

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**School Name:**                       **J.H.S. 217 ROBERT A. VAN WYCK**

**Principal:**                           **PATRICK MICHAEL BURNS**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Robert A Van Wyck School Number (DBN): 28Q217  
6-8  
Grades Served:  
School Address: 85-05 144 Street Briarwood Queens NY 11435  
Phone Number: 718-657-1120 Fax: 718-291-3668  
School Contact Person: Patrick Burns Email Address: Pburns3@schools.nyc.gov  
Principal: Patrick Burns  
UFT Chapter Leader: Mark Faraci  
Parents' Association President: Co-Presidents: Nicole Lopez and Anna Cabrera  
SLT Chairperson: Mark Faraci  
Title I Parent Representative (or Parent Advisory Council Chairperson): NA  
Student Representative(s): NA

**District Information**

District: 28 Superintendent: Mrs. Muniz-Sarduy  
Superintendent's Office Address: 90-27 Sutphin Blvd, Rm 242, Jamaica NY 11435  
Superintendent's Email Address: msarduy@schools.nyc.gov  
Phone Number: 718-557-2618 Fax: 718-557-2623

**Borough Field Support Center (BFSC)**

BFSC: D28 Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Boulevard Queens NY  
Director's Email Address: mwilks@schools.nyc.gov

Phone Number: 718-281-3529 \_\_\_\_\_ Fax: \_\_\_\_\_

## 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)
Patrick Burns	*Principal or Designee	
Mark Faraci	*UFT Chapter Leader or Designee	
Nicole Lopez	*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	
Karen Phillips	Member/ Teacher	
Katherine Napolitano	Member/ Teacher	
Jennifer Millar	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Zoila Galarza	Member/Parent	
Adel Mohammed	Member/ Parent	
Veronica Wade	Member/Parent	
Maria Echevarria	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

Our mission statement: We encourage our students to share the pride, respect and responsibility we feel, so that they can join us in learning, in order to build a better community. We undertake this endeavor with parental collaboration. We reach for excellence, by fostering critical thinking skills and creative problem solving opportunities. We consistently provide students the opportunity to find their independent voice, and to use that voice to contribute to the betterment of our world.

Our Instructional Focus:

Teachers will design coherent instruction driven by the common core learning standards that is aligned to learning objectives and informed by student specific real-time data. This instruction includes higher order questions that compel authentic student-to-student questioning and discussion while frequently assessing student understanding throughout the lesson across all classrooms in order to demonstrate flexibility of student groups and differentiation through the use of scaffolds or extensions that develop academic skills, and support college and career readiness.

Our school is a 6 - 8 middle school with 1,581 students, 92 teachers, 14 paraprofessionals, 3 assistant principals, one bilingual parent coordinator, 4 deans, 4 guidance counselors, one school psychologist, one part-time bilingual school psychologist (Spanish), one shared school social worker, one family worker, 4 school safety officers, 10 school aides , 6 cafeteria staff, and 4 custodial staff members.

- 53% Male, 47% Female
- 44% Hispanic/Latino, 36% Asia, 12% Black, 6% White
- Languages spoken at MS 217; English, Spanish, Bengali, Urdu, Arabic, Punjabi, Russian, French, Chinese, Haitian Creole, Tagalog and Hebrew
- 16% of our students have an Individualized Educational Plan (Our IEP (Individualized Educational Plan) students are diverse in services: ICT, 12:1, 12:1:1, SETTS, APE, OT, mandated counseling)
- 17% of our students are English language Learners - Commanding 18%, Expanding 40%, Transitioning 10%, Emerging 9%, Entering 21%

**Academic statistics:**

● **School Quality Snapshot score of Excellent on “Improvement on the NYS ELA test** - : How much students at this school are learning each year. It is determined by comparing each student's test score in 2014 to the test scores of other students with the same test score in 2013 to see how much the student has grown academically.”- **For All Students group**

● **School Quality Snapshot score of Good on “Improvement on the NYS ELA test** -: How much students at this school are learning each year. It is determined by comparing each student's test score in 2014 to the test scores of other students with the same test score in 2013 to see how much the student has grown academically.”- **Lowest Performing Students group**

● **School Quality Snapshot score of Excellent on “Improvement on the NYS Math test** -: How much students at this school are learning each year. It is determined by comparing each student's test score in 2014 to the test scores of other students with the same test score in 2013 to see how much the student has grown academically.”- **All Students group**

● **School Quality Snapshot score of Excellent on “Improvement on the NYS Math test** -: How much students at this school are learning each year. It is determined by comparing each student's test score in 2014 to the test scores of other students with the same test score in 2013 to see how much the student has grown academically.”- **Lowest Performing Students group**

● **92% of Our school’s former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation. City average = 88% District 28 Average = 90%**

#### **Closing the Achievement Gap :**

How well this school is serving English Language Learners, students with special needs, and students with low past performance. This is based on progress on the state test: comparing the 2014 test scores for each student to other students with the same test score in 2013 to see how much each student has grown academically.

Improvement by student group on the State English test compared to other students who scored at the same level last year:

- English Language Learners - score of Good
- Students with Special Needs - score of Excellent
- Lowest Performing Students - score of Good

Improvement by student group on the State math test compared to other students who scored at the same level last year:

- English Language Learners - score of Good
- Students with Special Needs - score of Excellent
- Lowest Performing Students - score of Excellent

#### **Academic Courses:**

- English Language Arts
- English Second Language
- Mathematics - Common Core Algebra Year One (Covered as a three year sequence culminating in NYS Regents credits)
- Science - Living Environment Regents (Covered as a three year sequence culminating in NYS Regents credits)
- Languages Other Than English (Spanish, and Latin)
- Visual Arts
- Media Arts
- Green Magnet Production Company
- Choral Music
- Dance (Ballet, Jazz, Modern)
- Band
- Social Studies
- PE
- Health

### **Academic Intervention/Extension Services**

- Small group targeted instruction (AIS)
- Achieve 3000, Wilson Rewards
- 6th Day of School Saturday Academy
- EDGE program
- EDGE ELL Program
- Regents Test prep
- Specialized HS Prep

### **MS 217 Clubs/Teams:**

- CHAMPS Middle School Sports and Fitness League - Basketball, Soccer, Volleyball
- Cheerleading (Competitive)
- Beat the Streets Wrestling
- NYCDOE Middle School Basketball League
- Swim Team
- Young Debaters (Competitive)
- Rock Band
- Codesters (Coding team)
- LEGO Robotics
- CASA Intrepid
- Gourmet Gurus Cooking Club
- MS 217 Green Team
- Drama Club (Performing)
- Peer Tutors
- Men of Strength (Mentoring)

- Young Women of Power (Mentoring)
- Heart Surgery Club
- School Wellness Club
- Pollinators Garden Club
- Social Media Design
- Peer Leaders w Margaret's Place
- Peer Mediators
- Teach For the Future
- Magic Box Theater

**Data Systems:**

- PupilPath - Student information system providing real time communication, academic, and social development actionable data.
- DataDrivenClassroom (DDC) assessment system - pre and post grade-wide standard targeted assessment data collected and analyzed

**Family & Community Engagement/Partnerships:**

- Monthly Parent Instructional Learning Walks
- Family Subject Nights
- High School Nights
- MS 217 Special Education Family Network
- Center for Arts Education - teaching artist co-teaching
- Teaching Matters.Org
- Queens Museum of Art
- Queens Community House
- Cultural After School Adventures (C.A.S.A.)
- Briarwood Community Association
- Urban Advantage
- BYOD Pilot (Bring Your Own Device pilot)
- Museum of Natural History
- Hall of Science
- Queens Botanical Gardens
- York College
- Historic Hudson Valley
- Morningside Center – Restorative Practices
- Magic Box
- Beam Center
- Jazz at Lincoln Center
- Flushing Town Hall

**Special Education**

Special Education: All students with IEPs, regardless of their instructional setting, receive access to the general education curriculum with the appropriate supports and specialized instruction to meet their individual needs and learning styles. \*There are students with IEPs in various settings throughout the school- see content areas above.

Our special education teachers meet monthly to plan as a department. In addition, we send representatives to monthly Borough Liaison meetings to receive pertinent information. This information is then shared at our monthly meetings with the entire department in order to better support our SWD student population. We offer professional learning opportunities weekly with a focus ranging from compliance to instruction and sharing best practices. We also offer weekly professional learning sessions for paraprofessionals. These learning opportunities focus on the specific needs of our paraprofessionals. We work with them to support their role in the classroom and how they can support students of various classifications. We currently have full time and part time ICT classes as well as 12:1 and 12:1:1 classes. We have paraprofessionals assigned to classrooms as well as individual students. Our special education classes also have one class on a grade level in both ICT and Self contained comprised of current and former ELL/SWD students. These classes are taught by a dual licensed teacher (special education and ENL). In addition, we provide monthly parent meetings to inform and update parents of our special education program here at 217.

