

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: P,S. 217

DBN (*i.e.* 01M001): 22K217

Principal: FRANCA CONTI

Principal Email: FCONTI@SCHOOLS.NYC.GOV

Superintendent: JULIANA BOVE

Network Leader: MATTHEW MELICHIORRE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Franca Conti	*Principal or Designee	
Margaret Small	*UFT Chapter Leader or Designee	
Maria Newsome	*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	
Jane Van Auken	Member/ Assistant Principal	
Judy Brandwein	Member/ Teacher	
Rosemary Luzino	Member/ Teacher	
Marianne Alhue	Member/ Chairperson	
Vanessa Watts	Member/ Teacher	
Caitlin Fitzgordon	Member/ Parent	
Josephine Gibson	Member/ Parent	
Christine Habib	Member/ Parent	
Anna Pizzeli	Member/ Parent	
Nancy Seidler	Member/ Parent	
Matthew Septimus	Member/ Parent	
	Member/	
	Member/	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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
	▪ 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 2015, there will be a 2% increase in the number of all students, including ELL and SWD students, who perform at level 3 and 4 as measured in ELA state test, Acuity periodic assessments, and Fountas and Pinnel Benchmark Assessments.

Comprehensive Needs Assessment

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

The results of the NYS Common Core 2014 ELA exam for all students in grades 3, 4, and 5, indicate that 33% of all students met state standards. With a 3% increase in students performing at levels 3 and 4 our school exceeded the target set in last year's Comprehensive Education Plan (CEO) by 1% and the city average by 3%. Disaggregated results of the Common Core 2014 ELA scores reveal that 3% of English Language Learners (ELL's) and 5% of Students with Disabilities (SWD's) met proficiency. Although comparing 2013 to 2014 results for all students reflects an upward trend, the percentages of ELL's and SWD's performing at levels 3 and 4 declined by 2% and 1% respectively.

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. Rigorous Instruction

- Strong core instruction based on a balanced literacy model, aligned to Common Core State Standards is implemented with consistency school-wide.
- The school wide language of instruction is understood and used regularly by all staff.
- Teacher developed Common Core aligned curriculum maps, will be adjusted and revised collaboratively to meet student and instructional targets based on data analysis.
- Planning and instruction will reflect the use of scaffolds and multiple entry points based on UDL principles.
- Teachers will closely monitor student progress and regularly conference with students to discuss learning targets and provide feedback.
- Research based programs (Superkids and Foundations) will be used to target foundational skills in the early grades.

2. Supportive Environment

- The accomplishments of individual teachers, teams, classes, students, and the entire school will be celebrated in a variety of ways. (Student of the Month, classroom celebrations, grade and school celebrations, letters to file,)
- Opportunities to showcase talents of students and staff. (Plays, Musicals, writing celebrations, and displays)
- School wide rules and regulations are in place to ensure the safety of students and staff.
- Chancellor's regulations are made available to all staff and families.
- Instruction is provided for all students on the topics of respect, bullying and cyber safety.
- Support personnel are available to provide additional support and guidance as needed.

3. Collaborative Teachers

- Teacher teams will engage data inquiry to reveal trends and identify student instructional needs.
- Teach teams will engage in Professional Learning Communities (PLC's) focused on developing academic language and improving access to the Common Core through scaffolding and providing multiple entry points.
- Professional development opportunities will be made available to teachers based on needs.

4. Effective School Leadership

- Teachers are provided with Common Core aligned materials and resources to enhance instruction and achievement of all students.
- School leaders provide frequent observations and meaningful feedback to teachers.
- Schedules are designed to allow for common planning.
- Instructional coaching and mentoring is available to teachers based on their instructional growth plans.
- Will ensure the entire school community is treated with dignity and respect.
- Will maintain a safe, clean and nurturing school environment,

5. Strong Family and Community Ties.

- To provide access to every parent to be involved with their child's education
- To deepen parent understanding of the curriculum, CCSS, NYS Exams, and student achievement by providing workshops, information sessions, group and

individual meetings with teachers and/support staff.

- To provide access to school personnel (librarians, administrators, parent-coordinator, teachers, and support staff.) to the parental community in order to build up to date resources for the families.

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

1. Personnel- Administration, Lead teachers, teachers, paraprofessionals, coaches, support staff, ELA Ambassador, and Network Achievement Coaches
Resources-Fountas and Pinnel Benchmark System, Foundations Program, Superkids Program, Class libraries, Raz kids subscription, and technology.
2. Personnel- All school staff, OSYD and Network Safety Personnel
Resources- Training in; school safety procedures, Chancellor’s Regulations, effective classroom management techniques. Funding for special events and celebrations (additional personnel, student of the month T-shirts, materials, and refreshments.)
3. Personnel- Administration, Assessment/Data Coordinator, Coaches, teacher teams, Network Support staff.
Resources-STARS, data reports, ARIS, Professional Development Opportunities
4. Personnel- Administration, Network support staff.
Resources-Advance, STARS, ARIS, Network and Regional support.
5. Personnel- Entire school community. (Staff, parents, community based organizations and community leaders)

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

1. Effectiveness will be evaluated measuring student progress within classes, grades and school wide based on scheduled assessments.
2. Impact will be measured through analysis of results from survey of students and 2014-1015 School Survey.
3. Progress will be measured using student achievement data and MOTP results
4. Data of both student and teacher performance will be continually monitored to determine adequate progress.
5. Impact will be determined by an increase in the number of opportunities made available for family and community participation, increased attendance at these events, and the results of the school survey.

