

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

22K217

School Name:

P.S. 217 COLONEL DAVID MARCUS SCHOOL

Principal:

FRANCA CONTI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Colonel David Marcus School School Number (DBN): 22K217
Grades Served: PK-5
School Address: 1100 Newkirk Avenue Brooklyn, NY 11230
Phone Number: (718) 434-6960 Fax: (718) 434-8170
School Contact Person: Donna Cappiello Email Address: dditucc@schools.nyc.gov
Principal: Franca Conti
UFT Chapter Leader: Margaret Small
Parents' Association President: Tanzin Farhana and Sophia McGee
SLT Chairperson: Marianne Aalbue
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Tanzin Farhana and Sophia McGee
Student Representative(s):

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 5619 Flatlands Avenue Brooklyn, NY 11234
Superintendent's Email Address: JBove@schools.nyc.gov
Phone Number: (718) 968-6248 Fax: Fax# 718-968-6250

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th St Brooklyn NY, 11209
Director's Email Address: CWatson21@schools.myc.gov
Phone Number: (718) 759-4862 Fax: 718-759-4960

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Franca Conti	*Principal or Designee	
Margaret Small	*UFT Chapter Leader or Designee	
Tanzin Farhana Sophia McGee	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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/	
Marianne Aalbue	Member/Chairperson	
Rosemary Luzino	Member/Teacher	
Vanessa Scionti	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Caitlin Fitzgordon	Member/Parent	
Christine Habib	Member/Parent	
Anna Pizzeli	Member/Parent	
Melanie Rivera	Member/ Parent	
Matthew Septimus	Member/ Parent	
Maria Deutscher	Member/ Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 217

School Mission Statement

The vision of our school is to provide the highest quality education for every general education student, English Language Learner, special education, and high achieving student, in a stimulating and challenging learning environment. It is our goal to develop all our students into responsible capable citizens. We are devoted to helping children from all cultural backgrounds become lifelong learners who will be productive and respectable citizens in a changing global society. We are dedicated to including the collaborative efforts of the entire school and community to guarantee excellence in achievement.

P.S. 217 delivers an individualized educational experience with all the assets and resources of a big city school. We foster a warm and welcoming environment where all children are nurtured and encouraged to achieve their fullest potential. Nestled in one of the country's most diverse neighborhoods, our school fully embraces the rich tapestry of cultures in our community.

PS 217 is a barrier-free school with a current enrollment of 1200 students, and is among the most diverse elementary schools in the city. Over 30 languages and dialects are spoken at the school including Urdu, Spanish, Bengali, Russian, Chinese, Albanian, Haitian-Creole, Pashto, Tibetan, Turkish, and Uzbek. On every grade level there is a gifted class, inclusion classes, self-contained special education classes and the full spectrum of support services.

P.S. 217 has a cohesive instructional focus which is embedded in all aspects of school practice through a common set of beliefs about teaching and learning. The steps we have taken to align the curricula to the common core learning standards begin with the school leaders and collaborative teams designing curriculum maps both horizontally and vertically. The Professional Learning Committee and teacher teams.

P.S. 217 has developed many community partnerships. Current partnerships include; The Brooklyn Conservatory of Music, The Brooklyn Museum, Chess in the Schools, Puppetry in Practice, Franklin Furnace Sequential Arts, and My Own Book.

Through these successful partnerships and an energetic and talented staff, P.S. 217 has cultivated a robust arts program. The arts enrichment program exposes every child to music, drama, creative writing and studio art that is woven directly into the standard curriculum. In addition, weekly art clubs and after school programs allow children to immerse themselves in an area of particular interest such as puppetry, animation, music and movement, Mandarin, dance, creative writing and much more. Twice a year, major theatrical productions amaze parents and the local community with the children's talent and the production quality. The scripts are original age-appropriate adaptations created by our teaching staff, costumes are hand-sewn, scenery is created by the children, and musical scores are written in-house and performed by an ensemble of 4 th and 5 th graders

Areas of Celebration

- Rich arts program embedded in all aspects of the curriculum
- Strong community/parent involvement.
- Teacher developed Curriculum maps
- We achieved all of our instructional targets with the exception of ELLs.
- Preliminary Ratings from the 2014-15 Quality Review, identify teacher pedagogy and curriculum (QR INDICATOR 1.2) as an area of celebration. We also received the rating of well-developed in QR indicators 2.2 and 3.4.

Areas of Focus

- To Close the achievement gap for ELLs and SWDs
- To improve systems to support structured professional team collaborations using an inquiry approach that promotes shared leadership and focuses on improved student learning

22K217 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1263	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		78.0%	% Attendance Rate	94.1%
% Free Lunch		68.2%	% Reduced Lunch	0.6%
% Limited English Proficient		21.4%	% Students with Disabilities	15.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.4%	% Black or African American	11.7%
% Hispanic or Latino		19.6%	% Asian or Native Hawaiian/Pacific Islander	50.2%
% White		16.7%	% Multi-Racial	1.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.34	# of Assistant Principals (2014-15)	4
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	7.26
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		32.9%	Mathematics Performance at levels 3 & 4	48.8%
Science Performance at levels 3 & 4 (4th Grade)		93.3%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	YES
White		YES	Multi-Racial	YES
Students with Disabilities		N/A	Limited English Proficient	YES
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

2013-2014 NYS ELA and Math Results

The results of the New York State (NYS) Common Core 2014 English Language Arts(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 (CEP) by 1% and the city average by 3%. Disaggregated results of the Common Core 2014 ELA scores reveal that 3% of English Language Learners (ELLs) and 5% of Students with Disabilities (SWD) met proficiency. Although comparing 2013 to 2014 results for all students reflects an upward trend, the percentages of ELLs and SWD performing at levels 3 and 4 declined by 2% and 1% respectively.

