



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ROBERT A VAN WYCK MIDDLE SCHOOL 217

DBN (i.e. 01M001): 28Q217

Principal: PATRICK BURNS

Principal Email: PBURNS3@SCHOOLS.NYC.GOV

Superintendent: DR. FFOLKES-BRYANT

Network Leader: MR. PURUS

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
Patrick Burns	*Principal or Designee	
Mark Faraci	*UFT Chapter Leader or Designee	
Keri Arokium	*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	
Karen Phillips	Member/ Teacher	
Kathryn Napolitano	Member/ Teacher	
Erriqueta Ambros	Member/ Parent	
Alan R. Balgobin	Member/ Parent	
Grace Randall	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.

By June 2014, students will engage in high quality discussions and responses to one another in order to help deepen their understanding in all content areas as measured by an increase of at least one teacher effectiveness rating level reflected in the Advance system.

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.

Based on our 2012 – 2013 Quality Review Report, QR indicator 1.2 is an areas for improvement as follows, “

Extend the good practice of using accurate formative assessments through questioning and discussion to differentiate learning and provide rigor to challenge classes to maximize student learning.”

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. For each unit of study, teachers receive Professional Development from the Literacy/Math Coach to ensure that teachers can identify or create compelling questions to embed in ELA and Math lessons. ELA and Math coaches deliver professional development regarding Danielson’s 3c Engaging Students in Learning and 3b Questioning and Discussion emphasizing student-to-student discussions in order to increase academic student conversations. PD is provided on Thursday mornings and during departmental meetings and citywide PD days. ELA and Math Coaches meet with teachers on a one-to-one basis to plan lessons, design scaffolds and provide demonstration lessons, if necessary. Teachers, coaches, and subject supervisors will revise curriculum as needed. Assistant principals, Literacy and Math coaches and subject teachers attend network A.P. Plus One meetings facilitated by network content specialists and then turnkey information to the staff.
2. The Principal, Assistant Principals, Peer Instructional coaches and Network Talent Coach meet periodically to review Advance professional development resources, including videos and case studies in ARIS, and plan professional development opportunities for staff that focus on 3b and 3c. The Principal, assistant principals, network Content Specialist, Achievement Coach and/or Talent Coach, and Peer Instructional Coaches participate in classroom visits using the HEDI scale and the Danielson Framework to engage in calibration activities. Coaches, PICs and Department Supervisors follow-up by conducting additional walkthroughs/observations to observe the quality of questions asked and strategies that promote student-to-student discussion and provide support. The expectation is that teachers develop lesson plans using the DOK chart to include relevant, essential questions that promote authentic student discussions. Observations and walkthroughs are conducted by supervisors, ratings and evidence is uploaded in the Advance Evaluation system (Danielson Framework). The supervisor provides written feedback after formal and informal observations.
3. The principal and supervisor use Teachboost, an online teacher evaluation data system to monitor progress in teaching practice. The network Achievement coach regularly schedules time throughout the school year to review ADVANCE data with school leaders and monitor the change in teaching practice in order to determine next steps for support from the network team. Data is used to inform targeted support provided by the coaches, network team including the Talent coach to accelerate the implementation of promising practices in 3b and 3c.

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

1. Principal, Assistant Principals, Literacy & Math Coach, Peer Instructional Coaches, Demonstration Teachers, Teachers, Network Content specialists: Resources: EL and CMP-3 teacher materials, DOK Web, TeachBoost
2. Principal, Assistant Principal, Literacy & Math Coach, Network Content specialists, Achievement Coach, Talent Coach: Resources: Danielson Framework for Teaching; Teachboost; Advance System; DOK Web
3. Principal, Assistant Principal, Literacy & Math Coach, Achievement Coach, Network Team, Talent Coach: Resources: Data from Teachboost and the Advance

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

1. By May, 2014 50% of adapted units of study and lesson plans reflect compelling questions to spark authentic student –to-student discussion.
2. By May 2014, TeachBoost data reflects an increase of improved teaching practice of at least 1 proficiency level based on Danielson 3b Questioning and Discussion.
3. By May, 2014, TeachBoost data reflects an increase of improved teaching practice of at least 1 proficiency level based on Danielson 3b Questioning and Discussion.

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

1. September 2013 to June 2014
2. September 2013 to June 2014

3. September 2013 to June 2014

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

1. Subject supervisors will be available on Mondays to work with school content coaches and core subject (ELA/ESL, Math, Science, and Social Studies) teacher teams at least 1 X per week for one 45 minute period to work collaboratively on DOK question development embedded in lesson plans and/or units of study for alignment with student needs, CCLS, Danielson (1e Professional Planning, 3b Questioning and Discussion, Danielson’s 3c Engaging Students in Learning).
2. Supervisors and coaches conduct celebration walkthroughs 2X per month and visit at least 3 classrooms using the lens of Danielson Danielson’s 3b Questioning and Discussion and 3c Engaging Students in Learning. At least 3X per year the network content specialists and/or Talent Coach conduct calibration exercises to ensure calibration within 1 rating on the HEDI scale for 3b and 3c.
3. Approximately every 2 months, the instructional leadership team and the Achievement Coach meet to analyze data trends in Teachboost and Advance to evaluate progress in improving teaching practice towards achievement of this goal.

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).

At set intervals throughout the year, parents will be surveyed to determine parent needs and interests so that appropriate workshops can be developed to address the unique needs of our parents and families. The survey will include questions to determine the best time of the day to schedule workshops. The Parent Coordinator will work with the principal and school leaders to design strategies and workshops that increase parent involvement and parent engagement. Parent involvement/engagement strategies aligned with this goal will include two parent workshops as indicated below:

- **Fall Parent Workshop:** Parents and families will become familiar with the Danielson Framework and the Advance, Teacher Evaluation System.
- **Spring Parent Workshop:** Parents and families will explore strategies at home to support Danielson 3b.

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

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 English language arts (ELA) teachers will implement and adapt Expeditionary Learning (EL) modules to include scaffolding strategies and extensions as evidenced in revised Expeditionary Learning curriculum maps and learning modules.