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

1-5 Implementation will begin in September 2014 and end June 2015
Student achievement will be measured as follows
.5% improvement by Nov, .5% improvement by February 2015, .5% improvement by April 2015 and .5% improvement by June 2015.
Progress will be measured by ELA State test, F&P Benchmarks, Acuity periodic assessments, and performance tasks.

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

- 1-5
- Scheduling facilitates common planning and professional learning time.
 - Title 1 and Title III funding supports a variety of programs, including After school targeted ELL intervention program, Cool Culture and Conversation Partners

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).

Activities are referenced in the Title 1 Parent Involvement Policy

- Conversation Partners
- Cool Culture
- Magnet Program
- Parent workshop/information sessions.
- Translation Services
- Automated Messaging Service
- School Newsletter (411)
- Library Open-Access
- Garden
- School Website

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
---	----------	---	----------	--	-----------	---	-----------	--	-----------	--	--------

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 2105 there will be a 2% improvement in the number of all students, including ELL and SWD performing on levels 3 and 4 as measured by the NYS Math Test.

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.

- Results from the NYS math test indicate that that 48% of all students in grades 3-5 met proficiency. This upward trend was consistent among subgroups. An increase in of 6% for SWD and 3% for ELL.

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-Rigorous Instruction

- The Go Math Series is utilized throughout all grades and aligned to the CCSS as well as supplemental learning materials and resources from research based vendors such as The Anchor Comprehension Toolkit by Benchmark Education.
- Teacher created Curriculum Maps ensure consistent school wide pacing and progress monitoring.
- Teachers will incorporate real world applications and technology in their instruction and planning.
- Teachers will employ UDL methodology to provide multiple entry points based on student needs.

2. Supportive Environment

- Students are encouraged to take risks when faced with challenging material without fear of ridicule.
- Students engage in peer grouping and accountable talk to enhance understanding.
- Students and teachers will have the opportunity to share incremental successes related to mathematics. (Class celebrations, Math Night, projects.)

3. Collaborative Teachers

- Teacher teams meet regularly to refine instruction based on student's performance of skills on baselines, unit tests and performance tasks.
- Teacher teams meet to discuss data trends within and across grades.
- Coaches and lead teachers will provide supplemental training and materials as need,

4. Effective School Leadership

- School leaders will regularly monitor student and teacher progress toward achievement through observations and data analysis.
- The math curriculum will be monitored for effectiveness and alignment to student needs and the CCSS.
- School leaders will ensure all students receive effective instruction.
- School leaders will provide additional learning opportunities to teachers to improve instruction.

Strong Family and Community Ties

- Parents will be given the opportunities to learn about the math curriculum, GO Math Series, CCSS and NYS Math Test.
- The school will provide for regular communication between teacher and parent

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

1. Personnel- School administration, teachers, paraprofessionals, coaches and math ambassador.
Resources-Go Math, Engage NY, CCSS, math manipulatives, technology, and Curriculum maps.
2. Personnel-Entire staff
Resources-Allocations for celebrations and workshops.
3. Personnel- Teacher, teams, team leaders, Math ambassador, Network support.
Resources-Curriculum materials, Go Math components, Engage NY, and CCSS.
4. Personnel- Administrators
Resources- Assessment data and Advance.
5. Personnel- Administrators, parents, Parent Coordinator, Math Ambassador, Teacher Teams, teachers, and paraprofessionasl
Resources- Math night, newsletter, website, PA meetings, PT Conferences.

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

4. Student progress will be assessed via unit tests, performance tasks and rubrics.
5. This target will be evaluated through classroom observations.
6. To evaluate progress administration and teacher teams will engage in data inquiry of periodic math assessments.
7. Administration will engage in frequent cycles of observation with actionable feedback.
8. Logs of parent involvement activities and teacher meetings will be obtained.

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

1-5 09/2014-06/2015

Periodic targets for achievement are as follows:

.5% by November 2014 there will be a .5% by February 2015, .5% by April 2015, .5% by June 2015. Progress will be measured by NYS Math Test, Unit tests, performance tasks, rubrics, and acuity periodic assessments.

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

- 1-5 Scheduling facilitates common planning and professional learning time.
- Title 1 and Title III funding supports a variety of programs.
- Funding is conceptually consolidated so that under the aegis of the Administration and School Leadership Team key programs can be supported.

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).

