Service provided during various periods throughout the school day</p>

education evaluation. Provides Save Room coverage

Nurse, Occupational and Physical Therapists, and Health Coordinator

provide student and family counseling in regards to health, hygiene, and safety issues. Facilitate connection between family and community support agencies. Provide informal evaluations of gross and in motor development

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Attend Job Fairs, • Creating a collegial atmosphere which provides a high level of support for new teachers • Community outreach • Partnerships with CUNY, St. Josephs College and Fordham. These institutions provide student observers and student teachers who often evolve and merge with our faculty. • Our Arts programs employ volunteer artisans and professional teaching artists. These artist/educators are assigned to discipline specific clubs and programs. These individuals often evolve into full time faculty members.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Administration and teacher teams will engage in short, frequent cycles of observation with formative actionable feedback. Using a research based rubric these teams will enhance professional practice, facilitate the design of rigorous coherent instruction, and promote the use of higher order questioning and discussion techniques for all students. Teachers and administration meet weekly during extended day period and monthly at grade conferences. • The administration and faculty participates in the PD provided by the Talent Coach, CFN 602 and the DOE. • A Para Academy instituted to train paras in Foundations and CCLS aligned remediation

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Coordinators of STH students, child abuse prevention, Respect for All, and Safety Committee attend workshops and monitor webcasts. Information and methodology is turn keyed at grade meetings, faculty conferences and during weekly professional development workshops

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<p>Transition activities include:</p> <ul style="list-style-type: none"> • Family tours prior to registration • Parent orientation in the September • Parent coordinator sponsored "Tea in the Garden" with new families • Open school week • Parent teacher conferences • Distribution of "What to Expect in Kindergarten" materials • IEPS from "Turning Five" process reviewed immediately following registration

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment
--

measures and the professional development provided regarding the use of assessment results to improve instruction.

Shared decision making is an essential element of our curricular evolution. Teacher teams representing the upper house and lower house meet monthly to provide curriculum maps for their respective grades, address the curricular shifts mandated by the CCLS, and to adjust the sequence of instruction to meet the needs of the student body. These teams prepare weekly “quizzes”, unit assessments and chapter tests. Each grade also constructs a series of math and ELA performance tasks.

Assessment data is shared weekly during extended day periods and monthly at grade conferences. Best practices are defined and implemented under the aegis of grade level supervisors. The MOSL was selected and implemented via a collaborative team comprised of administration, staff developers, and teachers.

All teachers articulate biannually with administration where they share data , implement support, and arrange for special services

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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, PS 127, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 127'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 PS 127's 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;

PS 127's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Strategies to Increase Parental Involvement

Curriculum Conferences P.S. 217 schedules many opportunities for parents to become involved and informed about their children's education. For example, curriculum conferences are scheduled in September. Parent teacher curriculum meetings are scheduled for each grade.

Outreach Parents are invited to participate in our read aloud day, and classroom writing celebrations Urdu, Bengali, Spanish, and Russian speaking outreach workers are available to assist parents, and facilitate communication with the school staff. Bilingual Paraprofessional, Family Workers and School Aids assist with outreach on a regular basis. We have ongoing participatory programs such as morning library hours for parents and our community garden projects. A cadre of parents also serves as lunch/recess volunteers, bolstering door security and providing needed assistance. Our "Magnet Masters" utilizes the talents of our parent body to provide "club hours" to our 4th and 5th graders in their respective talents

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 22	Borough Brooklyn	School Number 217
School Name Colonel David Marcus School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Franca Conti	Assistant Principal Maria Lucy Buckley
Coach Michelle Rodgers	Coach Debra Coffey
ESL Teacher Jodi Abrams	Guidance Counselor
Teacher/Subject Area Donna Cappiello	Parent
Teacher/Subject Area	Parent Coordinator Judith Van Sitteren
Related Service Provider	Other Marina Shapiro, Data
Network Leader(Only if working with the LAP team) Julia Bove	Other