2014-15 Quality Review Preliminary Rating Form (Instructional Core)

Quality indicator 1.1 (Proficient) Ensure engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common core learning standards and/or content standards

Quality indicator 1.2 (Well Developed and Area of Celebration) Develop teacher pedagogy from a coherent set of beliefs about how students learn that is informed by the instructional shifts and the Danielson Framework for Teaching, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.

Quality indicator 2.2 (Well Developed) Align assessments and curricula use on-going assessment and grading practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

2014-15 New York State (NYS) English Language Arts (ELA) and Math Results

40% of all 3rd Grade Students met or exceeded grade level standards on the NYS ELA Exam

45% of all 3rd Grade Students met or exceeded grade level standards on the NYS Math Exam

43% of all 4thGrade Students met or exceeded grade level standards on the NYS ELA Exam

47% of all 4thGrade Students met or exceeded grade level standards on the NYS Math Exam

34% of all 5thGrade Students met or exceeded grade level standards on the NYS ELA Exam

47% of all 5th Grade Students met or exceeded grade level standards on the NYS Math Exam

The data indicates the need to continue improving Math and ELA outcomes for all students with an emphasis on SWDs and ELLs.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will implementing targeted instructional strategies that align with Common Core Standards and provide that will result in a 2% increase in students in grades 3-5 performing at or above proficiency (levels 3 &4) in English Language Arts as measured by the NYS ELA Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher teams will meet across grades and vertically to develop Common Core aligned curriculum maps. These maps will be adjusted and revised collaboratively to meet student and school instructional targets based on data analysis. Specific scaffolds will be included to address the needs of SWDs and ELLs. Classroom teachers will differentiate instruction to meet the specific learning needs of their students.</p>	<p>All students</p>	<p>Ongoing Monthly meetings 9/15-6/16</p>	<p>District support, Administration, teachers, Vertical Planning Team, Curriculum Writers, ELA Ambassadors, & Coaches.</p>
<p>School-wide instructional focus on Language Development. Interdisciplinary teacher teams will scaffold language demands to support the development of Syntax as well as general and domain specific academic vocabulary across all content areas.</p> <p>Research based programs will be used in the early grades to address foundational skills(SUPERKIDS and Foundations)</p>	<p>All students Students k-2</p>	<p>9/15-6/16</p>	<p>District support, administration, Ambassadors, coaches, teachers</p>
<p>To increase parent access and understanding of Rigorous Instruction and the CC, the school will conduct several</p>	<p>Parents</p>	<p>9/15-6/16</p>	<p>District support staff, Administrators, teacher</p>

workshops, information sessions, group and individual meetings. The topics will include but are not limited to; units of study, the CCSS, NYS Exams, SWDs, ELLs, student specific goals, college and career readiness, and social and emotional learning. School and student needs assessments will generate additional topics as needed. Curriculum units of study will be highlighted in the "411" (the school newsletter) on a monthly basis.			teams, Professional Learning Committee, Parent Coordinator, Ambassadors,
The Framework for Teaching and data from observations will be used to identify highly effective teaching practices and professional development needs. Teachers, administrators and school based staff will participate in professional learning opportunities based on these identified areas of need. A focus will be placed on strategies for effective scaffolding of instruction for ELLs and SWDs.	Teachers	9/15-6/16	BFSC staff, Administration, Ambassadors, Teacher teams, Professional Learning Committee

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Funds will be allocated to provide common planning time, professional learning opportunities, inter-visitations, and data analysis.										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be 1% increase in students performing at proficiency (levels 3 & 4) in ELA as indicated by, running records, class assessments and F & P mid-year results.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The 2013-2014 School Survey indicates that how parents feel about the school culture/ environment at P.S. 217

99% of the parents agree or strongly agree that their child’s school makes them feel welcome.

97% of the parents agree or strongly agree that their child’s school communicates in a language that they understand.

99% of the parents agree or strongly agree that their child’s school is safe.

92% of the parents agree that teachers and staff treat all students with respect.

99% of the parents agree or strongly agree that the school keeps them informed about what their child is learning.

99% agree or strongly agree that they are kept informed about services such as tutoring, after-school programs, or workshops at school

98% of the parents agree or strongly agree that their child has teachers who are interested and attentive when they discuss their child.

P.S. 217 achieved a 94.7% overall Attendance Rate for the 2014-15

2015 Quality Review Preliminary Rating Form

P.S. 217 received a rating of Well Developed on quality indicator 3.4 in the area of School Culture

The data indicates a 94.7 % overall attendance rate. This is partially a result of individual students with below 90% attendance rates. An attendance Committee has been established to monitor and improve attendance. with emphasis placed upon students with a history of chronic absenteeism and lateness.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, compounded daily attendance will increase (2%) from 94.7% to 96.7% as measured by ATS. Progress toward this goal will be measured by the Attendance Committee using the following benchmarks. There will be a .5% increase in compounded daily attendance by November 2015(95.2%), 1% increase by February 2016 (95.7%), a 1.5 % increase by April (96.2%)and a 2% increase by June 2016 (96.7%)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School activities celebrating students with exemplary attendance will be conducted throughout the school year.</p> <ul style="list-style-type: none"> • Administration will articulate the attendance policy to all staff members. • Parent coordinator will embed information regarding attendance in the “411” • Parent handbook will be distributed at the beginning of the year to inform parents about the school’s attendance policy • A bulletin board located outside the main office will display the names of students with monthly 100% attendance. • Classes with 100% attendance will be announced over the P.A. system. • Certificates of exemplary attendance will be distributed to students. 	<p>Students and parents</p>	<p>9/15-6/16</p>	<p>Administration, Attendance Committee, attendance teacher, parent coordinator, teachers, guidance counselor.</p>
<p>Attendance will be closely monitored to identify patterns of excessive lateness and absence.</p> <ul style="list-style-type: none"> • Teachers will keep accurate records and notify administration about students with attendance and lateness issues. • Administration will closely monitor ATS reports (RRSA, RDAL, RPCA, and 407) 	<p>Students</p>	<p>9/15-6/16</p>	<p>Administration, Attendance Committee, teachers, Pupil accounting secretary, guidance counselor.</p>
<p>Identified patterns of student lateness and absences will be addressed immediately and with consistency.</p>	<p>Students</p>	<p>9/15-6/16</p>	<p>Administration, Attendance Committee, teachers, attendance</p>