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 need for a common curriculum aligned to the standards was based on the results of the NYS ELA Assessment (Spring 2013). The school population of students in grades 6-8 had 24%,21% and 26% (Grade 6,7,8 respectively), of students scoring at or above each grade level. The data revealed in all grades all subgroups performed below standards, in grade 6 only 14% black and 16% Hispanic students scored at levels 3 and 4, in grade 7 only 10% of black and 14% of Hispanics scored at or above grade level and in grade 8 only 20% of blacks and 21% of Hispanics scored at or above grade level in ELA on the NYS ELA exam. The results of the item skills analysis of this assessment showed significant weakness in the reading information standards of the CCLS, therefore supporting the need for a CCLS aligned curriculum for the entire department

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. ELA, ESL and Special Education teachers will be participants in the ELA weekly department meetings facilitated by the ELA Assistant Principal in order to build

capacity of our ELA Department in utilizing scaffolding strategies and extensions for planning lessons for a diverse range of learners including SWDs and ELLs. Support from Peer instructional coaches with in class visits and peer feedback from low inference observations, demonstration lessons to observe led by Demonstration Teachers selected and trained by NYC DOE support staff. ESL and Special Education teachers are also part of the meetings in order to support them in the adaptation of ELA curriculum for SWD and ELLs. ESL and Special Education teachers support the implementation of common core aligned modules which will include scaffolding strategies, and ELL methodology to ensure access for all ELL students. The curriculum will also be aligned to standards of weakness according to the NYS ELA assessment from 2013. The gaps will be checked and supplemented continuously as teacher teams assess students through benchmark assessments. Various supports and resources will be utilized to supplement curriculum and fill these gaps. Network support and school staff provides staff development, as well as training on various programs including Expeditionary Learning and Achieve 3000. Students and teachers will regularly utilize a common rubric consisting of student prediction and reflection with feedback and next steps, directly aligned to the EL curriculum and CCLS.

2. Highly Qualified ESL and Special Education licensed teachers will be recruited hired and invited to be part of our curriculum mapping team for ELA. These teachers will be revising curriculum maps to include scaffolds and strategies for all teachers to utilize with ESL and SWD students. The curriculum development team meets to revise and discuss the curriculum maps.
3. The curriculum development team, principal, assistant principals and network ELA content specialist check the Expeditionary Learning curriculum including revisions for rigor and progress towards meeting learning targets to measure the impact of teaching practices and CCLS standards alignment including modifications and supplemental resources used to close gaps in the curriculum. The curriculum will also be aligned to standards of weakness according to the NYS ELA assessment from 2013. The gaps will be checked and supplemented continuously as we assess students through benchmark assessments. Various supports and resources will be utilized to supplement curriculum and fill these gaps. The resources include but are not limited to; Rosetta Stone, Achieve 3000, classroom libraries, test practice materials. Students and teachers will regularly utilize a common rubric consisting of student prediction and reflection with feedback and next steps, directly aligned to the curriculum maps.

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

1. ELA, ESL and Special Education teachers, teacher teams, ELA Supervisor, ELA coaches, Network ELA Content Specialist, Peer Instructional Coaches, Demonstration Teachers – Resources: EL curriculum, Supplemental instructional materials (Rosetta Stone, Achieve 3000, classroom libraries, test practice materials), Common Rubric.
2. The Curriculum Development Team (ELA Supervisor, ELA coaches, ELA , ESL & Special Education teachers, Network ELA Content Specialist, Peer Instructional Coaches, Demonstration Teachers.
3. The Curriculum Development Team, Principal, Assistant Principals and Network ELA Content Specialist – Resources: Benchmark Assessments

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

1. By the February 2014 check point, the expectation is that 50% of EL modules are revised with scaffolds and extensions in ELA including alignment with CCLS.
2. By the February 2014 check point, HQT ESL and Special Ed teachers are hired and contributing to the revision of EL modules
3. By the February 2014 check point, the network and Curriculum Development Team engages in an evaluation of revised EL modules.

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

1. September 2013 - June 2014
2. August 2013 - June 2014
3. October 2013 - June 2014

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

1. Weekly 45-minute Department meetings to keep the department on a cohesive path toward meeting the goal. Support for staff including daily lunch and learns on various topics determined by survey and observation data.
2. The curriculum development team meets bi-weekly to revise and discuss the curriculum maps. Individual sub-groups of the team meet more to continue specific grade level revisions.
3. The Curriculum Development Team, Principal, Assistant Principals and Network ELA Content Specialist will evaluate progress two times per year.

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).

MS 217 will host family nights throughout the school year to involve parents in the learning and the curriculum their children are learning. We will also send home monthly newsletters through various formats including mail, email, and our school website, which will have pertinent information regarding the EL curriculum and instruction in ELA. In addition we will host workshops for parents at various times, including day and Saturday workshops to inform parents of the curriculum.

For further parent involvement information please see attached PIP.

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

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, selected teachers will implement Restorative Practices order to achieve a positive school culture as evidenced in a <u>5</u> % decrease in principal suspensions.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
In a review of our NYCDOE Online Occurrence Reporting system we concluded the number of principal and superintendent suspensions along with classroom referrals had increased between 2011 and 2013.

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
<ol style="list-style-type: none">Selected teachers and classes implement Restorative Practices. This initiative began in the summer of 2103 with our four deans attending a week long Restorative Approach professional development opportunity. Beginning in September 2013 each dean is programmed for one Restorative Approach period per week to be utilized with select students. In December 2013 through the facilitation led by Joyce Star of Morningside Center select teachers and classes are led through 12 weekly training sessions on Restorative Approach. Select teachers implement all components of the Restorative Practices guidelines with select classes in grades 6, 7 and 8. The students are taught self-regulation strategies to control and improve their behavior.The Principal secures a partnership with the TASC for guidance in the implementation of Restorative Practices for close alignment with the NYCDOE's model. The principal establishes a PBIS team, who attend 6 training sessions encompassing components of behavior pathways for Tier 1, 2 and 3 level supports. The Restorative Practices team works with the network Safety Manager and collaborate with the principal and Restorative Practices team to provide feedback, guidance and support in the implementation of the program.Administrators conduct walkthroughs for evidence of Restorative Practices being utilized by teachers and students in classrooms and throughout the school. The principal and administrators discuss progress with the Restorative Practices team. Together they monitor the implementation of the program and progress towards meeting this goal. The team makes recommendations and revisions to the plan, when necessary. The Network Safety Manager and ASE monitor yearlong suspension data, tracks trends and provides feedback to the principal to support the achievement of this goal.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none">The Restorative Practices team (comprised of Principal, Assistant Principal, Dean, SAPIS worker, social worker, school counselor, 1 IEP Teacher, content area teachers), classroom teachers, parent coordinator - Resources: NY'S Restorative Practices guidelines.The Network Safety Manager, TASC, school Restorative Practices team - Resources: TASC; NY'S Restorative Practices guidelines, OORS Data.
5. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none">By the May, 2014 there is a 5% decrease in Principal Suspensions.By the March, 2014 the Restorative Practices Team will be mid-way through the implementation of this plan.
6. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none">September 2013 – June 2014September 2013 – June 2014September 2013 – June 2014
7. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none">The Restorative Practices Team meets 1X per month for 1 hour, after school to analyze data and discuss implementation and the program's effectiveness and to make