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 currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1229	Total number of ELLs	268	ELLs as share of total student population (%)	21.81%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	5	0	0	0	0	0								5
Push-In	0	6	5	5	5	5								26
Total	5	6	5	5	5	5	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	268	Newcomers (ELLs receiving service 0-3 years)	234	ELL Students with Disabilities	52
SIFE	1	ELLs receiving service 4-6 years	33	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	234	0	32	33	0	19	1	0	1	268
Total	234	0	32	33	0	19	1	0	1	268

Number of ELLs who have an alternate placement paraprofessional: 10

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
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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																			
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0						0	0	
SELECT ONE																				0	0
SELECT ONE																				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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	13	5	7	7	3								48
Chinese	0	2	1	1	0	1								5
Russian	4	1	2	2	1	3								13
Bengali	7	6	4	6	7	1								31
Urdu	12	11	17	6	9	15								70
Arabic	3	5	4	0	0	2								14
Haitian	0	0	2	0	2	1								5
French	1	0	0	0	0	0								1
Korean	0	0	0	0	0	0								0
Punjabi	0	1	0	1	0	0								2
Polish	0	0	0	0	0	0								0
Albanian	0	1	0	0	1	0								2
Other	13	20	17	12	7	8								77
TOTAL	53	60	52	35	34	34	0	0	0	0	0	0	0	268

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	5	7	5	5	9	6								37

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	17	22	9	12	6	7								73
Advanced (A)	40	26	24	15	16	18								139
Total	62	55	38	32	31	31	0	0	0	0	0	0	0	249

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	9	3	0	32
4	25	9	1	0	35
5	28	6	1	0	35
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	20	4	17	5	2	3	0	0	51
4	23	7	14	5	4	2	0	0	55
5	23	5	10	9	5	3	1	0	56
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	3	1	18	7	18	6	57
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

P.S. 217 uses the Fountas and Pinnell Reading Assessment system to assess and monitor the literacy progress of our English Language Learners, as well as General and Special Education Students. The results are recorded in student assessment portfolios, ESL student snapshots, and are systematically reviewed to give teachers detailed information about the strengths and weaknesses of each student. The F & P assessment has been selected as the local MOSL for our school. All of these results are reviewed and discussed with individual teachers and at grade meetings, to inform planning and instruction. Academic language continues to be a focus for our school, as analysis of ELL F& P results show a pattern of weakness in the "beyond the text" or inferential comprehension skills. Past PLA scores show a weakness in spelling, which will be addressed with the new Kindergarten phonics program, Super Kids, as well as the AWARD reading program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
A review of data patterns across the proficiency levels shows that listening and speaking progress is ahead of reading and writing proficiency. Across the grades, a majority of students score in the intermediate and advanced level for listening and speaking. Fewer fall in those levels for Reading and Writing.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The NYSESLAT has been selected as a MOSL for our school. Teachers are aware of patterns and individual performance on NYSESLAT and other assessments, which are recorded on a snapshot chart meant to show strengths and weaknesses of students. Instructional decisions are based on the demonstrated students needs. The Data Specialist will use the AMAO tool to determine the progress of all English Language Learners once the scores are provided. Students not making appropriate progress will be offered intervention services.

4. For each program, answer the following:
 - a. 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?

A. The results of the 2013 NYSELSAT are as follows...

Grade	Made progress	Sustained	Did not make progress
2	56%	44%	0%
3	72%	28%	0%
4	57%	43%	0%
5	60%	40%	0%

B. The results of the ELL Periodic Assessment are analyzed and as follows...

Grade 5

Writing	Reading	Listening
79.4%	53%	82.4%

Grade 3 and 4

Writing	Reading	Listening
66.2%	52.9%	50%

We noticed that reading is the modality that the 5th grade ELL students are most deficient. In grades 3 and 4 both listening and reading are at the lower end. Overall, reading throughout the grades was the area in need of improvement.

To address the need of our ELL students we use shared reading and/or guided reading to enhance language development. We use a technology based programs, such as, Imagine Learning and Award Learning. These programs are designed to provide the necessary skills to improve their listening and reading abilities. Furthermore, we look at each student individually and based on the results, we plan

instruction.