Activities are referenced in the Title 1 Parent Involvement Policy

- Math Night
- Magnet Program
- Parent workshop/information sessions.
- Translation Services
- Automated Messaging Service
- School Newsletter (411)
- Library Open-Access
- School Website

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
---	----------	---	----------	--	-----------	---	-----------	--	-----------	--	--------

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 2015 25% of ELL will improve by one level on the NYSESLAT.

Comprehensive Needs Assessment

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

The results of the 2014 NYSESLAT exam indicate 63% of are students performing at levels 3 and 4 which indicates a 5% percent drop from 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.

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

1. Rigorous Instruction

- Strong Tier1 instruction with a focus on Academic Language in all classes.
- Planning and instruction that incorporates scaffolding, support and multiple entry points
- Technology to support learning targets (Imagine Learning (online) and Award (Software)).
- After-school programs to provide Intensive targeted ESL Intervention

2. Supportive Environment

- Teaching through conversation, with sensitivity and careful listening to encourage student's efforts
- Creating opportunities to celebrate cultural and linguistic differences. (Multi-cultural celebrations, PA pot luck, Conversation Partners, Units of Study on different countries)
- Opportunities to engage in art, music and theater activities.

3. Collaborative Teachers

- Teacher teams will engage in professional learning to design and implement targeted supports for ELL's based on UDL principles.
- ESL teacher develop and ESL enhancements to the curriculum maps.
- Teacher teams will engage in PLC's to improve academic language instruction across all subjects and grades

4. Effective School Leadership

- School leaders will ensure all teachers encompass and understanding of hoe Ell's acquire language.
- School leaders will provide all ELL's with mandated services based on their levels.
- School leaders will provide targeted after-school interventions for beginner ELL's.

5. Strong Family and Community Ties

- The school will provide access to school activities for non-English speaking parents through translated resources.
- The school will engage parents in opportunities to improve their English Language Skills. (Conversation Partners)
- The school collaborates with community based organizations to support newcomers.

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

1. Personnel-Administration, teachers, and ESL Network support staff

Resources- Anchor Comprehension Workbooks, Imagine Learning, Award Software, ESL enhanced curriculum maps Realia, and ESL specific training opportunities.

2. Personnel All School staff.

Resources- Cool Culture Subscriptions, Conversation partner materials, and supplies for celebrations.

3. Personnel- Administration, teachers, teacher teams, coaches, Network ELL Support staff.

4. Personnel- Administration and Network Support staff.

5. Personnel- Administration, Parent Coordinator, Parents, and Community based organizations.

Resources- Cool Culture Membership, Conversation Partners, Translated materials,

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

1. Units are assessed via a series of performance tasks, rubrics and student work.

2. Number of activities, parent and student attendance in these programs and the School Survey will be used to measure impact.

3. Administration and teacher teams will engage in data inquiry focused on the achievement of ELL's.

4. Administration will engage in frequent cycles of observation with actionable feedback.

5. Number of activities, parent attendance and the School Survey will be used to measure impact.

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

1. Timeline 09/2014-06/2015

Periodic targets for achievement are as follows:

.5% by November 2104 there will be a .5% by February 2015,.5% by April 2015, .5% by June 2015. Progress will be measured by NYSELAT, Unit tests, performance tasks, F&P benchmarks, and acuity periodic assessments.

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

- 1-5
- Scheduling facilitates common planning and professional learning time.
- Title 1 and Title III funding supports a variety of programs. Including Cool Culture, Conversation Partners, ELA, Math, and Science Nights, ESL After-school program.
- Funding is conceptually consolidated so that under the aegis of the Administration and School Leadership Team key programs can be supported.

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).

Activities are referenced in the Title 1 Parent Involvement Policy

- Conversation Partners
- Cool Culture
- ELA Night
- Math Night
- Magnet Program
- Parent workshop/information sessions.
- Translation Services
- Automated Messaging Service
- School Newsletter (411)
- Library Open-Access
- P.S, 217 School Website

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
---	----------	---	----------	--	-----------	---	-----------	--	-----------	--	--------

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.

By June 2015 there will be a 2% increase in the number of SWD in grades 3, 4, and 5 who perform at Levels 2, 3 and 4. As measured by the ELA state test, Fountas and Pinnell Benchmark Assessments, and periodic acuity

Comprehensive Needs Assessment

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

The results of the 2014 NYS ELA test indicate that only 5% of SWD met proficiency, levels 3 and 4 and 23% scored at level two. These scores represent a 1% decline in SWD performing at levels 3 and 4 and a 3% increase in students performing at level 2,

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. Rigorous Instruction

- Strong core instruction based on a balanced literacy model, aligned to Common Core State Standards is implemented with consistency school-wide.
- Individualized Education Plans are aligned to the Common Core.
- Technology is used across the curriculum to enhance instruction
- Students are educated in the least restrictive environment and flexible scheduled according to needs.
- Planning and instruction will reflect the use of scaffolds and multiple entry points based on UDL principles.
- Research based programs (Superkids and Foundations) will be used to target foundational skills in the early grades.