<ul style="list-style-type: none"> • Letters will be sent for any student with lateness or attendance issues. • Daily messenger phone calls will be made to the homes of absent students. • Parent meetings will be held to discuss excessive absences and lateness and the impact it has on student achievement. • Network and school support staff will be contacted for support as needed. 			teacher, guidance counselor, and BFSC support staff
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Funding will be allocated to purchase certificates and ensure all attendance team members are provided common meeting time.</p> <p>Pupil Accounting Secretary</p> <p>Attendance team/teacher</p> <p>School aides</p> <p>Certificates</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Progress will be monitored daily and monthly through teacher reports and ATS. The Attendance Committee will monitor the progress using the following benchmarks. A .5% increase in compounded daily attendance by November 2015(95.2%), 1% increase by February 2016 (95.7%), a 1.5 % increase by April (96.2%)and a 2% increase by June 2016 (96.7%).</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

P.S. 217 has many teacher teams.

Current teams include;

- The Professional Learning Committee
- Curriculum Writers
- Inquiry
- SLT
- School Implementation Team
- ESL/LTP
- Attendance Team
- MOSL Committee
- Behavior Intervention Team
- Safety Committee

These teams meet regularly to analyze and discuss student performance and instruction vertically and across grades. Data trends indicated a need to improve outcomes for ELL’s and SWD’s.

In response to this need we employed the help of specialists to train the staff. An ESL/SWD specialist engaged teacher in a series of instructional and co planning activities to provide greater access to the common core for these subgroups. Additional support was sought in the area of behavior. To better address the emotional and behavioral needs of students, two teacher teams participated in a training provided by SUNY Albany and the Center for Autism Related Disorders.

These trainings helped build teacher capacity to work in teams and become more proficient in the areas of focus.

Results from the 2014-15 Quality Review Preliminary Rating Form

Instructional Core

Quality indicator 1.1 (Proficient) Ensure engaging, rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common core learning standards and/or content standards

Quality indicator 1.2 (Well Developed and Area of Celebration) Develop teacher pedagogy from a coherent set of beliefs about how students learn that is informed by the instructional shifts and the Danielson Framework for Teaching, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.

Quality indicator 2.2 (Well Developed) Align assessments and curricula use on-going assessment and grading practices and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Systems for Improvement

Quality indicator 4.2 (Proficient, area of focus)

Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

The data indicates the need for all teachers to engage in inquiry based structured professional collaborations to strengthen their capacity to provide rigorous instruction to their students.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the teachers will engage in inquiry based structured professional collaborations to strengthen instructional capacity and increase student achievement. Teacher participation will be monitored 3 times a year, November (50%), February (75%) and March (100%) and measured through attendance sheets, team agendas and action plans.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The Professional Learning Committee will analyze student achievement and teacher performance data, conduct staff surveys to determine professional development priorities and use this data to develop a yearlong professional learning plan	Teachers and students	6/15-6/16	Administration, teachers, coaches and support staff.
Teacher teams will meet systematically to analyze key elements of teacher work including classroom practice, assessment data, and student work resulting in shared improvements in teacher practice and student achievement. Data analyzed at meetings will be used to revise curriculum, identify professional learning needs and adjust student learning targets. Data will be disaggregated to track the progress of specific subgroups. (SWDs and ELLs)	Teachers	9/15-6/16	Administration, teachers, coaches, assessment coordinator and support staff
Distributed leadership structures will be developed so that there is effective teacher leadership and that teachers play an integral role in key decisions that affect student learning across the school.	Teacher teams	6/15-6/16	Administration and team leaders
Collaborative teams will provide workshops, meetings and information to build parent capacity to advocate and improve achievement for their children.	Parents	9/15-6/16	Community partnerships, District support, administration. Collaborative teams, parent coordinator, PA and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Distributive leadership is supported through common planning time. Monday Professional Learning, Voluntary meetings, the Ambassador program and monthly articulations with supervisors.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

On-going progress of Collaborative teams will be monitored by the administration and team leaders through schedules, attendance, team agendas, action plans and minutes. Progress toward the goal will be measured by the following benchmarks: by November 50% teacher participation, February 75% teacher participation and March 100% teacher participation.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

2014-15 Quality Review Preliminary Rating Form

Instructional Core

Quality Indicator 1.1 Proficient

Ensuring rigorous and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning standards.

Quality Indicator 1.2 Well Developed (Area of Celebration)

Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts an Danielson Framework for Teaching, aligned with the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work.

Quality Indicator 1..2 Well Developed

Align assessments to curricula, use-ongoing assessment, and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

2014-2015 Analysis of Advance Data (MOTP ratings)

Domain 1 38% of the teachers were rated as Highly effective

Domain 2 61% of the teachers were rated as Highly effective

Domain 3 27% of the teachers were rated as Highly effective

Domain4 52% of the teachers were rated as Highly Effective

The data indicates an need to improve teacher practice in Danielson Domain 3.

Domain 3 addresses

Questioning and discussion, engaging students and using assessment in instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will demonstrate a deeper understanding and improve instructional practice in Domain 3 on the Danielson Framework for Teaching as evidenced by a 10% increase in teachers rated as highly effective as measured through Advance, learning walks and peer observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administrative and teacher teams will closely monitor teacher performance through frequent observations. Administrative and teacher teams will provide timely and actionable feedback to improve teacher practice.</p>	<p>Teachers</p>	<p>9/15-6/16</p>	<p>Administration, teacher teams, data specialist, ambassadors, district support, and coaches.</p>
<p>Teacher teams will engage in professional learning to improve instructional practices to promote higher order thinking and foster conversations among students, to increase the level of student engagement and increase opportunities for self and peer assessment.</p>	<p>Teacher teams, teachers</p>	<p>9/15-6/16</p>	<p>Administration, teacher teams and teachers</p>
<p>Collaborative teacher teams will enhance curriculum maps with specific strategies for ELLs and SWDs to improve engagement, discussion and higher-order thinking skills.</p>	<p>Teacher teams, teachers</p>	<p>9/15-6/16</p>	<p>Administration, teacher teams, coaches, teachers.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Scheduling and Pre Diem and Per session allocations for professional learning and co-planning

Funding for Coverages teachers to attend and conduct specialized learning opportunities.