- changes needed as per student advisory committee input. The Parent Coordinator delivers 2- 90 minute PBIS parent workshops one in the fall and one in the spring.
- 2. The school Restorative Practices team commits to attend training sessions delivered by TASC and attends regularly scheduled school team meetings.
- 3. End of year activities will be planned to recognize and reward student who are successfully implementing Restorative Practices.

Strategies to Increase Parental Involvement

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

. The Parent Coordinator delivers 2- 90 minute Restorative Practices parent workshops one in the fall and one in the spring

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		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

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.

- **Strategies/activities that encompass the needs of identified subgroups**
- **Key personnel and other resources used to implement each strategy/activity**
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- **Timeline for implementation and completion including start and end dates**
- **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.

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.

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

1)

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

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

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

5. 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.)
ELA	Students are identified and grouped according to various data sources to receive AIS services. Student in these groups receive targeted instruction through models such as Repeated Reading, Academic Vocabulary development, Reciprocal teaching strategies, Tier I interventions planned and provided based on student need, and Achieve 3000	Small group instruction, differentiated technology based programs to support individual growth, peer tutoring. Small groups are formed based on standardized testing data, as well as school level data.	During the school day, Extended Day, afterschool, Saturday program
Mathematics	Extended Day, 6th Day of School	Small group, individual	After school. Saturday
Science	Extended Day, eScience	Small group, one-to-one	After school
Social Studies	Extended Day , Young Debaters Program	Small group and one to one tutoring	After school two days per week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>For students who have displayed an appropriate need, counselors will develop in conjunction with teachers and when necessary the school psychologist a behavior intervention plan (BIP). This will be reviewed with students, parents and teachers to ensure that actions and outcomes are communicated effectively to all constituents. For an at-risk student, counselors will work with psychologist to complete a functional behavior assessment and consult with teachers in the creating of a BIP.</p> <p>To further support the development of students college and career awareness, counselors provide the following services for AIS students:</p> <ul style="list-style-type: none"> • Teaching organizational skills and time management. 	Counselors, SAPIS counselors, Peer-Leader facilitators and deans utilize assembly settings, whole class lessons, small group and individual sessions.	Depending on the needs of the students, the services can take place before school, during school and/or after-school. Many students take advantage of the 6 th Day of School Saturday Academy to further develop many of these strategies.

	<ul style="list-style-type: none">• Monitoring student attendance and academic progress.• Communicating with parents regarding student progress and available intervention services.• Individual and group counseling as needed.• Referral to academic services and outside agencies. <p>Deans utilize restorative approaches, to reduce the number of suspensions by providing interventions and alternatives to fighting. The Men of Strength and Young Women of Power Program is also utilized to teach developmentally appropriate social skills.</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA 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.
Prior to hiring a candidate, their credentials are verified by our Network's Human Resources (HR) Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.
Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below: <ul style="list-style-type: none"> • Utilization of NYCDOE and CFN HR departments • Utilization of our partnership with universities to identify potential teaching candidates • Utilization of Teacher Center coach, Lead Math teacher, Peer Instructional Coaches, Demonstration Teachers, and lead mentors to provide professional development and support to all newly hired and non-tenured teachers.

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).
To determine professional development targets we analyze various data resources (NYS Exam data, school administered exam data, school surveys, and observation data). After an analysis of this data we then provided weekly targeted professional development opportunities facilitated by our coaches, PICs, DTs, CFN, and school based supervisors.
Our school developed a comprehensive professional development plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers.
Our high quality professional development will include but not be limited to the following: <ul style="list-style-type: none"> • Teachers will participate in professional development opportunities conducted by the network team, Talent Coach, content coaches, instructional lead teachers and Assistant Principals in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas. • The Principal, APs, coaches and instructional lead teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS. • Implementation of the new Core Curriculum Expeditionary Learning for ELA and CMP3 for Math will be supported through high quality professional development for teachers and paraprofessionals delivered by the principal, APs, instructional leads network team members or the outside educational consultant. • Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices.

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.).
As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing

the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, NYSTL, STH and other available resources to implement activities and strategies to reach schoolwide goals for improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of ELA, ESL, Math, Science, and Social Studies with a specific focus on ELKL and SWD scaffolding.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices.
- Textbook and instructional materials purchased for Expeditionary Learning, Achieve 3000, eScience, Smart Science, Rosetta Stone, and CMP3.
- Afterschool and Saturday programs in ELA, Math, Science, and ESL.
- Use of the ELA and Math coaches, peer instructional coaches, demonstration teachers, teachers, and subject supervisors to facilitate Lunch and Learns, Data Days, Departmental Planning, curriculum review.

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

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.).

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.

In June 2013 we formed a Measure of Student learning committee comprised of five teachers and 4 administrators. The team reviewed NYS and school based data to determine assessment measures for the school year 2013-2014. Members of the team attended NYCDOE and CFN facilitated professional development on the assessment process. In September 2013 the team presented the assessment decisions to our staff. Teachers and paraprofessionals were given an opportunity for Q&A, as well as, time for suggestions. As the year has progressed our teachers and paraprofessionals have significantly opportunities to attend weekly department meetings, Lunch & Learns, and full day professional development. This PD is focused on analyzing current student data, and then utilizing the findings to adjust curriculum and instruction.