2. Supportive Environment

- SWD are provided the same opportunities to showcase their talents of students and participate in school wide activities as their non-disabled peers.. (Plays, Musicals, writing celebrations, and displays)
- Support personnel are available to provide additional and guidance as needed.
- As per 408 regulations, IEP information will be shared with all providers.
- Accessible school and playground.

3. Collaborative Teachers

- The School implementation team meets regularly to a plan and implements special education reform initiatives.
- Teacher and Paraprofessional teams engage in learning opportunities specific to their target population.
- Teacher teams will engage in Professional Learning Communities (PLC's) focused on developing UDL principles to provide multiple entry points and scaffolding
- Special Education teachers are provided with time to plan with General education teachers, cluster teachers and Network coaches to discuss curriculum and instructional strategies.
- Special education teacher teams will routinely meet with support staff to review and improve IEP development.

4. Effective School Leadership

- Teachers are provided with Common Core aligned materials and resources to enhance instruction and achievement of all students.
- School leaders provide frequent observations and meaningful feedback to teachers.
- Schedules are designed to allow for common planning.
- Instructional coaching and mentoring is available to teachers based on their instructional growth plans.
- Will ensure the entire school community is treated with dignity and respect.
- Will maintain a safe, clean and nurturing school environment,

5. Strong Family and Community Ties.

- To provide access to every parent to be involved with their child's education
- To deepen parent understanding of the curriculum, the Special Education Reform, Due Process Rights, Transition Services, Modifications and Accommodations and other valuable resources by providing school based learning opportunities.
- To provide access to school personnel (School psychologist, social workers, Occupational therapists, speech-language pathologists, librarians, administrators, parent-coordinator, teachers, and support staff
- To connect parent's with community based organizations that can support the special need of their students.

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

1. Personnel- Administration, Lead teachers, teachers, paraprofessionals, coaches, support staff, and Network Achievement Coaches
Resources-Fountas and Pinnel Benchmark System, Foundations Program, Superkids Program, Class libraries, Raz kids subscription
2. Personnel- Administrators, Teachers, Related Service Providers, and School support staff
Resources- Training in; school safety procedures, Chancellor’s Regulations, effective classroom management techniques.
3. Personnel- Administration, Assessment/Data Coordinator, Coaches, teacher teams, Network Support staff.
Resources- SESIS, STARS, data reports, ARIS, Professional Development Opportunities
4. Personnel- Administration, Network support staff.
Resources-SEGIS reports, Compliance reports, ARIS, Network and Regional support.
5. Personnel- Entire school community. (Staff, parents, community based organizations and community leaders)
Resources- Parent’s Guide to Special Education, Parent’s Rights,

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

1. Teachers will engage in ongoing progress monitoring as prescribed within each child’s IEP.
2. IEP Confidentiality procedures will be maintained and 408 compliance met
3. Improvement of IEP writing will be monitored collaboratively through teams including teachers, administrators and school support staff. Targeted professional development opportunities for teacher and paraprofessional
4. School leaders will regularly run reports to ensure compliance of special education and mandated services.
5. Parent attendance in IEP’ meetings, workshops and parent teacher conferences will be used to monitor effectiveness.

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

1-5 Implementation will begin in September 2014 and end June 2015
 Student achievement will be measured as follows
 .5% improvement by Nov, .5% improvement by February 2015, .5% improvement by April 2015 and .5% improvement by June 2015.
 Progress will be measured by ELA State test, F&P Benchmarks, Acuity periodic assessments, and performance tasks.

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

1-5 Scheduling facilitates common planning and professional learning time. Title 1 and Title III funding supports a variety of programs. Funding is conceptually consolidated so that under the aegis of the Administration and School Leadership Team key programs can be supported.

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).

Activities are referenced in the Title 1 Parent Involvement Policy

- Middle School Transition Planning
- ELA Night
- Math Night
- Magnet Program
- Garden Breakfasts
- Parent workshop/information sessions both general and specific to SWD’s.
- Translation Services
- Automated Messaging Service
- School Newsletter (411)
- Library Open-Access
- P.S, 217 School Website

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
----------	-----------------	----------	-----------------	------------------	----------	------------------	------------------	---------------

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.

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

1.

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

1.

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

1.

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

6.

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

1.

Strategies to Increase Parental Involvement

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

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
--	----------	----------	-----------	-----------	-----------	--------