Money allocated for teachers/administrators to attend professional learning outside of the school.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there will be a 10% increase in teachers receiving Highly effective ratings in Domain 3 of the Danielson Framework for Teaching.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The 2013-2014 School Survey indicates that how parents feel about the school culture/ environment at P.S. 217

99% of the parents agree or strongly agree that their child’s school makes them feel welcome.

97% of the parents agree or strongly agree that their child’s school communicates in a language that they understand.

99% of the parents agree or strongly agree that their child’s school is safe.

92% of the parents agree that teachers and staff treat all students with respect.

99% of the parents agree or strongly agree that the school keeps them informed about what their child is learning.

99% agree or strongly agree that they are kept informed about services such as tutoring, after-school programs, or workshops at school

98% of the parents agree or strongly agree that their child has teachers who are interested and attentive when they discuss their child.

During the 2014-2015 school year, P.S. 217 has offered an wide variety of family workshops and events targeted to the needs of the school and community.

- Grade orientations
- Individual Conferences
- Grade Conferences
- ELA and Math Night/CCSS Exam
- Science Night
- Garden/Harvest Festival
- Spring Carnival/Winter Festival
- School Website
- Dial-a Teacher/Homework Help

- Grade level Go Math Workshops
- Workshop for ASD Programs in Community Schools
- Workshop on Summer Activities for students with Disabilities
- Writing Celebrations
- Cultural Celebrations
- Conversation Partners
- Garden Concerts
- Library-Open Access
- Book Fairs
- Potlucks
- Movie Night
- Game Night
- Chorus Concert
- School Plays

The P.A. developed and special committee with the specific purpose of increasing parent involvement.

P.S. 217 experienced Increase in number of learning opportunities and events (workshops, information sessions, group and individual meetings) held for the 2015-2016 school year.

P.S. 217 experienced increase attendance at school learning opportunities and events as evidenced by attendance and sign in sheets.

The P.A. formed a special committee with the specific purpose of increasing Community involvement. P.S. 217 seeks to build upon the solid increase in Family/Community involvement.

The Data Indicates a need to increase parent participation and representation among all groups to better reflect the the diverse composition of the school.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders and staff will continue to improve partnerships with family and community through ongoing learning opportunities, workshops and events. This will result in a 20% increase in participation as evidenced by attendance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Through open communication and on-going needs assessments parents will be invited to be active members in their child’s education.</p> <p>Several opportunities will be provided to build capacity for strong parent involvement. Meetings will be scheduled at various times to increase parent attendance.</p>	<p>Parents</p>	<p>9/15-6/16</p>	<p>Administration, Community Leaders, Community organizations, District support, coaches, Parent’s Association, Parent Coordinator, SLT, teachers, and school support staff.</p>
<p>Continue and expand upon the work of the current Parent Engagement Committee. To increase family participation in school meetings and events members will engage in parent outreach in the preferred language of our families. Letters, invitations and notices will be translated and events will be scheduled to reflect the rich cultural diversity of the school community.</p>	<p>Parents</p>	<p>9/15-6/16</p>	<p>Parent Coordinator, PA, Engagement Committee</p>
<p>Events will be scheduled to celebrate the rich diversity of the school and community.</p>	<p>School and community</p>	<p>9/15-6/16</p>	<p>Administration, Community Leaders, Community organizations, District support, coaches, teachers, and school support staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Diem and per session teacher and administrator lines will be allocated to support the following activities;

- Parent Outreach Coordinators/ Languages of Student/Parent population
- Parent Handbook
- Conversation Partners
- Cool Culture Subscriptions for Kindergarten Families
- Translation services
- Automated messaging service
- School Newsletter (411)
- Library Open Access
- Garden Concerts
- School Billboard
- School Website

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The Community engagement activities will be monitored for ;

Number of offerings, alignment with school/community needs, time of day, attendance and diversity.

The goal will be measured through number of offerings, attendance at the events and surveys analyzed by the following scheduled Benchmarks. A review of all parent engagement opportunities will reviewed for attendance, diversity and alignment on the following schedule, 11/15, 2/16 and 5/16. Parent participation will reflect a 10% increase by 2/16 and 20% increase by 6/16.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students identified by State assigned cut off score	Repeated readings direct instruction in specific comprehension strategies	Small group setting.	During the school day and after school
Mathematics	Students identified by State assigned cut off score	Math fluency drills in basic operations, Problem solving strategies,	Small Group setting.	During the school day and after school
Science	Students identified as not meeting/approaching grade level standards	Remediation in student specific areas of needs.	Small group setting.	During the school day
Social Studies	Students identified as not meeting/approaching grade level standards	Remediation in student specific areas of needs.	Small group settings within the classroom setting	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SIT/RTI team determination or parent request.	Dependent on student need.	Individual and/ or group settings.	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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 City University of NY. This institution provides student observers who often evolve into our faculty. • Mentoring and New Teacher Induction Committee • Our Arts program employs volunteer artisans and professional teaching artists. These artist/educators assigned to discipline specific clubs and programs. • Multiple opportunity to acknowledge and celebrate teacher success and accomplishments • Nurturing Teacher Leaders through distributed leadership.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • The Professional Learning Committee will conduct staff, student and instructional needs assessments that will be used to plan a yearlong calendar of professional development that focuses on deepening pedagogical, curricular learning and effective collaboration. • 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 classroom practice to improve student achievement. • Professional learning will cohesive, targeted and be differentiated to the needs of the staff.