### ENL

Our goal is to empower ELLs to acquire the listening, speaking, reading and writing skills they need to become proficient speakers of English. We provide students with the tools they need to achieve this goal by implementing various instructional programs and strategies. In the ENL classroom, an enriching ELA program is offered, Expeditionary Learning (EL) which includes read-alouds, author studies, independent reading choices, and writing workshops. Students work with task-specific rubrics and maintain portfolios containing their work. The integration of ENL strategies, methodology and technology is evident during all parts of the lesson and teachers address the specific needs of our ELLs through flexible grouping and differentiated instruction during student-centered parts of the lesson. EL is aligned to the New York State ENL standards and common core standards for English Language Arts and follows pacing guidelines with various themes and essential questions that give the students opportunities to make connections to the world and themselves as well as share their cultural backgrounds. Teacher teams continuously work together to design and differentiate lessons to meet the new Common Core Standards utilizing the UbD (Understanding by Design) model for our ELL subgroups. ENL teachers and other subject area teachers utilize research based strategies such as Total Physical Response, Language Experience Approach, explicit vocabulary development ExC-ELL strategies and the Danielson Framework for Teaching. In addition, there is ongoing articulation between the teachers to reinforce concepts taught in subject areas. We are following a new curriculum with Entering and Emerging ELLs- FUNDAMENTALS 1 and 2. This curriculum uses authentic multicultural literature to provide phonemic awareness, phonics, decoding, spelling, as well as foundational work in reading comprehension, vocabulary, language, and writing. As students begin to gain English proficiency, FUNDAMENTALS 1 and 2 pushes them to build academic language, fluency, reading comprehension and writing. It also has a technology component that can be used at school and at home. The Achieve 3000 program is used by Transitioning, Expanding, and Commanding ELLs. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. Students are administered a pre-assessment that determines their individual Lexile levels and generates readings at their level. It uses accepted and proven benchmarks for assessment and instruction from the Lexile framework to the principles of Bloom's Taxonomy. The content is nonfiction, high-interest articles customized to the students' individual Lexile level. This provides differentiation of content for our ELLs. It provides high-interest, nonfiction texts in a variety of topics. Writing instruction provides differentiated writing lessons using baseline assessments, visuals, graphic organizers, animations and a variety of mentor texts to support students through the Writing Process. The texts that are used are at different reading levels so that instruction can be differentiated among ELLs of different English Proficiencies and grade levels.



## 28Q217 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1615	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	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	9	# Music	18	# Drama	N/A
# Foreign Language	19	# Dance	9	# CTE	N/A
School Composition (2013-14)					
% Title I Population	70.9%	% Attendance Rate			92.3%
% Free Lunch	60.5%	% Reduced Lunch			2.5%
% Limited English Proficient	17.2%	% Students with Disabilities			16.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.0%	% Black or African American			14.3%
% Hispanic or Latino	42.0%	% Asian or Native Hawaiian/Pacific Islander			37.1%
% White	5.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.33	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	4	# of Counselors/Social Workers (2014-15)			5
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)			6.36
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	27.3%	Mathematics Performance at levels 3 & 4			30.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			27.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			95.0%
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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			NO
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			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			YES
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
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.

Based on data from 2013-2014 QR, 2014-2015 class observations, 2014-2015 lesson plan reviews, 2014-2015 marking period data from all core departments, and classroom and school wide assessments, we have determined trends in a need for Designing Coherent Instruction with a common core aligned learning objective assessed by frequent checks for understanding throughout the lesson.

### Overall School Instructional Strengths:

- Saturday Academy (target lower than 2.0) , EDGE (move 2.0 students to 3.0 level)
- Thorough data analysis provided on data day to measure growth and identify areas of weakness. This data is then used to make informed decisions to increase student performance.
- Uniform rubrics across depts.
- Curriculum mapping aligned to CCLS as a department include ENL, and Sp.Ed. licensed teachers
- School wide content area departments planning
- School wide professional learning in teacher teams
- Teacher created and facilitated PL based on teacher feedback and observation data
- Teacher leaders trained
- School wide learning walks for inter-visitations among staff and parents
- MTs, PCTs, Instructional Planning team created a monthly instructional calendar which offered weekly professional learning and a monthly focus tied to Danielson Framework for effective teaching
- Utilized Google classroom and docs for planning and collaboration among teachers and students
- Focused vocabulary instruction
- Provided Ex-Cell training across all content areas to support ENL
- Visual Thinking Strategies infused in ELA planning and teaching active reading strategies
- Students are engaged in active learning outside of the classroom via field trips and grant funded programs through the arts
- Daily staff facilitated professional learning opportunities in our Teacher Center
- Individualized pedagogy support and coaching
- Parent Instructional Learning Walks
- Increased the number of grade 8 students taking the NYS Common Core Algebra Regents
- Increased the number of grade 8 students taking the NYS Living Environment Regents
- Expanded our restorative practices
- Increased the number of after/before and Saturday school opportunities for our students
- SPEAK Rubric to foster student driven class discussion
- Creating alternative assessments to ensure the needs of every student are met
- Crafting focused LOs that are aligned to the CCLS and that contain an assessment
- Math specific glossary provided for ELL students

- Use of Achieve 3000 and myON to provide students with opportunities to read texts at their Lexile-level as well as to strengthen their reading skills in their native language
- Integrating Arts into the classroom through Queens Museum program
- Project based instruction supported by extensive writing assignments that will be used to assess student understanding of science concepts
- Implementing the Runaway Arts Program, in collaboration with the Center for Arts Education and the Historic Hudson Valley Society.
- Participation in the Young Debaters Program for 7th graders.
- Instruction driven by data analysis taken from quarterly Pre and Post assessments

ELA NYS DATA:

**MS 217 Students in grades 6-8 meeting proficiency (level 3 and 4) increased by 4.9%**

**Grade 6 students increased by 3.2%**

**Grade 7 students increased by 2%**

**Grade 8 students increased by 9.4%**

- **MS 217 Grade 6 SWD students proficient increased 3.8% (City + .7%) (Last year +3%)**
- **MS 217 Grade 7 SWD students proficient decreased -7.5% (City + .6%) (Last year +9%)**
- **MS 217 Grade 8 SWD students proficient increased 3.4% (City + 1%) (last year -4%)**

ELA Needs Analysis:

The needs that generated this goal were identified from multiple data sources including the NYC Performance assessment administered in May 2014, the NYS ELA assessment administered in April 2015, the NYC Benchmark Performance assessment administered in October 2014, and classroom assessment data.

The data collectively showed a need for improvement in the ELA department in the following standards;

**Grade 6 – Standards 2, 3, 4**

**RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments**

**RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)**

**RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**

**RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

**RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**

**RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**

**Grade 7 – Standards 3, 4, 5**

**RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**

**RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.**

**RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**

**RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**

**RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning**

**Grade 8 – Standards 1, 3, 4**

**RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

**RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).**

**RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other**

**texts.**

**RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

**RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**

**RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

The data also showed a need for improvement in the following subgroups

**MS 217 Grade 7 Black students = -10.7%**

**MS 217 Grade 7 White students = -8.1%**

**MS 217 Grade 8 White students = -4.3%**

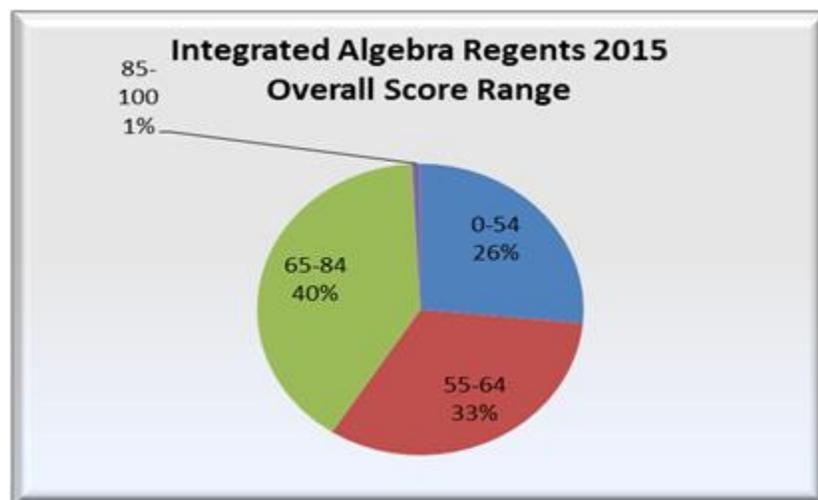
**MS 217 Grade 8 SWD students -7.5%**

**MS 217 Grade 8 Fmr ELLs 11.5%**

**MATH Needs Aanalysis**

**8th Grade students performed at a 41% pass rate for students sitting the 2015 Common Core Algebra I Regents.**

**The range of Algebra I scores was 22-92 and includes 494 grade 8 students. The mean score was a 60. In addition to general education students additional subgroups include students with disabilities, former English Language Learners and honor students.**



**Specific Elements of Algebra I common core that are in need of special attention include:**

**Question #17 Standard: ASSEA Interpret structure of expressions-34% of students chose the correct response**

**Question #18 and Question #23 Standard: AREIB Solve equations and inequalities with one variable-27% of students chose the correct response.**

**Question #19 and Question #24 Standard: ACEDA Create equations that describe numbers or relationships-36% of students chose the correct response and 0% of students chose the correct response respectively. .**

**Question #20 Standard: SIDA Summarize, represent, and interpret data on a single count or measurement variable-37% of students chose the correct response while 44% chose an incorrect response.**

**Question #22 Standard: FBFA Build a function that models a relationship between two quantities-26% of students chose the correct response.**

**In addition, collaborative analysis was completed of 6th and 7th grade students who were administered the 2015 NYS Mathematics assessment.**

**Grade 6**

**Standard 5.OA.3 6.G.1 6.G.2 6.NS.1**

**M.S. 217 .47 .34 .58 .50**

**NYC .51 .37 .60 .54**

**After reviewing the data from the 2015 NYS Math Assessment, the 6th grade team determined that our students received the lowest average percentage points on the following standards:**

**5.OA.3 Generating two numerical patterns using two given rules. Identify apparent relationships between corresponding terms.**

**6.G.1 Find the area of right triangles, other triangles, special quadrilaterals and polygons into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.**

6.G.2 Find the volume of right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism.

6.NS.1 Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions, e.g. by using visual fraction models and equations to represent the problem.

The standards the students scored the highest average percentage points are were:

6.G.4 Represent three dimension figures using nets

6.EE.2.c Write, read and evaluate expressions in which letters stand for numbers

6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any make the equation or inequality true.