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	<p>Third, Fourth and Fifth grade students who are performing at Level 1 and Level 2 in the NYS ELA assessment are provided with AIS in small group pull-out and push in settings during the school day</p> <p>ELL students who are performing on level receive mandated ESL services and in addition they receive AIS in small groups with an ESL licensed provider.</p>	<p>Small groups, one to one, push in and pull out programs are set up for during the school day. Additional opportunities will be made available beyond the school day for targeted groups. These programs are provided in general and special education settings. Teachers, paraprofessionals and volunteers assist in implementation.</p>	<p>Service is provided during differentiated instruction provided during balanced literacy; after school and Saturday programs for targeted groups.</p>
Mathematics	<p>Third, fourth and fifth grade students who are performing at Level 1 and Level 2 in the NYS Math assessment will receive AIS services for mathematics. AIS in small group pull-out and push in settings during the school day Go Math AIS, Engage NY lessons and hands on manipulatives are utilized.</p>	<p>Small groups, one to one, push in and pull out programs are set up for during the school day. These programs are provided in general and special education settings. Teachers, paraprofessionals and volunteers assist in implementation.</p>	<p>Service is provided during differentiated instruction provided during mathematics instruction;</p>
Science	<p>Fourth grade students at risk and students functioning below standard receive AIS in the area of science in small groups utilizing Passwords, project based learning, and Measuring Up to reinforce content knowledge and academic vocabulary development in preparation for the NY Science test</p>	<p>Small groups, one to one, push in and pull out programs are set up for during the school day These programs are provided in general and special education settings. Teachers, paraprofessionals, peer tutors and volunteers assist in implementation.</p>	<p>Service is provided during differentiated instruction provided during balanced literacy and</p>
Social Studies	<p>AIS are provided to fifth grade students who are performing at Levels 1 and 2. Primary sources, Quick Reads and Time for Kids are used because they match a wide range of reading abilities.</p>	<p>Small groups, one to one, push in and pull out programs are set up for during the school day. These programs are provided in general and special education settings. Teachers, paraprofessionals, peer tutors and volunteers assist in implementation</p>	<p>Service is provided during differentiated instruction provided during balanced literacy; after school and Saturday programs for targeted groups.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The Guidance Counselor provides at risk counseling, individual and group, for children and support for teachers to mitigate behaviors which interfere with academic achievement. Crisis intervention, grief and family counseling</p>		

	<p>are provided as needed. Acts as a liaison between families and community support organizations. Provides save room coverage</p> <p>The School Psychologist provides at risk counseling for children and support for teachers to mitigate behaviors which interfere with academic achievement. Informal observations of students may be performed with teacher referral and parent permission.</p> <p>The School Social Worker provides at risk counseling for children and support for teachers to mitigate behaviors which interfere with academic achievement.</p> <p>Nurses, Occupational and Physical Therapists provide family and student counseling in regards to health and safety issues, facilitate connection between family and community agencies and provide informal screening and observations.</p>	<p>Small groups, one to one, push in and pull out programs are set up for during the school day.</p>	<p>Services are provided during various periods throughout the school day.</p>
--	---	--	--

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

6. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> Partnerships with CUNY. This institution provides student teachers and student observers who often evolve into our faculty. New Teacher Induction Committee and mentoring Creating a collegial atmosphere which provides Our Arts program employs volunteer artisans and professional teaching artists. These artists/educators are following assigned to discipline specific clubs and programs. These individuals often evolve into full time faculty.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> Observation of classroom teaching and the analysis of learning outcomes will be used to elevate instructional practices and implement strategies that promote professional growth and reflection with a special focus on new teachers. Teacher teams, including paraprofessionals, will engage in structured professional learning using an inquiry approach that promotes shared leadership and focuses on improved student outcomes. Professional development will be provided to enable teachers to continuously evaluate and revise their classroom practice to approve student achievement.

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.).
Conceptually consolidated funds are used to train and implement the following programs and services, Respect for all, Cyber-Safety, Child abuse and prevention and STH.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<p>Transition activities include:</p> <ul style="list-style-type: none"> Family tours Student visit prior to September for pre-registered students Open House Open Schools week Parent Coordinator sponsored "Tea in the Garden" with new families CBO invitation to tour and participate in orientation and transition activities. CPSE run transition sessions for "Turning 5' parents Distribution of "What to expect in Kindergarten" materials

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Shared decision making is an essential element of our curricular evolution. Teacher teams meet within and across grades, to refine curriculum maps. analyze data trends, discuss instructional needs and student achievement
Assessment data is shared and analyzed during Monday professional learning sessions. Best practices are defined and

implemented under the aegis of grade level supervisors.

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;

22K217 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.

DBN: 22K217

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity
---------------------	--	---	--

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$967,094.37	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$169,513.00	X	See action plan
Title III, Part A	Federal	\$34,516.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$5,611,347.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Colonel David Marcus	DBN: 22K217
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 120
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 4
of content area teachers: 4

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:

The intent and purpose for our after-school program is based on the results of the NYSESLAT. After careful examination of the data, we chose students who have shown little to no progress toward reaching language proficiency. The subgroup for our after-school program, are newcomer/ beginner ELLs ranging from kindergarten through second grade with a total of 42 students. We will begin in December and run until the end of January totalling 18 sessions. We will meet on Wednesdays, Thursdays and Fridays. The time will be from 2:30-4:00. The language of instruction will be English. We will have two ESL teachers and two general education teachers. We are going to pair one ESL teacher with one general education (two classes) and use the inclusion/co-teaching model. The materials we will use are Anchor Comprehension Workshop (Emergent Level) from Benchmark Education which we purchased this year. The focus will be on building academic language which is our instructional focus for our school. We will do this through visuals (posters), guided books and songs. This is the only program running in the school at that time and a supervisor will be paid for by T3 funds

The next program we will offer will begin in January through May. This Saturday Academy Program will be offered to all intermediate and advanced ELL students in third, fourth and fifth grade who are not making progress on the NYS ELA exams. Our 80 ELLs will be taught by 6 teachers: 3 certified ESL and 3 certified CB teachers; each of three groups will be taught by a co-teaching team of one ESL and one CB teacher. This program will focus on reading and writing skills through math using ESL best practices and methodology. The students will meet on Saturdays from 8:30am-11:30am for 13 sessions. We will use Title III funds to pay a supervisor as this is the only program running on site at this time. The materials purchased will correlate with the NYS CCLS. The methodology used will target individual needs of ELL students. Material to be used are onsite and purchased.