C. The native language is being used throughout the school year for the beginner ELLs with very limited or no English acquisition during the content area exams. We provide bilingual glossaries for all content area vocabulary.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Tier 1: Data is collected to identify a student's English Language Proficiency, as well as their native Language Proficiency. Data is also collected to identify other variables such as immigration patterns, length of formal education and background experiences.

Tier 1 data is to help teachers differentiate lessons to provide greater access to the curriculum. For example, scaffolding instruction and providing appropriate and relevant content.

Tier 2: Curriculum Based Measures are used to identify the need for Tier 2 intervention. Teachers may request and RtI for assistance. These intervention may include small groups, the duration and frequency of AIS, 37 1/2 minutes, afterschool and intervention by an ESL specialist. Additionally progress monitoring of tier 2 interventions will be collected monthly to identify if interventions are effective.

Tier 3: Moves the focus from small group to individualized intensive intervention.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We program students with regard to their English proficiency level based on NYSELSAT and LAB-R and offer instruction based on individual needs. All content area teachers receive professional development regarding ELL methodology. For example, content area vocabulary is scaffolded at the beginning of each unit and lesson.

7. 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?

We do not have a dual language program at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

According to our 2012-13 School Progress Report, 37.7% of our ELL students are at 75th Growth Percentile or Higher in ELA, which gave us additional credit in closing the Achievement Gap. 45.7% of our ELL students are at 75th Growth Percentile or Higher in Math.

Based on 2011-12 School Report Card, our ELL students met both participation and performance criteria and made AYP in both ELA and Math.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) P.S. 217 uses the Fountas and Pinnell Reading Assessment system to assess and monitor the literacy progress of our English Language Learners, as well as General and Special Education Students. The results are recorded in student assessment portfolios, ESL student snapshots, and are systematically reviewed to give teachers detailed information about the strengths and weaknesses of each student. The F & P assessment has been selected as the local MOSL for our school. All of these results are reviewed and discussed with individual teachers and at grade meetings, to inform planning and instruction. Academic language continues to be a focus for our school, as analysis of ELL F&P results show a pattern of weakness in the "beyond the text" or inferential comprehension skills. Past PLA scores show a weakness in spelling, which will be addressed with the new Kindergarten phonics program, Super Kids, as well as the AWARD reading program.

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.
Within the first twenty days of school, parents or guardians of newly enrolled students eligible to receive services to develop proficiency in English have the opportunity to attend orientation sessions which provide information in English and their native language, on the different program options available. These are scheduled as soon as the LAB-R has been hand scored, to determine eligibility. A Parent Survey and Program selection form indicating the program each parent/guardian chooses for his/her child is completed at that time. The parents/guardians of the ELLs are notified in English and the native language of their child's placement in the appropriate ESL program. Parents who do not participate in scheduled meetings are contacted by telephone or written communication is sent home inviting them to meet with a fully certified ESL teacher and complete the forms. Parent or guardians of students admitted to the school throughout the school year, receive a one-on-one orientation with a fully certified ESL teacher.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Bilingual staff, including teachers, family workers, paraprofessionals, bilingual "outreach" school aides are employed to ensure that all families are aware of their options through a translated letter. Designated staff members ensure that the Parent Survey and Program forms are returned. The returned form is stored in the student's CUM and a copy is kept on file in the ESL room in a secured and locked file cabinet. If the form is not returned, the student is considered to have chosen Transitional Bilingual Education, as per CR Part 154. These students' forms are kept on file, in the event the sufficient numbers of students request Transitional Bilingual Education. The ELPC screens for newly enrolled students are updated within twenty days of enrollment.
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.
Upon receipt of the NYSESLAT results, we form groups according to the mandated services for ELL students K-5. Beginner and Intermediate ELLs are placed in small groups in general education classrooms and receive 360 minutes of ESL instruction per week by a certified ESL teacher. Advanced students are also grouped together and placed in a general education classroom. They receive 180 minutes of ESL instruction by a certified ESL teacher.
Parents are notified of their child's placement. Continued Entitlement Letters are sent home with the child. The letters are written in the native language as well as English. Copies of the letters are kept on file in the ESL room in a secure and locked file cabinet. In addition, parents receive the ESL Parent Report for NYSESLAT, which shows the results of the assessment.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The data specialist/ testing coordinator, Ms. Marina Shapiro, in conjunction with the ESL department schedule the NYSESLAT administration after reviewing ATS reports to make sure all eligible students are tested. The report is the RLER which lists the students who are eligible to take the NYSESLAT. The ESL department creates a spreadsheet for each classroom that lists all ELL students who are required to take NYSESLAT. Each list contains the student's name, OSIS #, OTELE code, Title III, years of service, and Special Education designation, along with the four modalities. As students complete each modality, the ESL teachers checks the completed column. The testing coordinator also ensures that each student completes all four sections of the NYSESLAT.
6. 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.) 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. 
P.S. 217 honors the parent selection forms, as long as the numbers warrant. For the past few years, the trend has been that approximately 98% of parents have chosen freestanding ESL. Systematic and periodic review of the parent survey letters reveal that the prevailing choice at P.S. 217 is the ESL program. The review of Parent Survey and Program Selection forms for the past few years indicated that ESL is the trend in program choice of parents of ELLs. All parent selection forms are kept and maintained on file. In the fall, parents are given a Continued Entitlement Letter to select the ESL program of their choice for the coming school year. In order to have a well informed and active parent involvement, we also provide orientation workshops on the CCLS, assessments, school expectations, and general ESL program requirements. All sessions are conducted in English and the native language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