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

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

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

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

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 28	Borough Queens	School Number 217
School Name Robert A Van Wyck		

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 Patrick Burns	Assistant Principal Angela Teutschman
Coach D. Collins Smith	Coach type here
ESL Teacher G. Nelson, P.Kohm	Guidance Counselor M. Gottlieb
Teacher/Subject Area K. Napolitano/Math	Parent type here
Teacher/Subject Area M. Phillips/ Math	Parent Coordinator D. Vasquez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	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	1
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	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1652	Total number of ELLs	289	ELLs as share of total student population (%)	17.49%
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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														
self-contained							83	86	67					236
Pull-out							21	11	21					53
Total	0	0	0	0	0	0	104	97	88	0	0	0	0	289

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	289	Newcomers (ELLs receiving service 0-3 years)	149	ELL Students with Disabilities	69
SIFE	31	ELLs receiving service 4-6 years	91	Long-Term (completed 6+ years)	49

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
Dual Language										0
ESL	149	12	10	91	9	27	49	10	27	289
Total	149	12	10	91	9	27	49	10	27	289

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE							0	0	0					0
SELECT ONE							0	0	0					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
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							59	52	35					146
Chinese							0	0	0					0
Russian							2	1	4					7
Bengali							17	20	18					55
Urdu							3	2	3					8
Arabic							2	5	8					15
Haitian							3	1	1					5
French							4	1	0					5
Korean							0	0	0					0
Punjabi							1	2	2					5
Polish							0	0	0					0
Albanian							0	0	0					0
Other							9	11	14					34
TOTAL	0	0	0	0	0	0	100	95	85	0	0	0	0	280

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)							18	32	26					76

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)							10	17	25					52
Advanced (A)							69	49	34					152
Total	0	0	0	0	0	0	97	98	85	0	0	0	0	280

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					0
4					0
5					0
6	157	219	70	41	487
7	205	233	95	21	554
8	184	274	124	30	612
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									0
4									0
5									0
6	171		194		77		53		495
7	246		197		86		34		563
8	259		252		92		28		631
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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.
We use Achieve3000, Rosetta Stone and the LAB-R to assess our students' early literacy skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

NYSESLAT

Listening and Speaking-

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

Lab-R-

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

Reading and Writing-

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

After analyzing the NYSESLAT scores year after year, writing is the skill in which ELLs show the most difficulty. In order to meet the needs of these students, Middle School 217 strongly focuses on writing skills including response to literature, nonfiction editorials, narratives, short stories, and poetry. We have increased the amount of mentor texts modeling appropriate and grade level writing. During our Extended Day and/or Saturday Academies, teachers work with small groups to target specific areas in writing development as well as incorporate grammar reinforcement.

NYS ELA Assessment

All ELLs in the country for one year or greater are mandated to take the NYS ELA assessments (NYS Math Exam). The majority of ELLs in the ESL program scored at levels 1 and 2, resulting in failure to meet AYP. Going forward for the 2012-2013 school year, ELA teachers will receive support from ESL teachers, incorporating various ESL strategies into the ELA curriculum to facilitate the students' comprehension. In addition to the AIS extended day programs, MS 217 will offer an ESL Saturday Academy focusing on ESL and ELA. All ELLs will be eligible for this program.

NYS Math Assessment

All ELLs are mandated to take the NYS Math assessments (NYS Math Exam). The majority of ELLs in the ESL program scored at levels 1 and 2, resulting in failure to meet AYP. After analyzing the data, we noticed that ELLs didn't make significant progress in Math. Going forward for the 2012-2013, Math teachers will receive support from ESL teachers, incorporating various ESL strategies into the Mathematics curriculum to facilitate the students' comprehension. In addition to the AIS extended day programs, MS 217 will offer an ESL Saturday Academy focusing on ESL and Mathematics. All ELLs will be eligible for this program. All ELLs are provided with the Math glossaries in native languages approved by the NYS Education Department. In addition all ELLs in our ESL program are entitled to take the NYS assessment in their native language OR a translator (licensed pedagogue). Students that took the assessment in their native languages scored at levels 1 and 2. However, most of these students were 0-3 year ELLs and still in the

early stages of language acquisition as well as.

ELL Periodic Assessment

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

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

ELL Periodic Assessment to set individual goals for students. Students struggling with the same skills will work together in a group to target that skill. Progress will be assessed by the following ELL Periodic Assessment.

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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](#))

After analyzing the NYSESLAT scores year after year, writing is the skill in which ELLs show the most difficulty. In order to meet the needs of these students, Middle School 217 strongly focuses on writing skills including response to literature, nonfiction editorials, narratives, short stories, and poetry. We have increased the amount of mentor texts modeling appropriate and grade level writing. During our Extended Day and/or Saturday Academies, teachers work with small groups to target specific areas in writing development as well as incorporate grammar reinforcement. We use the AMAO tool when planning instruction, to group our students according to specific needs, mostly focusing on Reading and writing, where performance is the weakest.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:LL Periodic Assessment

The results of the ELL Interim Assessment determined that a large number of ELLs need to improve their Reading and Writing skills. ESL teachers will focus instruction on reading and writing by increasing the number and quality of read-alouds, shared reading,

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

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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](#).)

Paste response to question here: NA

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

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?

Paste response to questions here:

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

Paste response to question here: NYS ELA Assessment

All ELLs in the country for one year or greater are mandated to take the NYS ELA assessments (NYS Math Exam). The majority of ELLs in the ESL program scored at levels 1 and 2, resulting in failure to meet AYP. Going forward for the 2013-2014 school year, ELA teachers will receive support from ESL teachers, incorporating various ESL strategies into the ELA curriculum to facilitate the students' comprehension. In addition to the extended day programs, MS 217 will offer an ESL Saturday Academy focusing on ESL and ELA. All ELLs will be eligible for this program.