From the analysis, we can see that the geometry topics were split. 6.G.1 and 6.G.2 we did poorly on, while 6.G.4 had an average percentage point over 80%. 6.G.4 involved finding the volume with fractional side lengths and 6.NS.1 showed students struggling with solving problems involving models and division of fractions,. Since the geometry standard and number system standard that the students had trouble with both involved fractions more concentration will be spent on working with fractions related to models and with geometry. Last year, the 2014 state exam showed that the students struggled with the expressions and equations standard. As a result great concentration was placed on this standard during the 2014-2015 school year through the use of additional POW's. This standard (6.EE) was now one of the highest (over 80%). Therefore the focus placed on this standard showed successful results. We will continue to incorporate additional POW's to help strengthen the topics that were below 50% on last years assessment.

## Grade 7

Standards 7.NS.3 7.SP.1 7.EE.2

M.S. 217 .40 .38 .17

NYC .41 .42 .20

Standard 7.NS.3 students require support solving real world and mathematical problems involving four operations with rational numbers. For example: The three seventh grade classes at Sunview Middle School collected the most boxtops for a school fundraiser, and so they won a \$600 prize to share among them. Mr. Aceves' class collected 3,760 box tops, Mrs. Baca's class collected 2,301, and Mr. Canyon's class collected 1,855. How should they divide the money so that each class gets the same fraction of the prize money as the fraction of the box tops that they collected?

Additionally, specific to standard 7.SP.1, students should understand that statistics can be used to gain information about a population by examining a sample of the population. For example, A dresser drawer contains one pair of socks with each of the following colors: blue, brown, red, white and black. Each pair is folded together in a matching set. You reach into the sock drawer and choose a pair of socks without looking. You replace this pair and then choose another pair of socks. What is the probability that you will choose the red pair of socks both times?

Finally, in standard 7.EE.2 students should understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example,  $a + 0.05a = 1.05a$  means that "increase by 5%" is the same as "multiply by 1.05."

In conclusion, the math focus standards will be addressed throughout the year:

#### **Grade 6 Focus Standards for 2015-2016**

**5.OA.3** Generating two numerical patterns using two given rules. Identify apparent relationships between corresponding terms.

**6.G.1** Find the area of right triangles, other triangles, special quadrilaterals and polygons into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

**6.G.2** Find the volume of right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths and show that the volume is the same as would be found by multiplying the edge lengths of the prism.

**6.NS.1** Interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions, e.g. by using visual fraction models and equations to represent the problem.

#### **Grade 7 Focus Standards for 2015-2016**

**7.NS.3** Solve real-world and mathematical problems involving the four operations with rational numbers.

**7.SP.1** Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

**7.EE.2** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example,  $a + 0.05a = 1.05a$  means that "increase by 5%" is the same as "multiply by 1.05."

**7.RP.1** Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks  $\frac{1}{2}$  mile in each  $\frac{1}{4}$  hour, compute the unit rate as the complex fraction  $\frac{1/2}{1/4}$  miles per hour, equivalently 2 miles per hour.

#### **Grade 8 Algebra I Focus Standards for 2015-2016**

**Standard: AREIB** Solve equations and inequalities with one variable

**Standard: ACEDA** Create equations that describe numbers or relationships

**Standard: FBFA Build a function that models a relationship between two quantities**

**ENL Needs Analysis:**

There is a need for a common core aligned curriculum that is specific to Entering/ Emerging ELLs and encompasses their need for language acquisition, phonetic skills, grammar, sentence structure, syntax, word structure, and reading comprehension skills. We are implementing a new curriculum (Fundamentals 1 and 2) that fits all these criteria. We continue to modify the existing Expeditionary Learning curriculum to service Transitioning, Expanding, and Commanding ELLs to include scaffolds based on the NYS ELA assessment data from June 2015. The data showed that in eighth grade, 0% of ELL students scored at a Level 3 and 4, in seventh grade 0% of students scored at levels 3 and 4, and in sixth grade 0% of ELL students scored at levels 3 and 4. NYS Math assessment data showed that in eighth grade, 0% of students scored at a Level 3 and 4, in seventh grade, .04% scored at a Level 3 and 4, and in sixth grade, .07% scored at a Level 3 and 4. Review of the item skills analysis showed weakness in all common core standards. In addition, the goal was set based on NYSESLAT 2014 data. It showed the following:

6th grade students

Level Number of Students/Percentage

Commanding	20 (22%)
Expanding	47 (52%)
Transitioning	9 (10%)
Emerging	3 (3%)
Entering	11 (12%)

7th grade students

Level Number of Students/Percentage

Commanding	20 (19%)
Expanding	43 (42%)
Transitioning	6 (5%)
Emerging	10 (9%)
Entering	16 (15%)

8th grade students

Level Number of Students/Percentage

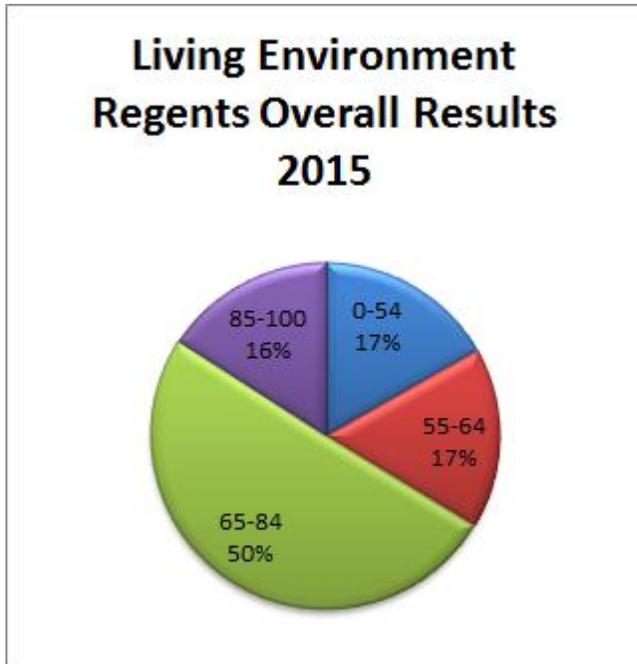
Commanding	20 (18%)
Expanding	35 (32%)
Transitioning	11 (10%)
Emerging	9 (8%)

Entering 29 (27%)

### Science Needs Analysis

The following is an analysis of the 2015 NYS Living Environment Regents Assessment at the 8th grade level:

The score distribution is of 330 students (11 classes) who sat for the regents. The actual range of scores was 23-96 with a mean score of 69. In addition to general education students additional subgroups include students with disabilities, former English Language Learners and honor students.



Specific questions on the Living Environment regents and Key Ideas in need of special attention include:

The lowest percentage is 38%

Question 8:

A man is exposed to large amounts of ultraviolet radiation while sunbathing at the beach. This exposure causes a genetic change in the DNA of a skin cell. In the future, this change can be passed on to

- (1) his male and female children
- (2) his male children, only
- (3) all cells in his body

**(4) his skin cells, only**

**Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.**

**Key Idea 3: Individual organisms and species change over time.**

**The second lowest percentage is 43%**

**Question 1:**

**Materials are transported within a single-celled organism by the**

- (1) nucleus**
- (2) cytoplasm**
- (3) mitochondrion**
- (4) ribosome**

**Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.**

**Key Idea 1: Living things are both similar to and different from each other and from nonliving things**

**The third lowest percentage is 43%**

**Question 16:**

**When an ant in a colony dies, the live ants will throw the dead ant out of the anthill. If a live ant from the colony, ant X, is sprayed with a chemical characteristic of dead ants, the live ants will repeatedly throw this ant out of the anthill until they can no longer detect the chemical on ant X. What is the best explanation for this behavior?**

- (1) The ants are responding to a chromosomal mutation in ant X.**
- (2) The chemical is exhibiting a feedback mechanism.**
- (3) The live ants must continue this behavior until they have eliminated ant X.**
- (4) The chemical acts as a stimulus for a particular behavior.**

**Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.**

**Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.**

**Specific standards on the Living Environment regents and Key Ideas in need of special attention include:**

**Grade 6(skill building):**

**CCSS.ELA-Literacy.RST.6-8.1**

**Cite specific textual evidence to support analysis of science and technical texts.**

**CCSS.ELA-Literacy.RST.6-8.3**

**Follow precisely a multi step procedure when carrying out experiments, taking measurements, or performing technical tasks.**

**CCSS.ELA-Literacy.RST.6-8.7**

**Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).**

**Grade 7(skill building):**

**CCSS.ELA-Literacy.RST.6-8.1**

**Cite specific textual evidence to support analysis of science and technical texts.**

**CCSS.ELA-Literacy.RST.6-8.8**

**Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.**

**CCSS.ELA-Literacy.RST.6-8.9**

**Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.**

**Grade 8 Living Environment (content based)**

**Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.**

**Standard 4.6 which requires our students to understand relationships among organisms**

**Key Idea 3: Individual organisms and species change over time.**

**Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.**

**Key Idea 1: Living things are both similar to and different from each other and from nonliving things**

**Standard 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.**

**Key Idea 5: Organisms maintain a dynamic equilibrium that sustains life.**

**Standard 4.2 which requires our students to understand genetic engineering**

**Social Studies Needs Analysis:**

Teachers of the Social Studies department reviewed the items skill analysis data generated from the 2015 NYS ELA exam, as well as the items skill analysis of the data gathered from MP1 Pre Tests. Teachers' analysis concluded that these were the focus standards per grade:

**GRADE 6:**

**[CCSS.ELA-LITERACY.RH.6-8.2](#)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**[CCSS.ELA-LITERACY.RH.6-8.3](#)**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**[CCSS.ELA-LITERACY.RH.6-8.4](#)**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**GRADE 7**

**[CCSS.ELA-LITERACY.RH.6-8.3](#)**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**[CCSS.ELA-LITERACY.RH.6-8.4](#)**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**CCSS.ELA-LITERACY.RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

**GRADE 8**

**CCSS.ELA-LITERACY.RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

**CCSS.ELA-LITERACY.RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**CCSS.ELA-LITERACY.RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Writing counter-claims were also noted as deficiencies for students across settings. The emphasis of these standards will lead to the revision of Social Studies curriculum maps to address the instructional shifts in ELA to support the frequency in which we address the standards that have been identified as targeted areas for growth based on the review of student work. Teachers will align the quarterly Pre and Post assessment to the NYC Performance Task and we will incorporate one project-based unit that aligns with Science and ELA.