P.S 217 has a free standing ESL program. In an effort to maximize interaction with native English speakers, and ensure academic rigor, our program model consists of six push in and one pull out ESL teachers, providing classroom based instruction to English language learners across the grades. To ensure seamless instruction, common planning is built into the program. Students are placed according to their ESL level and mandates. On the Kindergarten level, one ESL teacher provides mandated service in a pull-out program.
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)?

Beginning and intermediate level students receive 360 minutes (8 periods of ESL instruction per week and advanced level students receive 180 minutes (4 periods) per week. The push-in program offers ESL in an integrated setting. Students who exhibit inadequate growth are offered AIS through the Title III program, and/or additional help during the extended day tutorial. Special education students determined to be ELL based on their LABR or NYSESLAT score receive services in accordance with their Individualized Education Program (IEP). In addition to the required ESL instruction, advanced students receive at least one period of explicit English Language Arts instruction from their classroom (Common Branch) teacher, in accordance with CR Part 154. There is no native language arts instruction because there is no bilingual program currently at P.S. 217.
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 foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered from both the ESL teacher and the Classroom teacher, in English, using ESL methodology. A strong emphasis on academic language is a cornerstone of our ESL program. Our curriculum are aligned with the CCLS, which

are continually revisited and adjusted to meet the needs of all students. English Explorers from Benchmark are used to teach content area Social Studies and Science to provide scaffolded background knowledge and academic vocabulary. Bridges/Navigators from Benchmark also provide differentiated levels of instruction on a specific topic.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
In addition to translated tests, bilingual school staff and agency translators are employed to administer state assessments to English Language Learners. Content area assessments are administered in all the major languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All four modalities are incorporated into the curriculum for ELLs and teacher assessments evaluate progress in listening, speaking, reading and writing. Grades 3-5 take the ELL interim assessments twice a year. All students, K-5 are assessed using the Fountas and Pinnell Benchmark System. This assessment measures students' accuracy, fluency, comprehension and writing, which addresses all four modalities. Classroom teachers along with ESL teacher support using the writing workshop model. This helps students' foster their writing skills through the writing process.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Plan for SIFE

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

b. Plan for newcomers

Kindergarten newcomers are placed in monolingual classrooms according to their level and ESL mandate. A certified ESL teacher conducts a pull-out program to meet their mandated ESL instruction, following and supporting the P.S. 217 Curriculum Map.

c. Plan for ELLS receiving service 4-6 years

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

d. Plan for Long Term ELLs

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

e. Plan for Former ELLS

FLEP students are identified for continued testing modifications as required. They receive support for two years through extended day and AIS programs. Specific services are offered on an individual basis, as indicated by student need.