NYS Math Assessment

All ELLs are mandated to take the NYS Math assessments (NYS Math Exam). The majority of ELLs in the ESL program scored at levels 1 and 2, resulting in failure to meet AYP. After analyzing the data, we noticed that ELLs didn't make significant progress in Math. Going forward for the 2013-2014, Math teachers will receive support from ESL teachers, incorporating various ESL strategies into the Mathematics curriculum to facilitate the students' comprehension. In addition to the extended day programs, MS 217 will offer an ESL Saturday Academy focusing on ESL and Mathematics. All ELLs will be eligible for this program. All ELLs are provided with the Math glossaries in native languages approved by the NYS Education Department. In addition, all ELLs in our ESL program are entitled to take the NYS assessment in their native language OR a translator (licensed pedagogue). Students that took the assessment in their native languages scored at levels 1 and 2. However, most of these students were 0-3 year ELLs and still in the early stages of language acquisition.

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](#).)
Middle School 217 currently offers an (ESL) Freestanding English as a Second Language Program. At the time of enrollment, parents are required to complete the HLIS (Home Language Inventory Survey) given to first time registrants into the NYC school system. A licensed pedagogue or teacher is available to assist the parent in the completion of the HLIS. This form surveys the student's Home Language and determines if the student is required to take the LABR assessment. A licensed pedagogue, also conducts an informal interview in the native language and English to determine the student's history and dominant language. The teachers responsible for the informal interview are P. Kohm (ESL teacher, Spanish), D. Emmanuel (ESL teacher, French), G. Nelson (ESL teacher), P. Bautista (ESL Teacher, Tagalog), Diana Sinche (ESL teacher, Spanish). The LAB-R and the Spanish Lab assessments are administered within ten school days of enrollment in the NYC school system to eligible students by P. Kohm, G.Nelson, and P. Bautista. The results of the LAB-R determine if a student is eligible for ESL services by the state of New York and also designates an English proficiency rating for the student. This assessment is administered only once. Following the administration of the Lab-R, entitlement and placement letters are given to the students in their native language. Eligible students are then placed in a Freestanding ESL class and the parents of these newly enrolled ELLs are invited to a Parent Orientation. During the orientation, the ESL teachers provide information, and goals of the program/programs that NYC offers. Videos, pamphlets and parent guides are provided in the parents' native languages. During this time, parents have an opportunity to ask questions about the different programs and select an instructional program of their choice, using the Parent Selection Form. The ESL teacher leading the orientation can clarify points and answer questions asked by parents. Currently, students receive a placement letter in their native language once they are placed in the the ESL program. After analyzing the data on the Parent Selection Forms, our school keeps a careful count of all ELLs by language group, and will initiate the offering of Bilingual classes for the students whose parents selected a Bilingual program as their first choice. We laso provide a list of schools that offer Bilingual and Dual Language programs to the parents. Parents can opt for a transfer to a school that presently offers the program of their choice or they can reject the transfer and choose to keep the students in our school in a fresstanding ESL prgram. We keep parent surveys on file, and in the students' cummulative folders as well.
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.
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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 [\[see tool kit\]](#).)
Following the administration of the Lab-r assessment, entitlement letters are distributed to eligible students in their native Language by the ESL teacher and/or ESL Coordinator. Parent Orientation. During the orientation, the ESL teachers provide information, and goals of the program/programs that NYC offers. Videos, pamphlets and parent guides are provided in the parents' native languages. During this time, parents have an opportunity to ask questions about the different programs and select an instructional program of their choice, using the Parent Selection Form. The ESL teacher leading the orientation can clarify points and answer questions asked by parents. Currently, students receive a placement letter in their native language once they are placed

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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.

Paste response to question here: Currently, students receive a placement letter in their native language once they are placed in the the ESL program. Our ESL self-contained classes are leveled according to students' English proficiency as assessed by the LABR or NYSESLAT. The aprents are informed that if the program selection form is not returned, the child will be placed in a Bilingual class by default (currently, we don not have a TBE, however we are keeping careful counts within each language group). After analyzing the data on the Parent Selection Forms, our school keeps a careful count of all ELLs by language group, and will initiate the offering of Bilingual classes for the students whose parents selected a Bilingual program as their first choice. We laso provide a list of schools that offer Bilingual and Dual Language programs to the parents. Parents can opt for a transfer to a school that presently offers the program of their choice or they can reject the transfer and choose to keep the students in our school in a fresstanding ESL prgram. We keep parent surveys on file and have parent contact information on hand.

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.

Paste response to question here: The NYSESLAT exam is administered at the in April/May to measure progress (Spring). Every ELL must take this exam. The NYSESALT determines if a student is required to continue receiving ESL services the following school year. The school uses ATS to run the RLER (for NYSESLAT) and the RMSR reports to determine NYSESLAT eligibility.

Paste response to question here:

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. 

Paste response to question here: When analyzing surveys from 2011 to present day to identify trends, parents predominantly have selected ESL Instruction as choice #1). Eight Spanish speaking parents and two Arabic speaking parent selected selected TBE as choice #1. One parent selected Dual Language Instruction as the program model of their choice (Russian). Through the school's Translation/Interpretation Budget, we are able to provide personnel that can assist parents with their translation needs. The school will offer multiple Parent Orientations to ensure that all parents have the opportunity to attend. Continued entitlement letters are given to eligible students in their native languages in September by ESL and homeroom teachers. A copy of all letters are kept on file in the main office or in ESL classroom 112.

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])?

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

These classes are multicultural and speak various native languages (primarily Spanish, Bengali, Arabic). ELLs also receive instruction in Math, Social Studies, and Science by licensed content area teachers that implement ESL strategies in their daily instruction. Our school utilizes bilingual staff members to provide native language support for English Language Learners. Classes travel together as a group and ESL instruction is delivered during double 42-minute blocks when possible (84 minutes). In addition our classes have an elective 42 minute unit (1 weekly) in which they receive reading and writing instruction to strengthen the skills they need to make progress on the ELA and NYSESLAT exams. The instruction is high-interest and theme-based and changes throughout the school year. Our school also uses the push-in and pull-out model for Advanced students who scored above 700 (as per the RNMR ATS report) on the Reading and Writing sections of the Spring 2012 NYSESLAT. Licensed ESL teachers provide this service. ELL Subgroups (Instruction and Intervention)

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)?