- Teacher leadership will be encouraged and supported.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. 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.).

- Family tours
- Student and parent visits prior to September for pre-registered students.
- Open House
- Open Schools Week
- Parent Coordinator sponsored “Breakfast in the Garden” for new families.
- Community Based Organizations (CBO) are invited to tour and participate in orientation and transition activities.
- Parents of transitioning student with disabilities are invited to visit the school and School Implementation team to provide support with turning 5 transitions to Kindergarten

4b. 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.

Decisions regarding assessments are made collaboratively and directed by the MOSL Committee. Teacher teams meet regularly to analyze student progress both horizontally and vertically. This data is using to adjust curriculum and inform professional learning.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	939,622.00		
Title II, Part A	Federal	170,799.00	X	4a,5b, 5a,5c, & 4b
Title III, Part A	Federal	34,168.00		
Title III, Immigrant	Federal	0	X	4a, 5b,& 5a
Tax Levy (FSF)	Local	5,902,365.00	X	4a,5b, 5a,5c, & 4b

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **P.S. 217**, 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 the school and the families. The 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 the school community. **P.S. 217** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC) Template

P.S. 217 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- 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 to 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.

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: <u>Colonel David Marcus</u>	DBN: <u>22K217</u>
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: <u>120</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

-
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

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

Part C: Professional Development

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. 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	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Franca Conti	Assistant Principal Maria Lucy Buckley
Coach type here	Coach Marina Shapiro, Data/Testing
ENL (English as a New Language)/Bilingual Teacher Jodi Abrams	School Counselor Reverly Holder
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Liana Mara Dubovici
Related-Service Provider type here	Borough Field Support Center Staff Member Cheryl Watson-Harris
Superintendent Julia Bove, District 22	Other (Name and Title) A. Ponce de Leon, Psychologist

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1161	Total number of ELLs	269	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	269	Newcomers (ELLs receiving service 0-3 years)	236	ELL Students with Disabilities	43
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	33	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	236	0	27	33	0	16	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

Freestanding English as a New 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	19	5	6	6	5								0
Chinese	1	2	0	0	0	0								0
Russian	4	2	2	1	2	1								0
Bengali	9	14	4	3	1	1								0
Urdu	18	12	9	5	11	8								0
Arabic	0	3	3	1	1	0								0
Haitian	0	0	0	0	1	0								0
French	0	0	1	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	1	1	0	0	0	1								0
Polish	1	0	0	0	0	0								0
Albanian	1	1	0	0	0	0								0
Other	21	20	14	14	14	6								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		9	3	2	5	6	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)		11	4	3	9	2	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)		13	2	1	4	3	0	0	0	0	0	0	0	0
Expanding (Advanced)		38	24	34	17	12	0	0	0	0	0	0	0	0
Commanding (Proficient)		9	11	16	4	9	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	1	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	8	9	16	4	9								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	23	7	1	0	0
5	18	10	1	1	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	2	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	10	7	14	5	1	1	0	0	0
5	11	3	10	1	5	0	1	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	9	1	10	1	10	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 Kindergarten through fifth grade. All of these results are reviewed and discussed with individual teachers 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 By analyzing data patterns across performance levels on the NYSITELL and NYSESLAT, it was revealed that across the grades, there was a significant increase in transitioning, expanding and commanding levels on the 2014-15 NYSESLAT exam. Overall, 69% of students who participated in the NYSESLAT assessment performed at levels 4 and 5 (expanding and commanding).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 AMAO tool provides teachers with very specific information regarding student performance and various reasons that students do not progress accordingly. The Data Specialist will use the AMAO tool to determine the progress of all English Language Learners once the information is provided. Students not making appropriate progress will be offered intervention services. The data reveals the majority of our at risk students is attributed to excessive and/or long term absence.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. Based on test analysis of the NYSESLAT 2013-14 and 2014-15, we noticed an increase of level three and four or expanding and commanding levels throughout the grades. We also reviewed and analyzed NYS ELA and Math exams, and came to the conclusion that overall performance in math is higher than ELA across grade levels. For example, in grade three, 3.2% of our ELL students performed on levels 3 and 4 in ELA where in math it was 21.1%.
- b. When the ELL periodic assessments are given in the fall, we use this data as a baseline. The data specialist reviews and disseminates results to the ENL and classroom teachers. We look at trends for strengths and weaknesses to inform instruction. The results of the spring ELL periodic assessments are analyzed to show student growth and/or progress.
- c. The home 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). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
- Tier 1: Data is collected by the classroom teacher in various ways, including F&P, MOSL Performance Assessments, Tasks, Math chapter tests and quizzes, teacher-created literacy assessments to identify a student's English Language Proficiency. Through collaboration with the classroom teacher, during a common prep period, the classroom teacher and ENL teacher share the data. The ENL teacher also provides the classroom teacher ENL strategies to use with the entire class, for example, scaffolding instruction and providing appropriate and relevant content.
- Tier 2: The ENL teacher provides small group instruction within the classroom, based on the needs of students.
- Tier 3: Moves the focus from small group to individualized intensive intervention. This is provided during an AIS period, which each ENL teacher has scheduled in their program.
6. How do you make sure that a student's new language development is considered in instructional decisions?
We program students with regard to their English proficiency level based on NYSESLAT and NYSITELL 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:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- At this time, we do not have a request for dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
NYSESLAT data reveals that our schoolwide ESL program is a success. The comparison of NYSESLAT of 2012-2013 and 2013-2014 shows a 4% increase in level 4, 1% increase in level 3, 3% decrease in level 2 and 2% decrease in level 1.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

ELL Identification Process

Step 1: All families of new students are administered the Home Language Identification Survey in English or their home language. Trained pedagogues, with Bilingual staff and ENL teachers, are on hand during registration to ensure that the HLIS is administered correctly, and to perform an informal oral interview to help determine the child's OTELE code. During the interview, the child is asked, his/her name, how old he/she is, what is their favorite food and what is their favorite game to play. Bilingual staff members are available if needed in the following languages; Urdu, Spanish, Russian, Chinese, Bengali, Haitian Creole, Albanian and Arabic. If we need another language that we cannot provide in house, we call the Translation Unit. The following staff members may be called to administer the HLIS: Ms. Abrams, Ms. Simnowitz, Ms. Tilis, Ms. PengYao, Ms. Gundareva. These staff members are all trained pedagogues.