7. 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?

Teachers of ELL-SWDS use smallll group, targeted instruction to promote literacy skills and academic language development. SWDS receive mandated ESL service and Special Education services according the the IEP. All students requiring alternate placement paraprofessionals have been assigned a bilingual paraprofessional to support them in the native language. Materials that support language acceleration and access to grade level content include Benchmark ESL explorers, Rosen Academic Language Kits, AWARD Reading, Leapfrog, and Imagine Learning.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English 

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

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

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

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

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
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

9. 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.
- All school based intervention programs have special accommodations for ELLs and are taught in English. All ELLs are mandated to attend the extended day tutorial program. They are grouped by their needs and serviced by a certified ESL teacher to the extent possible. After school and /or Saturday programs are offered in ELA, Math and Science through Title III or Title I funding. All programs include ELLS groups. Academic interventions are offered on a "pull-out" basis by school staff to all at risk students. ESL teachers provide AIS one period per week to at risk students, in addition to their mandated ESL service. These groups are flexible and rotate according to need.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Having the ESL instruction integrated into the classroom meets the needs of the ESL students by affording them appropriate methodology without sacrificing the content area topics and rigor required to meet CCLS standards. Our students are full members of the class community. Classroom teachers complete a class snapshot, which includes ELL proficiency levels. Content area teachers and Out of classroom teachers share this information through weekly common prep periods, as well as 37 1/2 minute professional development. Students take weekly quizzes, which are differentiated, for our ELL and SWD students. The Fountas and Pinnell benchmark is given three times a year, on a formal basis. Teachers meet with guided reading groups daily to determine movement of reading levels. This data is reviewed on a weekly basis.
11. What new programs or improvements will be considered for the upcoming school year?
- ELLs will participate in the CCLS based program initiatives at P.S 217 including GO MATH, SUPER KIDS, and SADLIER PHONICS.
- Kindergarten will participate in a pull-out ESL program.
12. What programs/services for ELLs will be discontinued and why?
- There will no longer be a self-contained Kindergarten ESL class, due to staffing and funding restrictions.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- English Language Learners are afforded equal access to all school activities, academic and enrichment, including extended day and Saturday programs. They participate in Friday afternoon enrichment clubs and are included in the performing arts program, which takes place after school during the spring semester. All ELL students were invited to a WILSON/Fundations afterschool program, as well as an ESL afterschool programs, targeting only ELL students with a focus on improving language skills. ELL students were also invited to the Magnet afterschool program, which exposes them to the arts, music, drama, and physical education.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ESL students at P.S. 217 have the benefit of a wide variety of materials specifically designed for ELLS, some of which include AWARD Reading - digital and print, Rigby IN STEP READERS, and ON OUR WAY TO ENGLISH, Benchmark BRIDGES and ENGLISH EXPLORERS, Rourke LANGUAGE ACCELERATION KITS, Pearson NYSESLAT preparation materials to name a few. We also have the technology based Imagine Learning Program. ESL materials are centrally located and in a designated ESL resource room for easy access. The rich selection of Balanced Literacy materials housed in our Literacy Room is also available to teachers for use with LEP students as appropriate.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided to students in several ways. Students with disabilities who require alternate placement paras as indicated by their IEPs have paraprofessionals to interpret and explain material in the native language. An Urdu speaking Family Worker supports selected beginners with additional push-in tutoring. Other bilingual school staff assist students in their native language whenever feasible. Translators from our school staff are employed for parent events and outreach. State exams are administered with translations for every language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All service and support resources correspond to the appropriate age and grade levels of our English Language Learners. For example, this year our Kindergarten classes were introduced to a phonics/reading program, titled SuperKids. Both the ESL pull-out Kindergarten teacher and the classroom teacher support the kindergarten curriculum through our curriculum maps. Every ESL teacher receives a copy of the grade appropriate curriculum maps for the grades they service. This affords the ESL teacher a better opportunity to work collaboratively with the classroom teacher.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

There are no programs available outside the school year at this time.

18. What language electives are offered to ELLs?

No foreign languages are offered at this time.