**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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will design coherent instruction for all students demonstrated by actionable checks for understanding aligned to CCLS, which will result in a 3% growth on NYS ELA and math assessments. (this was taken from the provided goal.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p><u>ELL Action Plan</u></p> <p>Aligning our instruction to the NYS Bilingual Common Core Initiative to ensure that we are providing our ELLs with rigorous instruction that is aligned to the common core and appropriate to their English language proficiency level.</p> <ul style="list-style-type: none"> <li>• Implementing a new Common Core aligned curriculum that is appropriate for our Newcomer/ Entering ELLs</li> <li>• Continue to administer pre and post assessments per marking period in order to analyze and measure student growth and use it to drive further instruction and student grouping</li> <li>• Continue to administer post assessments to mirror the 2015 NYSESLAT exam per marking period in order to analyze and measure student growth and use it to drive further instruction and student grouping.</li> <li>• To create and implement a writing curriculum that progresses from simple grammar, phonics, spelling and syntax to writing complex sentences, paragraphs, and essays with multiple viewpoints for our Newcomer/Entering/Emerging ELLs</li> <li>• To continue to use Mindplay and myON to develop our Newcomer/Entering ELLs proficiency levels</li> <li>• Continue to adapt our school-wide Expeditionary Learning curriculum to meet the needs of our Emerging, Transitioning, Expanding, and Commanding ELLs</li> <li>• To create project-based learning assignments that align with Expeditionary Learning curriculum and other content areas, such as Social Studies and Science.</li> <li>• Using frequent checks for understanding techniques to make on the spot adjustments to instruction, student groupings, and revisions to lessons plans, in order to meet students’ needs and preferences.</li> </ul>	<p>ELLs students in grades 6, 7, and 8</p>	<p>Sept. 2015 to June 2016</p>	<p>ELL supervisor</p>

<ul style="list-style-type: none"> <li>• Continue to craft focused Learning Objectives that are aligned to the CCLS, contain a skill or strategy to be taught, and that contain an assessment</li> <li>• Teachers will adjust their lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do, and plan for interventions as appropriate (NYS Bilingual Common Core Initiative)</li> <li>• ELL students will be provided with translation dictionaries to use during instruction across all classrooms</li> <li>• Tuesday Parent Engagement time, ELA Family Night, PTA workshops, and our MS 217 Monthly newsletter will be utilized to inform parents on the expectations and quality of rigorous instruction.</li> </ul>			
<p><b><u>ELA Action Plan</u></b></p> <p>Continued use of school-wide SPEAK Rubric and Questioning and Discussion school-wide supports to strengthen student engagement and higher level discussions. Special Education teachers will be participants in the ELA weekly department meetings.</p> <ul style="list-style-type: none"> <li>• Professional Learning opportunities will be provided to support ELA teachers with planning and implementing strategies for language acquisition for ELL learners.</li> <li>• Professional Learning opportunities will be provided to support ELA teachers with planning and implementing strategies for students with disabilities.</li> <li>• Professional Learning opportunities will be provided to support ICT partnerships in the area of ELA planning and utilization of data and goal setting in order to support SWD students.</li> <li>• Academic Intervention supports in small groups for all struggling students will be provided on Monday in a setting of 10:1, and for students with disabilities in our continued Saturday 6<sup>th</sup> Day of School program. In addition, targeted students work with teachers during Extended Day time every Wednesday. Last, our ELL students attend our after school Title III program. We will continue the use of Wilson intervention and utilizing Rewards programs for AIS. ESL and Special Education licensed teachers will be recruited and hired to be part of our curriculum mapping team for ELA. These teachers will be revising curriculum maps to include scaffolds and strategies for all teachers to utilize with ESL and SWD students.</li> <li>• The curriculum development team meets biweekly to revise and discuss the curriculum maps. Individual sub-groups of the team meet more to continue specific grade level revisions.</li> <li>• The curriculum of Expeditionary Learning will be continuously checked for rigor and high level of learning targets aimed at teaching each targeted CCLS standard, and</li> </ul>	All students grades 6 - 8	Sept 2015 to June 2016	ELA supervisor

modified and supplemented by additional resources to fill areas of gaps. The curriculum will also be aligned to standards of weakness according to the NYS ELA assessment from 2015. The gaps will be checked and supplemented continuously as we assess students through formative assessments. Various supports and resources will be utilized to supplement curriculum and fill these gaps. The resources include but are not limited to; MyOn, Achieve 3000, classroom libraries, and test practice materials.

- Vocabulary building workshop will be implemented into the ELA department two times per week. Supplemental vocabulary material will be utilized.
- Weekly ELA PL Meetings will focus on the curriculum, best practices, and using data to inform instruction. These meetings will be led by instructional team members including teacher leaders. The agendas will be set ongoing as needs develop.
- We will be utilizing benchmark assessments, progress report data, report card data, and standardized testing data to gauge the impact of the goal, and revise curriculum maps on a monthly basis. We will also use classroom observation data as a source to determine the effectiveness of curriculum on student learning and engagement.
- The ELA Department will administer the assessments from each unit within the Expeditionary Learning Modules, in addition to monthly teacher created common assessments. Benchmark assessments will be given at the beginning, middle and end of each of the four marking periods. In September we will administer the NYC Performance assessment as our initial baseline. Frequent cycles of observation, review of data, and student work will enable us to make continuous and informed revisions to curriculum and instruction.
- Student data from four mid marking period progress reports, as well as four report card marking periods. Each marking period will also have a MP assessment aligned to CCSS. Teachers will consistently utilize Check for Understanding strategies during their lessons and will utilize the data to plan future instruction.
- Progress reports three times for Saturday 6th Day of school program including December, February and April. Progress Reports for 4 marking periods for all subjects and all students.
- Continue and increase use of Achieve 3000: (see also Achieve 300 implementation plan) Using Guidelines from MetaMetrics, students will steadily move through the Lexile ranges for their grade level to be considered “on track” for College and Career Readiness. Using direct instruction teacher will use the Stretch materials once a week to ensure that students build on their background knowledge by challenging themselves to work with grade-appropriate text. Teachers will provide students with time to complete at least 2 activities a week with a score of above 75%.

<p>Computer time can be in the scheduled computer lab time, classroom rotation, after-school program, or home.</p> <ul style="list-style-type: none"> <li>• Tuesday Parent Engagement time, ELA Family Night, PTA workshops, and our MS 217 Monthly newsletter will be utilized to inform parents on the expectations and quality of rigorous instruction.</li> </ul>			
<p><u>Math Action Plan</u></p> <ul style="list-style-type: none"> <li>• To better support our growing ELL population, we are also consistently seeking ways to integrate instruction of academic vocabulary into lessons. Professional Learning opportunities are continuously being offered to the mathematics department to adapt their lessons and collaboration across core subjects is ongoing.</li> <li>• Additional strategies for ELL students will be addressed. Such strategies include the introduction of essential vocabulary before beginning the task, use of visuals, use of glossary, scaffolding upon background knowledge and differentiated learning groups.</li> <li>• For students with disabilities, the above -mentioned strategies will be utilized. Additional steps include reviewing the student’s IEP (Individualized Education Plan), anticipating potential barriers to learning and providing accommodations to meet the student’s individual needs</li> <li>• Currently, the mathematics department at M.S. 217 utilizes the use of a “Problem of the Week”. The problem of the week is a CCLS constructed response question to which students must import the above -mentioned mathematical practices. The POW is differentiated based on student data. Weekly use of this task increases the academic rigor we place on students and further, scaffolds upon student’s mathematical skills. Students receive a differentiated approach to addressing the “Problem of the Week”. We recognize the different starting points of each student and seek to build upon their skills based on their level. All students will also be required to justify their answer for each “Problem of the Week”, pushing them to make connections from their mathematical calculations to real-world applications</li> <li>• Continued use of the common core based curriculum in mathematics (GO MATH). This curriculum is closely aligned to the common core standards with minimal gaps in curriculum and student understanding. In conjunction with the Go Math curricula students are given a weekly, extended response problem so that it becomes routine for students to incorporate the mathematical real life application to the concept.</li> <li>• Computer science will be embedded in our mathematics curriculum through our partnership with Codesters; using</li> </ul>	<p>All students grades 6 - 8</p>	<p>Sept 2015 to June 2016</p>	<p>Math supervisor</p>