Paste response to questions here: Our highest Advanced level students (as determined by the most recent NYSESLAT) receive ESL instruction via a pull-out model for 180 weekly units. Our classes are leveled according to students' English proficiency as measured by the NYSESLAT and LAB-R assessments. Newcomer, Beginner, Intermediate, and SIFE (Students with Interrupted Formal Education) students receive 360 minutes of ESL instruction per week. Advanced students and long-term-ELLs receive 180 minutes of ESL instruction per week and 180 minutes of ELA per week. Our school also provides an extra weekly (42 minutes) period of ESL for Enrichment and Test Sophistication purposes.

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.

Paste response to question here: Our ESL self contained classes are multicultural and speak various native languages (primarily Spanish, Bengali, Arabic). ELLs also receive instruction in Math, Social Studies, and Science by licensed content area teachers that implement ESL strategies in their daily instruction. Our school utilizes bilingual staff members to provide native language support for English Language Learners. Classes travel together as a group and ESL instruction is delivered during double 42-minute blocks when possible (84 minutes). In addition our classes have an elective 42 minute unit (1 weekly) in which they receive reading and writing instruction to strengthen the skills they need to make progress on the ELA and NYSESLAT exams. The instruction is high-interest and theme-based and changes throughout the school year. Our school also uses the push-in and pull-out model for Advanced students who scored above 700 (as per the RNMR ATS report) on the Reading and Writing sections of the Spring 2012 NYSESLAT. Licensed ESL teachers provide this service.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Paste response to question here: NA
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here: The NYSESLAT is administered to every ELL in the Spring to assess progress in listening,

speaking, reading, and writing. In the daily delivery of instruction, teachers are targeting all four skills using different strategies and mediums. Specific NYSESLAT practice and drill instruction is offered during the extended day sessions 2x per week.

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).

SIFE Students

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

Newcomers (less than three years)

Newcomers and beginner ELLs, as determined by LABR and NYSESLAT assessments, are placed in a beginner ESL class. They receive 360 minutes of intensive ESL instruction per week by a licensed ESL teacher. Technology, visual aids, and hands-on opportunities are integrated into all lessons. Myon independent reading and Rosetta Stone web-based programs are also used with this subgroup. Middle School 217 offers a variety of supplemental programs for newcomers. These programs provide instructional assistance primarily in Literacy and Mathematics. A Sixth Day of Instruction Academy, TITLE extended day program and Summer Academy focusing in Mathematics and ESL will also be offered to all beginner and newcomer students. Newcomers are highly encouraged to attend our ESL Saturday Academy and/or Extended Day program, as well as the bi-weekly tutorial sessions where they are homogeneously grouped and receive targeted instruction to meet their needs in listening, speaking, reading, and writing. Also, special visual aids, alternate classroom libraries, and Rosetta Stone online software is available for this subgroup.

ELLs (years 4-6)

Our ELLs in this category fall into the high intermediate and Advanced levels of English proficiency as assessed by the 2013 NYSESLAT. The students are offered rigorous instruction in ESL as well as the content areas. Teachers use on-level texts as well as alternate text sets to scaffold learning and provide additional support. ELLs are often grouped together according to similar needs and academic vocabulary is a major focus. Teachers use a variety of skills to teach vocabulary and give students ample opportunities to use academic language (Exc-ELL method). Students use technology to complete projects using Powerpoint, Geo Sketchpad, iMovies, Excel. The Achieve 3000 program (described above) is used two to three times a week.

Long Term ELLs and Transitional Students

Long term ELLs receive additional instruction in literacy by a licensed teacher. This instruction is targeted to strengthen the students' reading and writing skills that they will need to perform well on the New York City and New York State ELA exams. The ESL and content area teachers of this class are trained using a variety of strategies such as Exc-ELL and the strategies modeled by the International Network Professional Development series, in which some of your ELL staff was trained in. All of the ESL and content area teachers are fully licensed in their areas of instruction.

Transitional students (former ELLs, years 1 and 2) are placed in a General Education class and continue to receive extended time on state examinations for two years. Both transitional students and long term ELLs are highly encouraged to attend the AIS extended-day programs offered by the school, as well as the bi-weekly extended day sessions on Mondays and Tuesdays from 2:30 to 3:20pm. Transitional ELLs are granted time extensions on state examinations for two years after they pass (Proficient level) the NYSESLAT.

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?

Paste response to question here: Paste response to questions here:
Special Education (SWD)

We currently have one grade 6 and 7 self-contained ESL Special Education class. ESL services are provided via a push in model in which the ESL teacher and the content area teacher work together to maximize students' learning and provide differentiated instruction to meet the needs of the students. In addition, Special Education ELLs in grade 6, and 8 monolingual classes receive ESL instruction via the pull-out model. According to IEP indications, some Special Education ELLs travel with a language paraprofessional at all times. Teachers provide differentiated instruction for these students using the tools and strategies mentioned above. Teachers use flexible grouping strategies to group the students according to ability, proficiency levels, NYSESLAT modality, and progression of activities. Special Education students set goals with the teacher to target their specific needs. Teachers assess their progress via, assessments, projects, individualized activities, and portfolios. In addition, Middle School 217 offers a Sixth Day of School Academy and TITLE III and Summer Academy programs, and additional instruction during extended day sessions. These programs provide instructional assistance in ESL, ELA, Mathematics, Science and Social Studies. Special Education students are highly encouraged to attend our ESL Saturday Academy and/or Extended Day program, which provides additional support for ELLs to improve their mathematics and ESL skills and prepare them for the state examinations.

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

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?

ESL services are provided via a push in model in which the ESL teacher and the content area teacher work together to maximize students' learning and provide differentiated instruction to meet the needs of the students. Teachers plan and prepare together to include ESL and vocabulary strategies in the lessons. In addition, Special Education ELLs in grade 6, and 8 monolingual classes receive ESL instruction via the pull-out model. According to IEP indications, some Special Education ELLs travel with a language paraprofessional at all times. Teachers provide differentiated instruction for these students using the tools such as an interactive smartboard, one to one laptops and grade level texts. ESL teachers use SESIS to view students IEP information and goals.

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
Native Language Arts:	0
Social Studies:	0
Math:	0
Science:	0

Class/Content Area	Language(s) of Instruction
0	0
0	0
0	0
0	0

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

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.