19. For schools with dual language programs:

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

At this time, we do not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. and 2. All staff at P.S. 217 have the benefit of one school-based literacy and one school based math staff developer, as well as a combination Data Specialist/ Math staff developer. Classroom-based professional development is centered on improving teacher practice in literacy and math instruction, and deepening the implementation of the academic language component of ESL instruction. All teachers participate in workshops presented by school specialists in literacy, math, technology, and ESL. In addition, ESL teachers participate in grade level curriculum conferences as well as ESL specific meetings and workshops. Topics include Common Core Learning Standards, looking at student work, math problem solving strategies, and questioning techniques. Grade conferences are scheduled monthly. Teacher teams meet weekly to examine student work and engage in the inquiry process during the extended day program. Last year ESL teachers participated in AWARD reading workshops presented by the publisher.

3. Transition from elementary to middle school

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

4. Jose P Training.

The "Jose P" ELL training for Non-ESL teachers is ongoing, and is accomplished through faculty conferences, grade conferences, staff development days, and classroom embedded staff development. Last year teachers participated in workshops addressing ELL Strategies for Math, and the development of fluency through a poetry reading program.

Agendas and attendance from all staff professional development are kept on file.

D. Parental Involvement

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

1. Parent Involvement

P.S. 217 schedules many opportunities for parents to become involved and informed about their children's education. For example, curriculum conferences are scheduled in September. Parents are invited to participate in our read aloud day, and classroom writing celebrations. Bilingual parent volunteers, as well a bilingual staff are available to assist parents, and facilitate communication with teachers and administrators. Friday morning "drop in" meetings have been organized in an attempt to make the school environment more inviting, assess the needs of the families, and encourage them to become more involved in their children's education, as well as the Parent's Association. Bilingual Paraprofessional, Family Workers and School Aides assist with outreach on a regular basis. We also have ongoing participatory programs such as morning library hours for parents, from 8:00 to 8:30 Monday through Thursday mornings, and community garden activites throughout the year. Oral translations in Urdu, Bengali, Russian and Spanish are provided through school staff and parent volunteers.

2. Community Partnerships

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

Our school partners with Garden to Café, which provides workshops in the school garden.

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

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

4. Addressing the needs of the parents.

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

E. 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.

No additional information at this time.

Part VI: LAP Assurances

School Name: 217

School DBN: 22K217

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Franca Conti	Principal		1/28/14
Maria Lucy Buckley	Assistant Principal		1/28/14
Judith Van Sitteren	Parent Coordinator		1/28/14
Jodi Abrams	ESL Teacher		1/28/14
	Parent		
Donna Cappiello	Teacher/Subject Area		1/28/14
	Teacher/Subject Area		
Michelle Rodgers	Coach		1/28/14
Debra Coffey	Coach		1/28/14
	Guidance Counselor		
Julia Bove	Network Leader		1/28/14
Marina Shapiro	Other <u>Data</u>		1/28/14
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **22K217** School Name: **PS 217**

Cluster: **6** Network: **602**

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

Part A: Needs Assessment Findings

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

PS 217 reviews data collected from ATS, the LAP, School Leadership meetings and the parent coordinator to ensure that all parents are provided information in a language they understand. The Parent Coordinator has a list of the families and the languages that they speak.

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

The major languages at PS 217 are Urdu, Bengali, and Spanish, followed by smaller representations of many other languages. The group with largest need are our newcomers from Uzbekistan and Tadjikistan.

Part B: Strategies and Activities

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

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

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

Oral interpretation services are provided by school staff, consisting of bilingual teachers, paraprofessionals and school aides, as well as, parent volunteers.

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: P.S. 217

DBN: 22k217

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served:

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

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

Total # of teachers in this program: 8

of certified ESL/Bilingual teachers: 4

of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

Subgroups and grade levels:

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

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

Schedule and Duration, Number and Types of Teachers:

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

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

Language of Instruction : English

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

Part C: Professional Development

Part C: Professional Development

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Schedule and Duration:

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

Topics to be covered:

literacy, math and science

Part D: Parental Engagement Activities

Name of Provider: P.S. 217

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

?????

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		