<p>STEM based strategies and Project Based learning to achieve common core standards in mathematics</p> <ul style="list-style-type: none"> <li>• Our Lego Robotics program will be provide additional STEM extensions for our mathematics students and create a collaboration with Edison HS. Through this collaboration students will begin a high school level based program in robotics that continue when they attend Edison HS culminating in certification and preparing them for college and/or career.</li> <li>• Tuesday Parent Engagement time, STEM Family Night, PTA workshops, and our MS 217 Monthly newsletter will be utilized to inform parents on the expectations and quality of rigorous instruction</li> <li>• ELL STEM grant-STEM Collaborative for ELL's. This grant will provide our ELL students an additional avenue to meet CCSS in mathematics. Funding will provide for an ELL after school program, teacher professional learning in STEM for ELL's and a partnership with an STEM based institution to support the students and teacher in this endeavor.</li> </ul>			
<p><b><u>Social Studies Action Plan</u></b></p> <ul style="list-style-type: none"> <li>• Improve alignment of ELA and Social Studies standards and NYC Performance Task with Pre and Post quarterly assessments.</li> <li>• Align instruction to strengthen Pre and Post rubric writing traits in which students show weakness and accompany the rubric with teacher feedback and next steps that are aligned to the rubric</li> <li>• Align primary and secondary text with visual and present certain information by using visual and audio.</li> <li>• Identify higher level excerpts or quotes in a text and use them as part of a gallery walk or silent conversation activity.</li> <li>• Continue to craft focused Learning Objectives that are aligned to the CCLS in both Social Studies and ELA, and that contain a skill present in the standard or strategy to be taught, and that contain an assessment</li> <li>• Use frequent check for understanding techniques to make on the spot adjustments to instruction, student groupings, and revisions to lessons plans, in order to meet students' needs and preferences. Scrip these checks for understanding in the beginning, middle, or end of the lesson.</li> <li>• Annotate select Tier 2 and Tier 3 words in the reading with synonyms or cognates.</li> <li>• Replace Tier 2 and Tier 3 words with visuals (for students working on phonemic awareness and phonics)</li> <li>• Use graphic organizers to help students identify text structure e.g. compare and contrast, cause- effect, problem-solution, etc.</li> <li>• Provide scaffolds or extensions while assessing student understanding across all classrooms.</li> </ul>	All students	Sept. 2015 to June 2016	Social Studies teachers in cooperation with Science, ELA, & Math and Social Studies supervisor

<ul style="list-style-type: none"> <li>• Implementation of the SPEAK rubric and at least 2 higher order questions that promote student to student discussions and to provide scaffolds or extensions while assessing student understanding across all classrooms.</li> <li>• Teachers will adjust their lessons, units, and classroom assessments to address the gap between what the standards require and what their students know and are able to do, and plan for interventions as appropriate ( NYS Bilingual Common Core Initiative)</li> <li>• For IEP students, teachers will ensure that individual supports and specialized instruction are aligned to the needs of the student and that goals are aligned to Common Core standards where relevant</li> <li>• Design 1 project based learning unit that is aligned with the Science, Math and ELA departments.</li> <li>• Tuesday Parent Engagement time, Social Studies Family Night, PTA workshops, and our MS 217 Monthly newsletter will be utilized to inform parents on the expectations and quality of rigorous instruction</li> </ul>			
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**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.

- Weekly Professional learning sessions
- Daily Collaborative Conversations (Lunch and Learns)
- Bimonthly instructional team planning with MTs, Coaches, PCTs,
- Teacher Teams
- Partnership with Teaching Matters
- Partnership with Google Consultant
- Curriculum Teams
- Data Days for each Marking Period
- PupilPath Reflection Days
- Continued Saturday Programs, Continued After School Programs

**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		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		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.

- Staff and student surveys conducted in Sept, Jan and June.
- Quarterly review of student progress reports and report card data
- Continuous review of PupilPath data by administration
- Continued use of PupilPath system to share grades and correspond with parents and students
- Weekly review of MOTP data
- Pre/Post Marking period data analysis and data days resulting in an increase of student proficiency on the targeted standards from Pre to Post
- Observation data indicating an increase in the frequency of In-class Checks for Understanding
- Observation data indicating effective rating of 1e Designing Coherent Instruction
- February Pre and Post assessments that will be utilized to measure student growth – progress toward meeting our goal will be evidence by a 3% growth of the number of students scoring at or above 75% from the pre to the post assessment
- February Pre and Post assessments that will be utilized to measure student growth on targeted standards – progress toward meeting our goal will be evidence by a 3% growth of the number of students scoring at or above 75% on the targeted standard(s) from the pre to the post assessment.

**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.

MS 217 works collaboratively with all stakeholders in the building to ensure that student success is in the forefront of all we do. The school has an established culture where students, staff and families collaborate to ensure safety and support.

#### School Strengths

- Restorative Practices
- Four Deans to support each House within the school
- Four Guidance Counselors
- School Field trips to engage all learners
  - Washington D.C.
  - Boston
  - Overnight Camping Trips
  - Museums: MOMA, Moving Image, Tenement Museum, Queens Museum, Museum of Natural History
  - Cultural Institutions/Attractions: CitiField, Yankee Stadium (NY football club), Bronx Museum, Ice Skating in Central Park, The Research Library, SONY Wonderworks, Google Office,
  - Colleges:
    - Harvard
    - Hunter
    - CCNY
    - NYU
    - Yale
    - FIT

■ Columbia

● Extra-Curricular Activities:

- Basketball
- Swimming
- Soccer
- Wrestling
- Cheerleading
- Step Team
- Men of Strength
- Women of Power
- Gourmet Gurus
- Drama Club
- Yearbook Committee
- Coding Club
- Heart Surgery Program
- Peer Tutoring
- Arista
- Lego-Robotics
- Volleyball
- Student v staff volleyball and basketball games
- MS 217 Circus
- Green Team
- Gourmet Gurus

Partnerships with:

- Margaret's Place
- Queens Community House After School Program

- Collaboration with PTA to provide Dances, Trips, Supplementary Materials for curriculum
- Urban Advantage
- CASA
- Magic Box

Based on an analysis of our 2014-2015 School Survey we have identified the following areas for growth:

1. Emphasis on student completion of HW.
2. Providing teachers strategies to use to support their understanding of how to identify students that may be in emotional distress
3. Increase opportunities for parents to volunteer service at our school
4. Improve school-community ties

### **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, we will implement a grade 6 advisory program which will result in a 3% increase in the number of programmed minutes for social/emotional instruction of our grade 6 students.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>● 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).</li> <li>● Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Grade 6 teachers attend summer Restorative Practices professional learning	Grade 6 teachers	September 2015-June 2016	Grade 6 dean and guidance counselor

Collaboration with Restorative Practices coach	Grade 6 teachers	September 2015-June 2016	Administration
Collaboration with Morningside Center	Grade 6 teachers, dean, and guidance counselor	September 2015-June 2016	Administration
Presentation of advisory program to parents during PTA and SLT meetings	All students, staff and parents	September 2015-June 2016	Parent coordinator
Writing of advisory grade 6 curriculum	Grade 6 teachers w Morningsd Center	Sept to June 2016	Grade 6 den and guidance counselor
Programming of advisory period in grade 6 student schedule (one period per week)	Grade 6 students and teachers	Sept - June 2016	School programmer, Principal

**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.

- Time in the dean programs for restorative circles
- Student programmed for auditorium assembly each week.
- Staff scheduled to support deans with SAVE room coverage and student support in academic content.
- Morningside Center – facilitation of professional learning
- NYCDOE resources on Restorative Practices

**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
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		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.

Progress will be measured by reviewing student programs, minutes from planning meeting, observation of advisory period, and advisory lesson plans.

**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 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.

#### Needs Assessment:

We analyzed various data resources (Learning Environment Survey, general school surveys, observation MOTP data, sign in sheet from all collaborative conversation opportunities, and professional learning exit surveys). We determined that there is a need to increase the percentage of teachers in our school who are willing to take risks to make the school better. After analysis of this data, polling the teachers, and bi-monthly collaborative meetings with our Instructional Team, it was determined that we would implement a plan of action that would allow teachers to take instructional risks through the use of Google Classroom.

#### School Strengths:

We are building capacity in our school for teachers to lead their own teams in doing collaborative inquiry, with the focus being on teachers taking instructional risks. Last year, ten of our staff members attended the Teacher Leadership Institute at Teaching Matters, and received follow-up support in school. Based on this training, the teachers were able to lead teacher teams in ELA, Social Studies, Math, Science, and ESL on Monday afternoons. They brought the teams through inquiry cycles, which included data analysis, looking at student work, conducting research, setting SMART goals, implementing common strategies, and monitoring outcomes.

### 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, MS 217 will increase the collaboration between teachers in taking instructional risks through the use of Google classroom. This will be measured by the Learning Environment survey in June, where the expected outcome will be a 3% increase in the number of teachers who respond that “nearly all” or “all” teachers in our school are willing to take risks to make the school better.

#### **Examples of Teacher Collaboration in our school:**

- Peer Collaborative Teacher Support
- Google Classroom
- Collaborative Conversations

- Professional Learning Opportunities
- Teacher Leaders
- Model Teachers
- Teacher Learning Walks/Intervisitations
- Partnership with Project Recess
- Partnership with Codesters
- Participation in the BYOD Institute
- Presentations at the School Technology Summit(DIIT), Blended Learning Institute(iZone), and EDxED NYC
- Participation in the Short Cycle Evaluation Challenge with the iZone
- Teacher participants during the Innovation Partner Professional Development Program(DIIT)
- Teacher Center
- Partnership with Mastery Connect