Step 2:

All Home Language Identification Survey forms are reviewed to determine student's eligibility for NYSITELL testing and placement in the appropriate ENL classes within ten days of enrollment. In any case where the child's home language is in question, the family is called by a trained pedagogue to gather more information for the HLIS. Students with OTELE codes other than "NO" are administered the NYSITELL within the ten days. All ENL teachers have been trained and participate in the administration of the NYSITELL. Spanish LAB is administered to Spanish speaking students who are eligible for ENL according to the NYSITELL

score. Students eligible for ENL services are grouped according to need and mandate, and are scheduled for appropriate services. In the spring, all English Language Learners, including those who are NYSAA students are administered the NYSESLAT to determine achievement and future eligibility for ENL services. All students are administered the NYSESLAT until they achieve the commanding level.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During registration and interview, parents are asked to provide any report card or documentation from child's schooling in native country. Administer the SIFE Oral Interview Questionnaire within 30 days from initial enrollment. The SIFE Oral Interview includes, personal and language information, family and home background, educational history, language and literacy practices.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The LPT members are as follows but not limited to; an administrator, an ESL teacher, the school psychologist and any other special related service providers. The student's parent must also be present, along with a translator in the language or mode of communication the parent or guardian best understands. The LPT will determine if the student should take the NYSITELL, based on the HLIS and the interview with the parent and student indicates a language other than English as well as the information provided by the Committee on Special Education as to whether the student's disability is the determining factor affecting whether the student can demonstrate proficiency in English. If it is determined that the student should take the NYSITELL, then it is administered and process is completed. Upon completion of NYSITELL, the child is placed accordingly. If it is determined that the disability is the determinant factor affecting whether the student can demonstrate proficiency in English, then it is sent to the principal for review. If the principal rejects the LPT's decision, then the NYSITELL is administered. If the principal accepts the decision, then it is sent to the superintendent for an final decision. Parent or guardian is notified within three school days of the decision in their preferred language. The superintendent has ten school days to reject or accept the LPT's recommendation. The form is then placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Upon completion of scanning and scoring of NYSITELL, entitlement and non-entitlement notification letters are sent home accordingly. First, a list of students by their native language is created. Then we arrange the parent orientation meetings. Then we send home the Entitlement letters in the native language and English inviting parents to attend the meeting. At the meetings, parents view a video and are informed of the ELL programs that are offered within the NYC public school system. Non-entitlement letters are sent home to parents or guardians informing them that their child does not require ENL services. Ms. Abrams, ENL teacher is responsible for overseeing this process.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are notified through a written Entitlement letter or non-Entitlement letter as well as verbal communication as to their right to appeal ELL status. Ms. Abrams, ENL teacher, sends letters home to families and keeps copies of all documentation on file in her office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within 10 days of admission, parents or guardians of newly enrolled students eligible to receive ESL services have the opportunity to attend orientation sessions which provide information in English and their home language, on the different program options available. These are scheduled as soon as the NYSITELL scores are available 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 ENL students are notified in English and the home language of their child's placement in the appropriate ENL program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

In addition to sending home written notification to the parents about the orientation, staff members who speak the home language of the parent call the home and invite the parent. 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 ENL teacher and complete the forms. Parents or guardians of students admitted to the school throughout the school year, receive a one-on-one orientation with a fully certified ENL teacher.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

A list is compiled of the names of students whose forms have not been returned. We continue to invite parents to come in to complete the Parent Survey and Program Selection. Upon completion of the form it is placed in the child's cumulative folder and a copy is kept on file.

9. Describe how your school ensures that placement parent notification letters are distributed.
Placement letters are sent home with the students. They are provided in English and/or the home language, when available. Ms. Abrams, ENL teacher, stores all copies of documentation in her office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
For each ELL student, the original Home Language Identification Survey, Program Survey and Selection form are placed in the student's cumulative folder. A copy of the required forms are kept on file in the ESL office.
11. 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, 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 and Special Education designation, along with the four sessions. As students complete each session, the ENL teachers checks the completed column. The testing coordinator also ensures that each student completes all four sessions of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement letters are sent home in the native language and English for the parent or guardian to sign and return to school. The signed letter is kept on file in the ESL office, with copies of the HLIS and Parent Survey and Program Selection forms by Ms. Abrams, ENL teacher.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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 ENL. Systematic and periodic review of the parent survey letters reveal that the prevailing choice at P.S. 217 is the Freestanding ENL program. The review of Parent Survey and Program Selection forms for the past few years indicated that ENL 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 ENL 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 ENL program requirements. All sessions are conducted in English and the home language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Our freestanding ENL program is both heterogeneous(mixed proficiency levels) and homogeneous(same proficiency levels). ENL teachers push-in to the general education classroom, ICT or self-contained special education classroom and co-teach with the classroom teacher. The also take small groups of ELL students based on proficiency level and needs. The classroom teacher and ENL teacher share a common prep period to plan together and share data.
 - b. TBE program. *If applicable.*

At this time, we do not have a TBE program, as per parent choice.
 - c. DL program. *If applicable.*

At this time, we do not have a DL program, as per parent choice.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering and Emerging level students receive 360 minutes (180 minutes standalone and 180 integrated ENL for entering and 90 minutes standalone and 180 minutes integrated and 90 flexibility. Transitioning level students receive 90 integrated ENL and 90 minutes flexibility. The Expanding level students receive 180 minutes integrated ENL. Commanding level students receive 90 minutes integrated ENL.