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

Part C: Professional Development

Begin description here:

The intent and purpose of staff development will be to prepare and train the four teachers who will teach the after-school program. They will participate in a pre-program training to review materials, pacing of lessons and review ESL methodologies. It will take place a half hour prior to the after-school program start date and a half hour post-program workshop to analyze student progress. Also, one-hour sessions will take place for six teachers participating in the Saturday Academy to review materials, pace the lessons and review ESL methodologies. A half hour training will take place before the program starts and after the program ends to analyze student progress.

Our AP for ESL will attend off site Professional Learning offered by Scholastic: Academic Language for ELLs, to be facilitated by Scholastic (January 2015)

Our school staff is offered opportunities throughout the school year to attend ongoing PLs facilitated by the Department of English Language Learners and Student Support, as well as our Network support ELL point. Any ELL focused PL attended by a school staff member is turn keyed to the larger staff during school wide staff meetings throughout the year.

In addition, there will be a an ESL study group focusing on Academic Language which is our instructional focus for our school. The group will consist of ESL teachers and general education teachers. The group will meet for one hour per month, beginning February fo r 6 sessions. The purpose of the staff development would be to help all participants understand the theory behind second language learning and put the research into action with classroom activities. The meeting will be devoted to reading and discussing the new updated edition of Pauline Gibbons "Scaffolding Language Scaffolding Learning", to be purchased with Title III funds. Through this professional development the teachers will be empowered with activities to facilitate conversation and provide the structured support ELL students need to increase comprehension and their use of the English language. We will create a supplement to the curriculum maps to enhance the instructional of ELLs in all classrooms. Staff development will be provided by school administrator in collaboration with ESL network specialist.

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:

Through the feedback received from our Parent Coordinator, Parent Teacher outreach during extended Tuesdays and Parent Association meetings we plan to host informational nights for ELA, Math and Science. These sessions will take place in February, March and April for about an hour and a half for each content area. The sessions will be divided by grades, for example kindergarten & first grade, second grade & third grade, and fourth & fifth. These sessions will discuss the CCLS standards with a focus on academic language. To ensure that each child's academic and social-emotional development, parents will be provided with strategies and techniques to help their children succeed in school. The provider of the workshops will be ESL teachers, as well as content area teacher leaders. The parents will be notified through parent letters with a tear-off section stating what language they need translations.

Part D: Parental Engagement Activities

Bilingual staff members, who are part of the community, will serve as translators during these sessions. When necessary, we will connect with the translation and interpretation unit. We offer "Conversation Partners": parent volunteers of other languages to speak with parents who are not yet comfortable or proficient in English.. This program, while not funded with T3, helps the parents of our ELLs acclimate to the new academic environment and help them understand the academics their children are learning.

Part E: Budget

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

Allocation Amount: \$34516

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	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1229	Total number of ELLs	268	ELLs as share of total student population (%)	21.81%
--	-------------	----------------------	------------	---	---------------

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	5	0	0	0	0	0								5
Push-In	0	6	5	5	5	5								26
Total	5	6	5	5	5	5	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	234	0	32	33	0	19	1	0	1	268

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	234	0	32	33	0	19	1	0	1	268

Number of ELLs who have an alternate placement paraprofessional: 10

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0						0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	7	5	5	9	6								37
Intermediate(I)	17	22	9	12	6	7								73
Advanced (A)	40	26	24	15	16	18								139
Total	62	55	38	32	31	31	0	249						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	3	1	18	7	18	6	57
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
P.S. 217 uses the Fountas and Pinnell Reading Assessment system to assess and monitor the literacy progress of our English Language Learners, as well as General and Special Education Students. The results are recorded in student assessment portfolios, ESL student snapshots, and are systematically reviewed to give teachers detailed information about the strengths and weaknesses of each student.

The F & P assessment has been selected as the local MOSL for our school. All of these results are reviewed and discussed with individual teachers and at grade meetings, to inform planning and instruction. Academic language continues to be a focus for our school, as analysis of ELL F& P results show a pattern of weakness in the "beyond the text" or inferential comprehension skills. Past PLA scores show a weakness in spelling, which will be addressed with the new Kindergarten phonics program, Super Kids, as well as the AWARD reading program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
A review of data patterns across the proficiency levels shows that listening and speaking progress is ahead of reading and writing proficiency. Across the grades, a majority of students score in the intermediate and advanced level for listening and speaking. Fewer fall in those levels for Reading and Writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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

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

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

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

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

Grade 5

Writing	Reading	Listening
79.4%	53%	82.4%

Grade 3 and 4

Writing	Reading	Listening
66.2%	52.9%	50%

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

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

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

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

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

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

Tier 2: Curriculum Based Measures are used to identify the need for Tier 2 intervention. Teachers may request and RtI for assistance.