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Planning with the school instructional team to create and implement a school-wide instructional calendar that not only incorporates teacher feedback on instructional strategies with which they would like to take risks, but pairs that with Google classroom. Plan professional learning opportunities that target these needs. Periodic analysis of classroom observation data will be used to measure the implementation of these instructional risks and Google classroom, as well as Model Teacher learning walks, and weekly Professional Learning meetings.</p>	<p>Teachers</p>	<p>First week of each month</p>	<p>Supervisors, PCTs, MTs, coaches</p>
<p>The Principal, APs, PCTs, and MTs, will attend workshops relating to areas of CCLS, in which teachers would like to take instructional risks, and building collaboration using Google classroom. They will turnkey the information and deliver professional learning opportunities to teachers in the use of these instructional strategies paired with Google classroom across content areas. Attendance at these PLs will be used to</p>	<p>Teachers Teams</p>	<p>At various points throughout the school year</p>	<p>Supervisors, PICs, DTs, coaches, instructional lead teachers</p>

measure effectiveness, as well as classroom observations and teacher surveys.			
Teacher teams will be trained in how to use Google classroom effectively to collaborate together in order to take instructional risks that may include but not be limited to: develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices. Teachers will be trained by a Google certified teacher or Google Classroom specialist. Periodic analysis of classroom observation data will be used to measure the implementation of these instructional risks and Google classroom as a tool, as well as Model Teacher learning walks, and weekly Professional Learning meetings.	Teachers Teams	Beginning September 2015	Supervisors
Teachers will participate in professional learning opportunities conducted by the borough support team, Talent Coach, content coaches, instructional lead teachers and Assistant Principals in all content areas and how Danielson can support teaching practices in content areas. These trainings will involve teachers collaborating via Google classroom. Periodic analysis of classroom observation data will be used to measure the implementation of these instructional risks and social tools, as well as Model Teacher learning walks, and weekly Professional Learning meetings.	Teachers Teams	Beginning September 2015	Staff member conducting the Professional Learning

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> <li>● Monday Professional Learning Planning Time</li> <li>● Collaborative Conversations</li> <li>● Instructional Team Planning Minutes</li> <li>● Time in school scheduled for inter-visitations</li> <li>● Common preps with Teacher Teams</li> <li>● Training in Google Docs and Google Classroom</li> <li>● Training of Teacher Leaders by Teaching Matters</li> </ul>										
<b>Part 4b.</b> 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
	C4E		21 <sup>st</sup> 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.

- Staff survey
- LES survey
- Google Analytics
- Minutes posted to our school wiki
- TeachBoost data detailing teacher inter-visitations

This will be measured by a staff survey that will be administered in February 2016 and in the Learning Environment Survey in June 2016, where the expected outcome will be a 3% increase in the number of teachers who respond that “nearly all” or “all” teachers in our school are willing to take risks to make the school better.

**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.

After a review of our most recent Quality Review, Learning Survey, MOTP data, Instructional Team planning minutes we have identified the following strengths and areas for growth:

#### School Strengths:

- QR Well Developed rating for 1.1 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.
- QR Well Developed rating for 1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student-learning needs, as evidenced by meaningful student work products.
- QR Well Developed rating for 4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection
- QR Well Developed rating for 5.1 Evaluate the quality of school- level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS
- “I am satisfied with the educational planning and IEP development process at my child’s school. “ 90% Very Satisfied/Satisfied - Parent response - Learning Survey
- “The principal at my school communicates a clear vision for our school.” 97% Strongly agree/agree - Teacher response - Learning Survey
- “School leaders give me regular and helpful feedback about my teaching.” 94% Strongly agree/Agree - Teacher response - Learning Survey
- 439 MOTP total observations conducted during the school year 2014-2015
- Average number of observations per school supervisor = 109.75
- 91% of Component 4e: Growing and Developing Professionally teacher observations rated Highly Effective/Effective
- Increased # of Peer Instructional Coaches and Demonstration teachers
- Implemented daily teacher led Lunch and Learn professional learning opportunities for all staff
- Formalized Instructional Support Calendar
- Implemented formal demonstration teacher classroom instructional rounds
- Implemented Monday Professional Learning Inquiry Cycles led by school based Teacher Leaders

#### Need Area:

- Increase the percentage of students scoring proficient on the NYS ELA, NYS Math, and NYSESLAT exams.
- Continue to increase teacher leadership opportunities
- Continue to increase teacher professional learning opportunities
- Continue to provide targeted pedagogical supports
- Expand school leadership professional partnerships with cultural organizations, NYCDOE showcase schools, NYCDOE collaborations, universities, colleagues

- Continue to improve our observation feedback systems
- Continue to grow our restorative practices systems and knowledge base.
- Improve the Strongly Agree/Agree response rate by teachers to the Learning survey question “My school does a good job at teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level (i.e., how to persist through challenges and reflect on their learning).”

## 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 we will increase the percentage of teacher satisfaction with professional learning opportunities as measured by school level surveys resulting in a 5% increase of teacher satisfaction (Belief that the PL teachers engaged in has met their needs).

## Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Increase teacher frequency of inter-visitations and peer observation cycle based on the NYCDOE Peer-to-Peer cycle.	Teachers	Launch - Oct 2015- June 2016	Instructional Planning Team members: PICs, DTs, Coaches, APs, Principal
Refine observation feedback process to engage observed teacher in a reflective discussion using (Recent book), Coaching Conversations, and questions developed by the instructional planning team.	Teachers, Supervisors	July 2015 - July 2016	Instructional Planning Team members: PICs, DTs, Coaches, APs, Principal
Refine Instructional Team Planning time to be programmed once during the school day, and once after school monthly	Instructional Planning Team members	Launch Sept 2015	Instructional Planning Team members: PICs, DTs, Coaches, APs, Principal
Increase the number of trained Inquiry Cycle Teacher Leaders	Teachers	October 2015 - June 2016	Administration, Teaching Matters.org

**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.

- Instructional Planning Team members
  - Parent Coordinator
  - Teaching Matters
  - Survey Monkey
- Talent Coach

**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
	C4E		21 <sup>st</sup> Century Grant	X	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 Weekly - weekly - will provide documented evidence of peer-to-peer observations (citing a reflection, or wondering, etc)
- Agenda and minutes from ITP - bi weekly
- Instructional Support calendar detailing professional learning opportunities for the month driven by MOTP and student real time formative check for understanding data - monthly
- Professional learning - macro level - provided daily - measured by PL survey
- Individualized Peer Support and Coaching
- Learning Survey

School developed surveys administered in February 2016 and June 2016 will demonstrate 5% growth in teacher satisfaction with professional learning opportunities in comparison to the baseline survey administered in October 2015.

**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.

MS 217 works to collaborate with all stakeholders in the school community. We consistently work toward connecting and utilizing the rubric of the Quality Review (3.4: Establish a culture for learning that communicates high expectations to staff, students and families and provides support to achieve those expectations) and Danielson’s Framework for Teaching (4c: Communicating with Families and 1b: Demonstrating knowledge of Students). Further, we regularly evaluate the School Survey with a specific focus on Parent involvement.

Framework for Great Schools Report 2015

### 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 MS 217 will develop and administer a rubric to measure the success of our community collaborations and parent involvement resulting in a 5% positive response on the **Strong Family and Community Ties** : Parent Involvement section of our Framework For Great Schools report.

### Part 3 – Action Plan



<p><b>Monthly Family Nights</b> - Family Nights provide an evening of hands-on educational activities held at school where students and parents work together and participate in basic academic activities. All materials and instructions provided are presented in English, Spanish and Bengali for our ELL students and their families.</p>	Parents/ Students	October through May	Assistant Principals
<p><b>Parent Workshops</b></p> <ul style="list-style-type: none"> <li>● <b>PupilPath Workshop</b> - Register parents onto the student information system and teach them how to message teachers, track their child’s academic progress and keep up with homework assignments</li> <li>● <b>Title I Workshop</b> - Inform parents on the Title I parent involvement funds and involve them in planning a comprehensive Family Engagement Plan</li> <li>● <b>Computer Literacy Workshop</b> - Parents learn how to create personal email accounts, setup parental control features on their home computer and how to use the basic Microsoft word processing features</li> <li>● <b>NYS ELA Exam Parent Preparatory Workshop</b> - ELA teachers train parents in how to better support their child during the ELA State exam</li> <li>● <b>NYS Math Exam Parent Preparatory Workshop</b> - Math teachers train parents in how to better support their child during the Math State exam</li> <li>● <b>NYS Science Exam Preparatory Workshop</b> - Science teachers train parents in how to better support their child during the Science State exam</li> <li>● <b>Parent Advocacy for ELL and Special Education Students Workshop</b> - Parents learn how to advocate for their child at school, build parent - teacher collaboration and learn how to better understand their child’s IEP</li> <li>● <b>CPR / AED Parent Workshop</b> - Teach a 4 hour parent CPR / AED certification course on recognizing signals of an emergency, demonstrating how to perform CPR and how to use an AED machine</li> <li>● <b>High School Application Family Workshop</b> - Learn the steps in the HS application process and receive information on family open houses</li> <li>● <b>Stress Relief Parent Workshop</b> - Parents learn how to manage stress during the NY State Exams</li> </ul>	Parents	Sept 2015 – June 2016	Parent Coordinator  Assistant Principals

<ul style="list-style-type: none"> <li>● <b>IEP Parent Workshop</b> - Parents learn how to advocate for their child at school, build parent - teacher collaboration and learn how to better understand their child's IEP</li> <li>● <b>Special Education 101 Workshop</b> - Parents learn how to advocate for their child at school, build parent - teacher collaboration and learn how to better understand their child's IEP</li> </ul>			
<p>Community Partnerships / Urban Advantage</p> <p><b>Urban Advantage</b> - Urban Advantage is a Middle School Science Project Initiative program funded by the New York City Council that connects schools, teachers, students, and families with the excitement and process of science discovery and learning that takes place in eight science-rich cultural institutions in New York City including: The American Museum of Natural History, The Bronx Zoo, Brooklyn Botanic Garden, New York Aquarium, The New York Botanical Garden, New York Hall of Science, Queens Botanical Garden, and the Staten Island Zoo.</p> <p>Urban Advantage provides training for UA science teachers and parent coordinators, resources and equipment for the school and students, free admission vouchers for class and family visits, and free bus transportation for students and their families for family visits.</p> <ul style="list-style-type: none"> <li>● <b>Parent Coordinator Workshops</b> - Parent coordinators support families' involvement in their children's education. UA Partner institutions provide workshops for parent coordinators on their role in helping teachers use cultural institutions and how to support science investigations during family trips. Parent coordinators help teachers plan and carry out activities such as weekend family field trips to UA Partner institutions, class trips, family science nights and science fairs, and exit project workshops.</li> <li>● <b>Family Field Trips and Family Science Nights</b> - Parent coordinators, teachers, principals, and parents work together to plan a Family Field Trip to a UA institution on a weekend or school holiday. UA supports this by providing bus allocations for schools. Each parent coordinator receives vouchers that each admit up to 40 people. Additionally, UA Partner institutions work with schools to deliver inquiry-based science events for parents in the evening—typically one Family Science Night per year.</li> <li>● <b>Family Outreach</b> - UA provides outreach through family events, celebrations of student achievement, and parent coordinator workshops</li> </ul>	Parents and students	Oct 2015 to May 2016	Parent Coordinator, Science supervisor

**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.

- Continued budget allocation for a parent coordinator
- Title 1 budget for parent involvement
- Budget for transportation for trips
- Urban Advantage
- Funding for parent meetings
- SLT member stipend

**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
	C4E		21 <sup>st</sup> 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.