The push-in program offers ENL in an integrated setting. Special education students determined to be ELL based on their NYSITELL or NYSESLAT score receive services in accordance with their Individualized Education Program (IEP). At this time, there is no Home Language Instruction because there is no bilingual program currently at P.S. 217.
3. Describe how core content is delivered in each program model. 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 ENL teacher and the Classroom teacher, in English, using ESL methodology. A strong emphasis on academic language is a cornerstone of our ENL program. Our curriculum is aligned with the CCLS, which is continually revisited and adjusted to meet the needs of all students. English Explorers and Early 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. We also use Anchor Comprehension Workshop from Benchmark , which uses large posters with visuals and oral language strategies using nonfiction.
4. How do you ensure that ELLs are appropriately evaluated in their home 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 ENL 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Plan for SIFE

Although we have no 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 with an ENL teacher according to their educational needs. The ENL teacher will provide scaffolds(modeling, bridging, visualization) to ensure SIFE students meet the benchmarks for their grade level.
 - b. Plan for newcomers

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

part of our Title III funding, afterschool programs were offered for Kindergarten through second grade beginners to strengthen basic reading and writing skills, as well as listening and speaking.

c. Plan for ELLs receiving service 4-6 years

ELLs receiving service 4-6 years are analyzed carefully through our ENL 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 ENL teacher and through AIS providers and technology based programs in the classroom. As part of our Title III funding, Saturday programs were offered to grades three through five students for intervention using a co-teaching model with an ENL teacher and a content area teacher. These students are identified for continued testing modifications as required, such as extended time, special location, bilingual glossaries and translations for content area exams.

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. As part of our Title III funding, Saturday programs were offered to grades three through five for students who needed intervention using a co-teaching model with an ENL teacher and a content area teacher. Long term ELLs students are identified for continued testing modifications as required, such as extended time, special location, bilingual glossaries and translations for content area exams.

e. Plan for Former ELLs

Commanding students are identified for continued testing modifications as required, such as extended time, special location, bilingual glossaries and translations for content area exams. They receive support for two years through our ENL push-in program and receive 90 minutes mandated service.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she must consult with the superintendent or her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days

8. 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 their 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 English Explorers and AWARD Reading. Benchmark English Explorers are theme based science and social social leveled books. The same topic is presented in four different ELL levels. The English Explorers provide photos, audio CDs, glossaries, vocabulary and comprehension support. The English Explorers are used with students in grades 3 through 5. Award Reading provides leveled nonfiction and fiction texts in print and digital. Students can work independently on the computer to foster language development through phonics and fluency. Award Reading is used with students who are entering and emerging in kindergarten through fifth. Some instructional strategies that ENL teachers use are TPR, graphic organizers, sentence frames, accountable talk stems and the Marzano vocabulary method.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ENL 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 education students are often mainstreamed into general education classes for ENL or literacy instruction. All students have access to a rigorous curriculum, based on the school's CCLS based curriculum maps as well as ESL curriculum maps.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