These intervention may include small groups, the duration and frequency of AIS, 37 1/2 minutes, afterschool and intervention by an ESL specialist. Additionally progress monitoring of tier 2 interventions will be collected monthly to identify if interventions are effective.

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
We program students with regard to their English proficiency level based on NYSELSAT and LAB-R and offer instruction based on individual needs. All content area teachers receive professional development regarding ELL methodology. For example, content area vocabulary is scaffolded at the beginning of each unit and lesson.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?We do not have a dual language program at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
According to our 2012-13 School Progress Report, 37.7% of our ELL students are at 75th Growth Percentile or Higher in ELA, which gave us additional credit in closing the Achievement Gap. 45.7% of our ELL students are at 75th Growth Percentile or Higher in Math. Based on 2011-12 School Report Card, our ELL students met both participation and performance criteria and made AYP in both ELA and Math.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
P.S. 217 uses the Fountas and Pinnell Reading Assessment system to assess and monitor the literacy progress of our English Language Learners, as well as General and Special Education Students. The results are recorded in student assessment portfolios, ESL student snapshots, and are systematically reviewed to give teachers detailed information about the strengths and weaknesses of each student. The F & P assessment has been selected as the local MOSL for our school. All of these results are reviewed and discussed with individual teachers and at grade meetings, to inform planning and instruction. Academic language continues to be a focus for our school, as analysis of ELL F& P results show a pattern of weakness in the "beyond the text" or inferential comprehension skills. Past PLA scores show a weakness in spelling, which will be addressed with the new Kindergarten phonics program, Super Kids, as well as the AWARD reading program.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Within the first twenty days of school, parents or guardians of newly enrolled students eligible to receive services to develop proficiency in English have the opportunity to attend orientation sessions which provide information in English and their native language, on the different program options available. These are scheduled as soon as the LAB-R has been hand scored, to determine eligibility. A Parent Survey and Program selection form indicating the program each parent/guardian chooses for his/her child is completed at that time. The parents/guardians of the ELLs are notified in English and the native language of their child's placement in the appropriate ESL program. Parents who do not participate in scheduled meetings are contacted by telephone or written communication is sent home inviting them to meet with a fully certified ESL teacher and complete the forms. Parent or guardians of students admitted to the school throughout the school year, receive a one-on-one orientation with a fully certified ESL teacher.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Bilingual staff, including teachers, family workers, paraprofessionals, bilingual "outreach" school aides are employed to ensure that

all families are aware of their options through a translated letter. Designated staff members ensure that the Parent Survey and Program forms are returned. The returned form is stored in the student's CUM and a copy is kept on file in the ESL room in a secured and locked file cabinet. If the form is not returned, the student is considered to have chosen Transitional Bilingual Education, as per CR Part 154. These students' forms are kept on file, in the event the sufficient numbers of students request Transitional Bilingual Education. The ELPC screens for newly enrolled students are updated within twenty days of enrollment.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Upon receipt of the NYSESLAT results, we form groups according to the mandated services for ELL students K-5. Beginner and Intermediate ELLs are placed in small groups in general education classrooms and receive 360 minutes of ESL instruction per week by a certified ESL teacher. Advanced students are also grouped together and placed in a general education classroom. They receive 180 minutes of ESL instruction by a certified ESL teacher.
Parents are notified of their child's placement. Continued Entitlement Letters are sent home with the child. The letters are written in the native language as well as English. Copies of the letters are kept on file in the ESL room in a secure and locked file cabinet. In addition, parents receive the ESL Parent Report for NYSESLAT, which shows the results of the assessment.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The data specialist/ testing coordinator, Ms. Marina Shapiro, in conjunction with the ESL department schedule the NYSESLAT administration after reviewing ATS reports to make sure all eligible students are tested. The report is the RLER which lists the students who are eligible to take the NYSESLAT. The ESL department creates a spreadsheet for each classroom that lists all ELL students who are required to take NYSESLAT. Each list contains the student's name, OSIS #, OTELE code, Title III, years of service, and Special Education designation, along with the four modalities. As students complete each modality, the ESL teachers check the completed column. The testing coordinator also ensures that each student completes all four sections of the NYSESLAT.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
P.S. 217 honors the parent selection forms, as long as the numbers warrant. For the past few years, the trend has been that approximately 98% of parents have chosen freestanding ESL. Systematic and periodic review of the parent survey letters reveal that the prevailing choice at P.S. 217 is the ESL program. The review of Parent Survey and Program Selection forms for the past few years indicated that ESL is the trend in program choice of parents of ELLs. All parent selection forms are kept and maintained on file. In the fall, parents are given a Continued Entitlement Letter to select the ESL program of their choice for the coming school year. In order to have a well informed and active parent involvement, we also provide orientation workshops on the CCLS, assessments, school expectations, and general ESL program requirements. All sessions are conducted in English and the native language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered from both the ESL teacher and the Classroom teacher, in English, using ESL methodology. A strong emphasis on academic language is a cornerstone of our ESL program. Our curriculum are aligned with the CCLS, which are continually revisited and adjusted to meet the needs of all students. English Explorers from Benchmark are used to teach content area Social Studies and Science to provide scaffolded background knowledge and academic vocabulary. Bridges/Navigators from Benchmark also provide differentiated levels of instruction on a specific topic.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In addition to translated tests, bilingual school staff and agency translators are employed to administer state assessments to English Language Learners. Content area assessments are administered in all the major languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All four modalities are incorporated into the curriculum for ELLs and teacher assessments evaluate progress in listening, speaking, reading and writing. Grades 3-5 take the ELL interim assessments twice a year. All students, K-5 are assessed using the Fountas and Pinnell Benchmark System. This assessment measures students' accuracy, fluency, comprehension and writing, which addresses all four modalities. Classroom teachers along with ESL teacher support using the writing workshop model. This helps students' foster their writing skills through the writing process.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Plan for SIFE