We will incorporate the use of parent surveys to assess family satisfaction of community activities

School developed rubric will be implemented after each experience for community/parent involvement for use by the community collaborations committee and administered February 2016 and June 2016 and will demonstrate a 5% positive response on the **Strong Family and Community Ties** : Parent Involvement section of our Framework For Great Schools report.

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students will be identified based on needs as determined by previous year report card data, promotion standing from June 2015, NYS ELA Assessment, NYC Performance assessment looking at growth percentage in these assessments. Students will also be identified by teachers once school has begun after the initial 4 weeks. Students will be targeted for specific interventions accordingly.	Repeated Reading, Academic Vocabulary development, Reciprocal teaching strategies, Tier I interventions planned and provided based on student need. Achieve 3000, 6 <sup>th</sup> Day of School Saturday, Wilson, EDGE Title III program	Small group instruction, differentiated technology based programs to support individual growth, peer tutoring, flexible classroom grouping, after school	During the school day, Afterschool programs targeting ELL's and SWD students, Wilson intervention, Saturday program, Monday assembly time for AIS groups
<b>Mathematics</b>	Students will be identified based on needs as determined by previous year report card data, promotion standing from June 2015, NYS Math Assessment, NYC Performance assessment looking at growth percentage in these assessments. Students will also be identified by teachers once school has begun after the initial 4 weeks. Students will be	Bilingual Mathematics Academy-Spanish/English  · 6 <sup>th</sup> Day of School  · EDGE Title III program  AIS Monday	Small Group, Scaffolded learning experience, after school	During the school day, Afterschool programs targeting ELL's and SWD students, Wilson intervention, Saturday program, Monday assembly time for AIS groups

	targeted for specific interventions accordingly.			
<b>Science</b>	Saturday Academy, Living Environment Preparation Academy	Small Group, Scaffolded learning experience, after school	Small Group, Scaffolded learning experience, after school	During the school day, Afterschool programs targeting ELL's and SWD students, Wilson intervention, Saturday program, Monday assembly time for AIS groups. After school- Thursdays and Fridays-February through June
<b>Social Studies</b>	Saturday Academy, Small group instruction	Small Group, Scaffolded learning experience, after school	Small Group, Scaffolded learning experience, after school	During the school day, Afterschool programs targeting ELL's and SWD students, Wilson intervention, Saturday program, Monday assembly time for AIS groups
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students will be referred by parents, teachers, SBST, or they can self-refer. Students will be assessed by guidance, Dean, social worker	For students who have displayed an appropriate need, counseling will be planned in conjunction with teachers and when necessary the school psychologist. This will be reviewed with students, parents and teachers to ensure that actions and outcomes are communicated effectively to all constituents. For an at-risk student, counselors will work with psychologist to complete a functional behavior assessment and consult with	Counselors, SAPIS counselors, Peer-Leader facilitators and deans utilize assembly settings, whole class lessons, small group and individual sessions. Restorative circles and conflict resolution strategies will be used as well	Depending on the needs of the students, the services can take place before school, during school and/or after-school. Many students take advantage of the 6 <sup>th</sup> Day of School Saturday Academy to further develop many of these strategies

		<p>teachers in the creating of a BIP.</p> <p>To further support the development of students college and career awareness, counselors provide the following services for AIS students:</p> <ul style="list-style-type: none"> <li>● Teaching organizational skills and time management.</li> <li>● Monitoring student attendance and academic progress.</li> <li>● Communicating with parents regarding student progress and available intervention services.</li> <li>● Individual and group counseling as needed.</li> <li>● Referral to academic services and outside agencies.</li> <li>● Deans utilize restorative approaches, to reduce the number of suspensions by providing interventions and alternatives to fighting. The Men of Strength and Young Women of Power Program is also utilized to teach developmentally appropriate social skills.</li> </ul>		
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<p>Prior to hiring a candidate, their credentials are verified by our Human Resources (HR) Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:</p> <ul style="list-style-type: none"> <li>• Utilization of NYCDOE and district HR department</li> <li>• Utilization of our partnership with universities to identify potential teaching candidates</li> <li>• Utilization of NYCDOE Teacher Finder</li> </ul> <p>Utilization of Teacher Center coach, Lead Math teacher, Peer Instructional Coaches, Demonstration Teachers, and lead mentors to provide professional development and support to all newly hired and non-tenured teachers</p>

#### 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).
<p>To determine professional learning targets our instructional support team members analyze various data resources (NYS Exam data, Advance MOTP data, school administered exam data, and school survey data). After an analysis of this data we provide weekly targeted professional learning opportunities facilitated by our coaches, PICs, DTs, CFN, and school based supervisors. These professional learning opportunities take place daily during regular school hours titled Lunch and Learns, and during extended day hours on Mondays, and Wednesdays.</p> <p>Our school developed a comprehensive professional learning plan that addresses CCLS, Danielson components, our instructional focus and school-wide goals. Professional learning opportunities are also differentiated based on the needs of groups of teachers and individual teachers.</p>

Our high quality professional development will include but not be limited to the following:

- Teachers will participate in professional learning opportunities conducted by PIC and Demonstration teachers, content coaches, instructional lead teachers and Assistant Principals in the content areas of ELA, Math, Science, ESL, and Social Studies. In addition, professional learning will target special education strategies.
- The Principal, APs, coaches and instructional lead teachers will attend workshops provided by the district and by Central relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential questions, Checks for Understanding, ongoing assessment practices to increase best practices and to increase academic rigor in literacy, math, science and social studies aligned with CCLS.

Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **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).

### **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.).

Not applicable

#### **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.

In June 2015 we formed a Measure of Student learning committee comprised of five teachers and 4 administrators. The team reviewed NYS and school based data to determine assessment measures for the school year 2015-2016. Members of the team attended NYCDOE facilitated professional development on the assessment process. In

September 2015 the team presented the assessment decisions to our staff. Teachers and paraprofessionals were given an opportunity for Q&A, as well as, time for suggestions. As the year has progressed our teachers and paraprofessionals have daily opportunities to attend daily Collaborative Conversations facilitated by teachers, Monday PL, and full day professional development. This PL is focused on analyzing current student data, and then utilizing the findings to adjust curriculum and instruction.

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	731,060.00	X	17-51
Title II, Part A	Federal	0		
Title III, Part A	Federal	35,792.00	X	17-31, 38-40, 49-51
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	8,770,510.00	X	17-51

#### <sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### **MS 217 Parent Involvement Policy (PIP)**

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. **Robert A Van Wyck MS 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. **Robert A Van Wyck MS 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 1<sup>st</sup> 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)**

**Robert A Van Wyck MS 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 1<sup>st</sup> 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:**

### **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>Robert A Van Wyck</u>	DBN: <u>28Q217</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>6</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>3</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

ESL/Math Extended Day Program

Middle School 217 will form a supplemental program to meet the needs of our struggling ELLs in the content areas of ESL, ELA, and Mathematics. After analyzing our current data using the RLAT, and RMSR reports, 39% of ELLs did not make progress in NYSESLAT (students did not move across proficiency levels) and ELLs across all grades showed difficulty in word problem solving in Mathematics. This school year, we will offer a two day ESL/Math Extended Day Program, called Edge ELL, for the development of the four modalities of language acquisition (listening, speaking, reading, and writing) needed to prepare ELLs for the NYSESLAT, as well as the ELA and the NYS Mathematics Assessments. Instruction will be delivered by highly qualified and licensed ESL and Math teachers who have experience teaching ELLs and have received Professional Development in ESL strategies. We will form six classes (grades 6, 7, and 8) according to student proficiency levels and instruction will be differentiated to meet their unique needs. One hour will be devoted to ESL/ELA instruction (by a licensed ESL teacher) and one hour will be devoted to Mathematics instruction (by a licensed Math teacher) each day, twice a week. Math instruction will be delivered within specific grade levels (6-8). Student will be grouped as follows:

\* Beginner/Intermediate- day 1 (one class on each grade level, 20 students in each class, 2 hours)

\* Advanced/long term- day 2 (one class on each grade level, 20 students in each class, 2 hours)

Total amount of expected students: 120

Duration: 16 weeks, 2 days a week, two hour sessions

Start date: January 15, 2015.

\*\*\* There is no other supervisor in the building during the said time of the program from 4/24/15 to 5/15/15 therefore Title III dollars will be utilized to compensate the administrator for six hours.