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.

Paste response to question here:

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

In the ESL classroom an enriching ELA program is offered, EXpeditionary Learning (EL) including read-alouds, author studies, independent reading choices, and writing workshops. Students work with task specific rubrics and maintain portfolios containing their work. The integration of ESL strategies and methodology and technology is evident during all parts of the lesson and teachers address the specific needs of our ELLs through flexible grouping and differentiated instruction during student-centered parts of the lesson. EL is aligned to the New York State ESL standards and common core standards for English Language Arts and follows pacing guidelines with various themes and essential questions that give the students opportunities to make connections to the world and themselves as well as share their cultural backgrounds. Teacher teams continuously work together to design and differentiate lessons to meet the new Common Core Standards utilizing the UbD (Understanding by Design) model for our ELL subgroups.

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

ELLs are taught a variety of computer skills and programs such as Microsoft Office Suite, PowerPoint, Wordpress Blogs, I-documentaries, Writing Process, Brainpop. MYon, Rosetta Stone and iVideo. There are increased opportunities for hands-on instruction in Math, Science and Social Studies and increased shared reading and writing during the ELA/ESL periods. Content area and ESL teachers differentiate instruction through the use of flexible grouping, goal setting, alternate texts and scaffolding strategies. ELLs who are mandated to take NYS ELA exams receive additional instruction with the support of a Literacy teacher who prepares the students for these assessments. Teachers use PowerPoint, Smart Boards and Smart Notebooks to deliver lessons. All ESL classes are provided with multilevel classroom libraries in a variety of genres. These books are utilized on a daily basis for independent reading, read-alouds, and shared reading. We have recently expanded our libraries and now offer some books in Spanish as well. Our school has extensive materials on teaching practical English skills, as well as skills in listening, speaking, reading and writing. Class sets of interesting adapted novels are used with intermediate, advanced and long-term ELLs. Audio books and visual aides are used to facilitate the learning of beginner, newcomer ELLs and SIFE students. As mentioned above, ESL teachers use The Achieve 3000 program. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. The content is non-fiction high-interest articles customized to the students' individual lexile level, as determined by a pre-assessment. This provides differentiation of content for our ELLs.

Math teachers use CMP3 along with teacher created lessons that aligned to the Common Core State Standards for Math, and test preparation materials specific to each grade. Science teachers follow the NYC science curriculum plan and utilize New York State Lesson plans that focus on higher learning skills, multi step problem solving and inquiry based projects. Science by Glencoe textbook sets, and have access to our state of the art science laboratory. There are sets of kits and materials that allow opportunity for hands-on activities and experimentation. E-science is also used through Achieve 3000, a web based program. Students access science

articales that are matched to their individual lexile levels. Social Studies teachers use American History textbooks, as well as alternate text sets aligned with the New York State Standards and follow a specific curriculum and pacing calendar in each grade. Charts, word walls, visual aides, technology, and hands-on materials are incorporated in all lessons. Every year, a different group of content area teachers that work with ELLs receive Ex-ELL training. In addition to receiving professional development during these sessions, teachers also work together to create, enhance, and differentiate lessons to fit the needs of their ELLs.

Native language support is used in the ESL class, as well as the content area, particularly with Beginner and Newcomer students by providing oral translations, and books in the native language (if available). Presently, we do not offer language electives to ELLs.

Next school year, our school plan is to increase the number of push-in models for advanced students in Genral Education classes. When programming and placing students, we will group Advanced ELLs together and the 180 units will be delivered in the general education classes, preferably during ELA instruction, but possibly across the content areas. Instruction will be delivered by an ESL licensed teacher. All materials and texts used in the ESI class and in the content areas are at the students' grade levels with the support of alternate text sets to support grade level materials. Academic language is always addressed during the pre and post teaching phases as well as during the readings. The Achieve 3000 program described above makes it possible for ELLs to work with grade level non-fiction articles tailored to their individual lexile levels.

Targeted Intervention Programs for ELLs (Supplemental)

ESL/Math Academy Extended Day Program-

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

Project JUMPSTART- ESL/Math Summer Academy-

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

Wilson Instruction-

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

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

ELL Subgroups (Instruction and Intervention)

Special Education

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

SIFE (Students with interrupted formal education)

SIFE students are paced in an ESL class and receive 360 minutes of ESL intrsuction as well as an extra unit of reading and writing by a licensed ESL teaher to provide some of the basic skills they need to perform on the ESLA and NYSESLAT assessments.

Newcomers (less than three years)

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

ELLs (years 4-6)

Our ELLs in this category fall into the high intermediate and Advanced levels of English proficiency as assessed by the 2012 NYSESLAT. The Students are offered rigorous instruction in ESL as well as the content areas. Teachers use on-level texts as well as alternate text sets to scaffold learning and provide additional support. Ells are often grouped together according to similar needs and academic vocabulary is a major focus. Teachers use a variety of skills to teach vocabulary and give students ample opportunities to use academic language (EXc-ELL method). Students use technology to complete projects using Powerpoint, Geo Sketchpad, IMovies, Excel, and Inspiration. The Achieve 3000 program (described above) is used two to three times a week.

Long Term ELLs and Transitional Students

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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

Our most recent NYSESLAT data shows that 25 students in grade 7 and 31 students in grade 8 moved up proficiency levels. In addition to these students 38 students passes the NYSESLAT and became proficient exiting the ESL program.

11. What new programs or improvements will be considered for the upcoming school year?

This year, we will improve and expand our expended day and parent ESL programs by incorporatong more writing instruction. In our adult ESL classes, we will offer leveled instruction to better meet the needs of the parents. One group will focus mainly on life skills and conversational English and the other group will expand to basic reading and writing skills.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here: We are not discontinuing any of uor programs,

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Paste response to question here: Targeted Intervention Programs for ELLs (Supplemental)

ESL/Math Academy Extended Day Program (TITLEIII)-

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

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

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

Sixth day of School Instruction (Saturdays)- Students will receive supplemental instruction in ELA, ESL, and Math, using Empire State Nyseslat books, Writing Matter program, and Achieve 3000 (with a specific focus)

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

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Next school year, our school plan is to increase the number of push-in models for advanced students in General Education classes. When programming and placing students, we will group Advanced ELLs together and the 180 units will be delivered in the general education classes, preferably during ELA instruction, but possibly across the content areas. Instruction will be delivered by an ESL licensed teacher. All materials and texts used in the ESI class and in the content areas are at the students' grade levels with the support of alternate text sets to support grade level materials. Academic language is always addressed during the pre and post teaching phases as well as during the readings. The Achieve 3000 program described above makes it possible for ELLs to work with grade level non-fiction articles tailored to their individual lexile levels.