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

b. Plan for newcomers

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

c. Plan for ELLS receiving service 4-6 years

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

d. Plan for Long Term ELLs

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

e. Plan for Former ELLs

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDS use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

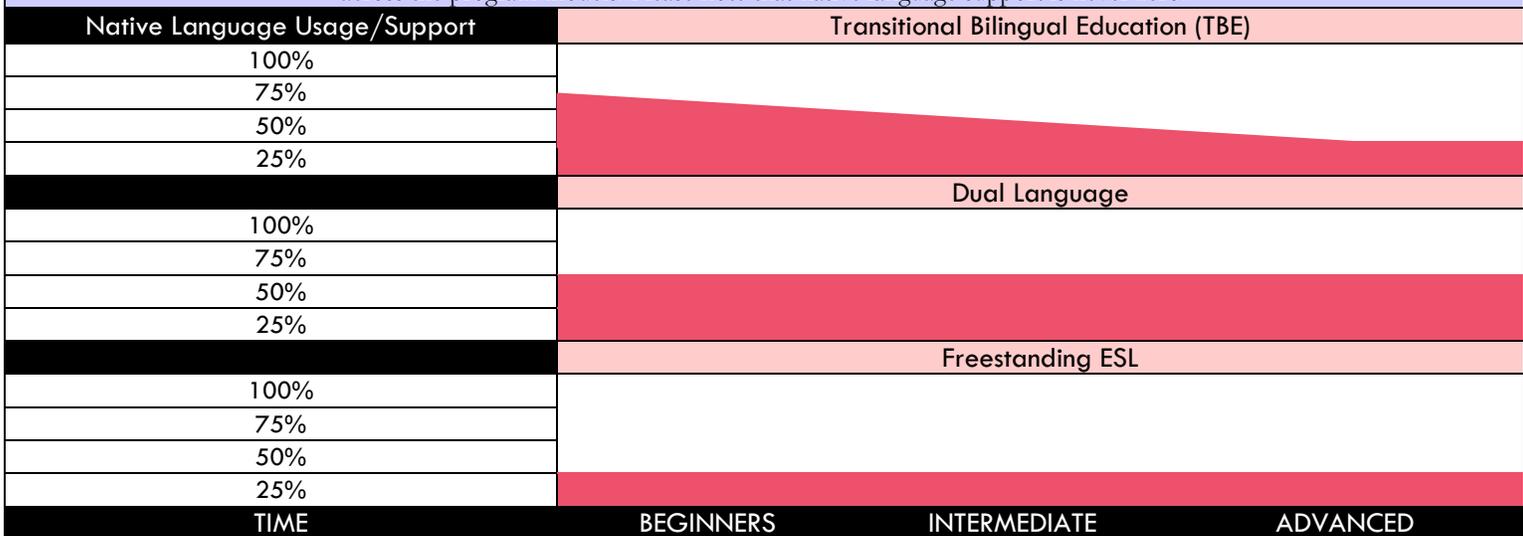
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

18. What language electives are offered to ELLs?

No foreign languages are offered at this time.

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

3. Transition from elementary to middle school

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

4. Jose P Training.

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

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

D. Parental Involvement

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

1. Parent Involvement

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

2. Community Partnerships

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

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

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

The School Leadership Team along with the parent coordinator and the Parents's Association, evaluate the needs of the parents.

Oral translations from school staff and parent volunteers are available to facilitate communication.

4. Addressing the needs of the parents.

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

E. Additional Information

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

No additional information at this time.

Part VI: LAP Assurances

School Name: 217

School DBN: 22K217

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K217 School Name: PS 217

Cluster: 6 Network: 602

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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