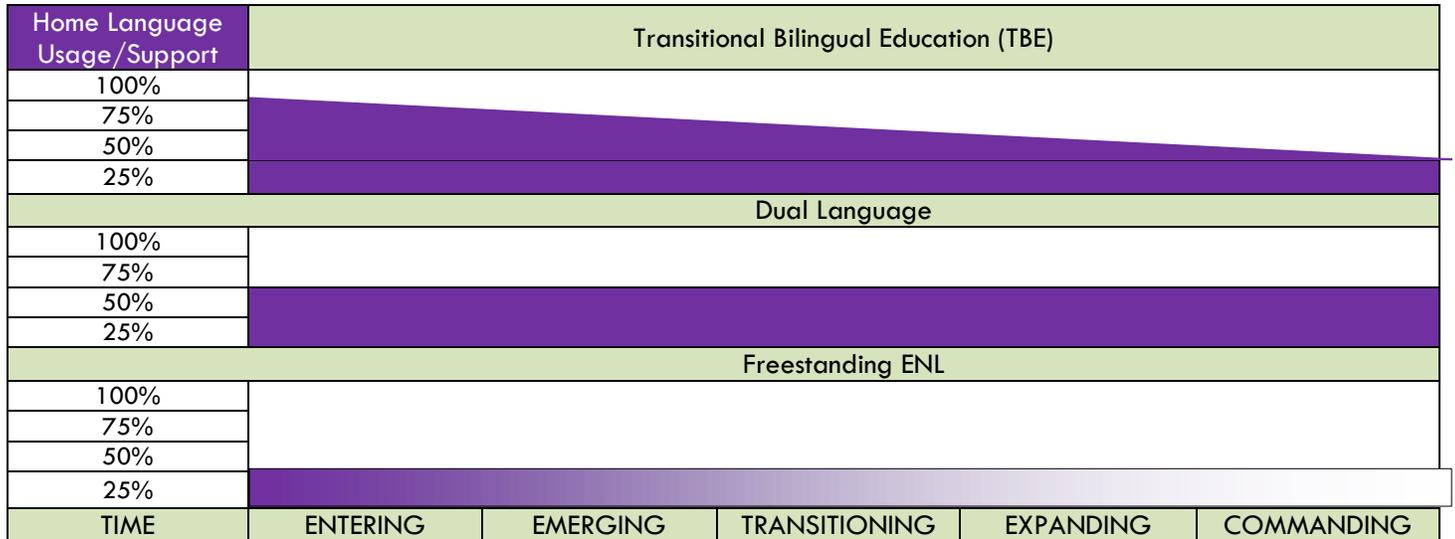


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. 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. ENL teachers provide AIS one period per week to at risk students, in addition to their mandated ENL service. These groups are flexible and rotate according to need.
11. 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 ENL instruction integrated into the classroom meets the needs of the ENL 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 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/informal basis. Teachers meet with guided reading groups daily to determine movement of reading levels. This data is reviewed on a weekly basis.
12. 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 which include Go Math, Super Kids(kindergarten only) Foundations(first and second grade only) A new program that we used during our ESL afterschool program was Anchor Comprehension Workshop from Benchmark Education.
13. What programs/services for ELLs will be discontinued and why?
There will no longer be self-contained ENL kindergarten due to staff licensing and funding restrictions.
14. 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 magnet arts afterschool 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 in grades kindergarten through second grade were invited to an afterschool intervention program and intermediate and advanced students were invited to a Saturday intervention program.
15. What instructional materials, including technology, are used to support ELLs? Include core 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, Anchor Comprehension Posters and NYSESLAT preparation materials. ENL 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 are also available to teachers for use with LEP students as appropriate.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home 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 homelanguage. An Urdu speaking Family Worker supports selected beginners with additional push-in tutoring. Other bilingual school staff assist students in their home language whenever feasible. Translators from our school staff are employed for parent events and outreach. Math and Science state exams are administered with translations for every language.
17. Explain how the school ensures all required services/resources support and 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, our Kindergarten classes use a phonics/reading program, titled SuperKids. Both the ENL push-in Kindergarten teacher and the classroom teacher support the kindergarten curriculum through our curriculum maps. Every ENL teacher receives a copy of the grade appropriate curriculum maps for the grades they service. This affords the ENL teacher a better opportunity to work collaboratively with the classroom teacher. Our curriculum on every grade include modifications for ELL students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
At this time, there are no ELL program that take place before the beginning of the school year. All new ELLs are invited to participate in the various programs offered at the school.
19. What language electives are offered to ELLs?
At this time, we do not have language electives.
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

At this time, as per parent requests, we do not have a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All staff at P.S. 217 have the benefit of a 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 ENL instruction. All teachers participate in workshops presented by school specialists in literacy, math, technology, and ESL. In addition, ENL 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. Teacher teams meet weekly to examine student work and engage in the inquiry process during the Monday Professional Development. Last year a Bilingual Special Education Specialist provided professional development to our ENL teachers, as well as our special education teachers and paraprofessional. Some of the topics included, co-teaching, academic language, and multi-lingual students at risk.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our ENL teachers are invited to attend ELL specific workshops at Fordam University and the district office. Then the teachers turnkey what they learned on Professional Development Mondays. ENL teachers are also included in all content area professional development that pertain to the CCLS. ENL teachers are also included in unit planning for all content areas.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The parent coordinator invites and assists families with the application process for middle school during a Middle School meeting . She also disseminates information about middle school opportunities and open houses.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

On Monday and Tuesday during afterschool, as part of the Professional Development hours, PS 217 will provide a minimum of 15% of the required PD hours for all teachers prescribed by CR Part 80 . The Professional Development is dedicated to language acquisition and includes a focus on best practices on co-teaching strategies and integrating language and content instruction for ELLs. For ENL teachers a minimum of 50% of the required PD hours is dedicated to language acquisition in the content area. Agendas and attendance will be collected and stored in the staff developers office.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Meetings are scheduled on Tuesday after school. At this time the classroom and ENL teacher meet with parents to discuss their child's progress. Translators are available when needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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. Bilingual Paraprofessional, Family Workers and School Aides assist with outreach on a regular basis. We also have ongoing participatory programs such library hours for parents on Tuesday afternoons and community garden activities throughout the year. Oral translations in Urdu, Bengali, Russian and Spanish are provided through school staff and parent volunteers. Through our Title III funding, we were able to host Saturday Parent-Child Literacy workshops focusing on early literacy skills.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with Pupperty in Practice which provides workshops for parents as well as students.

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

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

6. How do your parental involvement activities address 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 afternoon library hours. Oral translation services by bilingual school staff and parent volunteers are available at all functions.

D. Additional Information

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

School Name: Colonel David Marcus School

School DBN: 22K217

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
FRANCA CONTI	Principal		10/30/15
MARIA LUCY BUCKLEY	Assistant Principal		10/30/15
LIANA MARA DUBOVICI	Parent Coordinator		10/30/15
JODI ABRAMS	ENL/Bilingual Teacher		10/30/15
TANZIN FARHANA & SOPHIA MCGEE	Parent		10/30/15
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
DEBRA COFFEY	Coach		10/30/15
REVERLY HOLDER	School Counselor		10/30/15
JULIA BOVE	Superintendent		10/30/15
CHERYL WATSON-HARRIS	Borough Field Support Center Staff Member		10/30/15
MARINA SHAPIRO	Other <u>DATA/TESTING</u>		10/30/15
ALEXANDRA PONCE DE LEON	Other <u>PSYCHOLOGIST</u>		10/30/15
DONNA DI-TUCCI CAPPIELLO	Other <u>ASSISTANT PRINCIPAL</u>		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 22K217

School Name: Colonel David Marcus School
Superintendent: Julia Bove

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

PS 217 reviews data collected from ATS(Place of Birth Report),Home Language Report, 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The languages spoken at PS 217 are Urdu, Bengali, Spanish, Albanian, Arabic, Cantonese, Farsi, French, Georgian, Haitian Creole, Mandarin, Nepali, Pashto, Polish, Punjabi, Russian, Tadjik, Tibetan, Uzbek, Romanian .

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent Teacher Conferences

- Grade orientations
- Individual Conferences
- Grade Conferences
- ELA and Math Night
- Science Night
- Garden/Harvest Festival
- Spring Carnival/Winter Festival
- Grade level Go Math Workshops
- Writing Celebrations
- Cultural Celebrations
- Conversation Partners
- Garden Concerts
- Library-Open Access
- Book Fairs
- Movie Night
- Game Night
- Chorus Concert
- School Plays

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation needs are provided by school staff, consisting of bilingual teachers, paraprofessionals and school aides, as well as, parent volunteers.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We will ensure that all staff members are aware of how to use the translation services and the over the phone interpretation services will be through the Staff handbook and Grade level meetings

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The mechanisms PS 217 will use to gather feedback from parents will be through parent surveys and feedback from workshops.