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Our school has approximately 49 long term ELLs. Long term ELLs receive additional instruction in literacy by a licensed ELA teacher. This instruction is targeted to strengthen the students' reading and writing skills that they will need to perform well on the New York State ELA exam. The ESL and content area teachers of this class are trained using a variety of strategies such as QTEL and Exc-ELL. All of the ESL and content area teachers are fully licensed in their areas of instruction.

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided to newcomer ELLs when necessary, via student grouping (by language), Bilingual teachers (Spanish, French), and all state exams are available in native language or a translator is provided. ESL libraries contain books in our two major languages, Bengali, and Spanish.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

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.

ELLs and their parents are invited to an informative session during Open School night which usually takes place during the 2nd or 3rd week of September. At this time, the ELL teachers describe the ESL program, students expectations, after school activities and programs that are and will become available, and parent/family resources in the school and community. Through the schools, translation/interpretation budget, the information is provided in various languages.

18. What language electives are offered to ELLs?

Paste response to question here: none at the time. NA

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)?

Paste response to questions here:

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.

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

- Learning Styles
- Total Physical Response
- * Implementing Expeditionary Learning
- * Explicit vocabulary development through ExC-ELL strategies
- Danielson Framework for Teaching
- Creating Core Common Tasks
- UBD- Understanding by Design
- * Scaffolding steps to complete the school wide tasks aligned to the Common Core Learning Standards (weekly or biweekly sessions are held during lunch hrs, lunch-n-learn sessions)

- Implementing and using the Achieve 3000 program with ELLS
- QTEL strategies will be modeled and shared with ESL, Literacy and content area teachers
- Exc-ELL Strategies (vocabulary, reading and writing) across all contents areas, ESL, and Special Education- This is a full day professional development series conducted over 3 school days. At this time 75% of our teachers have received the PD. We continue to offer it every year with a goal of 100% of our teachers to be trained. This PD meets the 7.5 hours of ELL training for staff members. Records are kept through sign-in sheets, agendas, and samples of activities completed.

- More effective questioning techniques to foster higher level thinking (using Bloom’s Taxonomy) and Depth of Knowledge

- Vocabulary Development through word study
- * Use of DOK questioning
- Increased Writing Opportunities Across the Contents Areas (Teaching Matters)
- Flexible Grouping Strategies
- Pre-assessment Strategies
- Aligning all instruction to New York State Standards
- Increased use of classroom leveled libraries
- Ongoing acquisition of computer skills /technology in instructional practice, Smartboard use, ELMO
- Using iMovies

Experiencing The Internationals Approach

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

Teachers record their names on attendance sheets at "in house " workshops and receipts of professional development are placed in their files.

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?

Paste response to questions here:

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

Workshops/Events for Parents:

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

- Parent information sessions on NY State Exams in the Content Areas
- Back to School Night
- Open School Weeks
- Math and ELA Test Preparation Tips
- How to Choose a High School for your Child
- * High School information sessions for grade 8 parents
- PTA Monthly Meetings
- Talking to Your Teen about Healthy Relationships
- Parent Teacher Conferences
- Family Fun Science Night
- Family Fun ELA Night
- Family Social Studies Night
- ELL Parent Orientations (ongoing)
- * Pupilpath- Monthly workshops

Our school has an open door for parents. Parents can make appointments with teachers to follow up on their child's progress. Interpreters in the building are always available to assist parents with their translation needs. To increase the communication between parents and teachers, our teachers have an Echalk account. Echalk hosts school's website and it's very easy to access. Teachers post daily homework assignments and special announcements. Parents are also informed and guided through the steps needed to navigate the PUPILPATH website, where teachers can communicate student progress, grades, and concerns with parents. PupilPath is a real-time online gradebook in which parents and students can log on to view the child's progress. In addition to the two mandated Parent Teacher Conferences our staff voted for an additional third Parent Teacher Conference held in April. Middle School 217 holds an Open School Night for parents in September. Parents are invited to come to the school and meet the teachers, visit classrooms, and learn about the expectations for the school year. This year we plan on developing an Adult ESL Class for the parents of our ELLs. This class will take place on evenings or weekends to best suit the needs of our working parents and will be taught by a licensed teacher.

Students and parents can access Echalk at any time to receive information. echalk is accessible in many languages. In addition, teachers utilize Skedula to communicate with students and parents.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patrick Burns	Principal		1/1/01
Angela Teutschman	Assistant Principal		1/1/01
D. Vasquez	Parent Coordinator		1/1/01
P. Kohm & G. Nelson	ESL Teacher		1/1/01
	Parent		1/1/01
K. Napolitano/Math	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **28q217** School Name: **Robert A Van Wyck Middle School 217**

Cluster: **2** Network: **208**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

Oral translation services will be offered to parents during all mandatory parent conferences. In addition teachers have been provided DOE oral translation service information to be utilized on individual student need basis. Bilingual school staff members are available to assist during informal and formal meetings as well, as needed.

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>.

In the beginning of the school year and at Back to School Night we notify parents of the availability of translation and interpretation services as well as at PTA meetings and the School Leadership Team meetings.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Robert A Van Wyck	DBN: 28Q217
Cluster Leader:	Network Leader: Dan Purus
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ESL/Math Extended Day Program

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

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

ESL INSTRUCTION

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

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

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

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

Two Full Day Workshops for JHS 217 Faculty

Day 1

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

Full Description-

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

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

Part C: Professional Development

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

Day 2

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

Coaching Days

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

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Part D: Parental Engagement Activities

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

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

Begin description here: [Begin description here:](#)

Adult ESL Program For Parents of ELLs

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

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$

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