ESL teachers of 7th grade students will use Common Core Code X, a Language Arts curriculum that addresses the rigorous demands of the Common Core State Standards. The units focus on vocabulary development, language comprehension, and writing tasks that challenge students to analyze, question, cite evidence and write every day, using both nonfiction and literature. Teachers will use whole group and small group instruction, student friendly rubrics, and scaffolded writing strategies to meet the various levels of the students. This curriculum will be used with Beginner 7th grade ELLs only, and web based programs such as Rosetta Stone, Achieve 3000, Myon Reading Program, and Writing Matters will be used with Beginner 6th and 8th grade students, with targeted units of study created by their teachers. The Expeditionary Learning curriculum will be used with the Advanced and Long Term ELLs. The focus will be Module 4. An enriching literacy program, Expeditionary Learning (EL) is offered through read-alouds, author studies, independent reading choices, and writing workshops. Students work with task specific rubrics and maintain portfolios containing their work. Expeditionary Learning connects students to real-world issues and need. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. In addition, teachers will use the Empire State NYSESLAT Prep books to enhance skills in listening, speaking, reading, and writing to prepare them for the 2015 NYSESLAT exam.

All participating students will also receive instruction in Mathematics by two licensed Math teachers. The students will be grouped by specific grade level and instruction will be delivered to target their individual needs using various books, hands-on activities and technology (students will have access to iPads and laptops as mentioned above) Instruction will be based on the modules of the Go Math

### Part B: Direct Instruction Supplemental Program Information

Pacing calendar with support on basic math skills for those students who need them as determined by a pre-assessment. Teachers will implement project-based activities to track progress on the units of study provided by the GO Math curriculum which is aligned to the New York Mathematics Common Core Learning Standards.

### 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: Professional Development this year will focus on vocabulary acquisition, vocabulary enhancement, and writing skills.

Provider: Expediting Comprehension for English Language Learners (ExC-ELL) , 2 days

Day 1- Vocabulary

Day 2- Writing

Exc-ELL is an evidence-based instructional model for integrating academic language, literacy, and content domain knowledge. It was developed and tested in the field with hundreds of teachers throughout the country. It addresses all four language domains, listening, speaking, reading and writing, and is appropriate for all content area teachers in elementary, middle, and high school level.

The vocabulary focused professional development will be delivered to content area teachers (Math, ELA, Social Studies and Science) currently working with our ELL population. It will focus on word study, pre-teaching vocabulary, and targeting academic language within the content areas.

The writing focused professional development will be delivered to ESL teachers and specific content area teachers teaching ELLs during the 2014-2015 school year. This session provides teachers with tools to help students feel comfortable and improving the the quality of writing. As a result of this session, teachers will be able to teach principles of text-based writing, enhance academic vocabulary, teach and model different types of writing (e.g., descriptive, argumentative), and teach and model strategies for drafting, revising, and editing.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_

Our school has planned various workshops and informative sessions translated in the two major languages (Spanish and Bengali) for the parents of ELLs as follows:

Back to School Night (September 18, 2014): This session facilitated by teachers and school staff served as a way to set expectations and goals for the year as well as providing parents with an overview of the curriculum.

**Part D: Parental Engagement Activities**

- High School Information Workshops (October 2014)
- IEP Parent Workshop for parents of Special Education students and Special Education ELLs (one fall session 2014, one spring session 2015)
- Pupil Path Workshop- step by step tutorial facilitated in English and Spanish for parents on how to navigate the Pupil Path communication system between parents, teachers, and students. (September, October, November 20, 2014)
- Domestic Violence Awareness Workshop (December 11, 2014)
- ELA Exam Informational Session (March 2015)
- Monthly PTA meetings (every month)
- Monthly Learning Walks- Parents are invited to visit ESL and content area classrooms during instruction to see our teachers' and students' use of ESL strategies and technology (every month, October to May)
- Urban Advantage trips- parents of students are invited to attend all Science-related trips planned through Urban Advantage (May, 2015)
- Arts Engage Initiative (partnership with Center for Arts Education) - parents will be invited to attend culminating performances (June, 2015)
- Social Studies Family Night (TBD), ELA Family Night (November 10, 2014), and Math and Science Family Nights (February, 2015)- Each content area will host a Family Night in which parents are invited to partake of their child's curriculum in hands-on activities and demonstrations.
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**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	-	-
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b>\$36,372</b>	_____

**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*. LAPFORM1516

## Part I: School ELL Profile

**A. School Information**

District 28	Borough Queens	School Number 217
School Name Robert A. Van Wyck Middle School 217		

**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 Patrick Burns	Assistant Principal Maria B. Jimenez
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Paula Kohm/ESL	School Counselor Yliane Ulloa
Teacher/Subject Area Grace Nelson/ESL	Parent type here
Teacher/Subject Area	Parent Coordinator Denise Vazquez
Related-Service Provider S. Williams	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

**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	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	3	Number of special education teachers with bilingual extensions	1

### D. Student Demographics

Total number of students in school (excluding pre-K)	1580	Total number of ELLs	280	ELLs as share of total student population (%)	17%
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## Part II: ELL Demographics

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

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

### A. ELL Programs

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
Dual Language														0
<b>Total</b>	<b>0</b>													

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	280	Newcomers (ELLs receiving service 0-3 years)	178	ELL Students with Disabilities	62
SIFE	34	Developing ELLs (ELLs receiving service 4-6 years)	74	Long-Term (ELLs receiving service 7 or more years)	28

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
DL										0

ENL	178	24	8	37	1	37	16	0	12	222
<b>Total</b>	<b>178</b>	<b>24</b>	<b>8</b>	<b>37</b>	<b>0</b>	<b>37</b>	<b>16</b>	<b>0</b>	<b>12</b>	<b>222</b>
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

**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
														0
														0
														0
<b>TOTAL</b>	<b>0</b>													

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																		
																			0	0
																			0	0
																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
									0	0
									0	0
									0	0
<b>TOTAL</b>	<b>0</b>									

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							47	51	56					<b>154</b>
Chinese							0	0	0					<b>2</b>
Russian							0	0	2					<b>2</b>
Bengali							20	26	22					<b>68</b>
Urdu							6	2	2					<b>10</b>
Arabic							7	10	2					<b>19</b>
Haitian							0	3	0					<b>3</b>
French							0	0	4					<b>4</b>
Korean							0	0	0					<b>0</b>
Punjabi							2	3	2					<b>7</b>
Polish							0	0	0					<b>0</b>
Albanian							0	0	0					<b>0</b>
Other							5	4	4					<b>13</b>
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>87</b>	<b>99</b>	<b>94</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>280</b>

# 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)							15	17	27					59
Emerging (Low Intermediate)							3	10	9					22
Transitioning (High Intermediate)							9	6	11					26
Expanding (Advanced)							51	43	31					125
Commanding (Proficient)							21	24	20					65
Total	0	0	0	0	0	0	99	100	98	0	0	0	0	297

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	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							48	46	54					148

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	60	17	1	0	201
7	52	18	2	0	72
8	53	21	5	0	79
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0

5									0
6	53	8	26	5	6		2		100
7	61	9	19	4	2		0		95
8	44	8	5	4	1		0		62
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	25	8	41	6	4		0		0
NYSAA Bilingual (SWD)									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				
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:**

1. 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.  
 We use Achieve3000, which determines the students' lexile level and assists us in providing instruction using appropriate texts for students, with the goal of differentiating materials and setting expectations. The NYSITELL to assess our students' literacy skills in listening, speaking, reading, and writing. We also use the Fundamentals 1 and 2 (INSIDE) curriculum with Entering and Emerging students to assess their phonetic awareness and decoding skills for ongoing instruction.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The results of the NYSITELL and NYSESLAT 2015 show data patterns that are frequently similar. Across proficiency levels, it is evident that the weakest modality is writing. Even at the Expanding level, the writing session has the lowest scores of all the modalities in the NYSESLAT. During the NYSITELL assessment, many of the students are unable to complete the writing task, which requires them to write an extended response. As a result, in all ENL classrooms, our instruction is heavily centered around writing for each lesson.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 We use the information from the AMAO 2 tool to assess if our students have made progress. We used this information to review the warning indicators and to inform us about trends in our ELL population, to ensure that the programs that we offer our students align to our needs as a school. After using this tool and analyzing the NYSESLAT scores year after year, writing is the skill in which ELLs show the most difficulty. In order to meet the needs of these students, Middle School 217 strongly focuses instruction on writing skills, which include the following- response to literature, nonfiction editorials, narratives, short stories, and poetry. We have increased the amount of mentor texts, using modeling where appropriate and imbedding grade-level writing. During our AIS periods, Afterschool EDGE ELL program and Saturday Academy, teachers work with small groups to target specific areas in writing development ranging from sentence structure, paragraph composition, and syntax, as well as incorporate grammar reinforcement. We use the AMAO tool when planning instruction to group our students according to specific needs, mostly focusing on reading and writing, depending on where their performance is the weakest.
4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The results of the our NYSESLAT Sampler assessment that is given at the end of each quarter determine that a large number of ELLs need to improve their Reading and Writing skills. ENL teachers will focus instruction on reading and writing by increasing the number and quality of read-alouds, shared reading passages, independent reading, focused mini-lessons on reading skills, and various opportunities to improve writing skills. Teachers will assess students with accountable talk, using the SPEAK rubric, to demonstrate their understanding. Writing also continues to be a struggling skill for ELLs. Through modeling, revision skills and embedded grammar lessons, teachers can help students master writing skills. Teachers will use the results of the Periodic Assessment to set individual goals for students. Students struggling with the same skills will work together in a group to target that skill. Progress will be assessed by the following Periodic Assessment.

In addition to using assessment data to plan instruction and form student groups within the classroom, teachers have the option of meeting once a week to target small groups of students who have not made progress in last year's assessments. The team is comprised of ENL teachers and content area teachers Teams meet together and use NYSESLAT scores and present-day student work to target students who have not made progress. The teacher teams then discuss and implement intervention strategies to help improve the targeted students' performance in the upcoming assessments. Teachers use the Periodic Assessments to set individual goals for students. Students struggling with the same skills will work together in a group to target that skill. Progress will be assessed by the following Periodic Assessment.

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*.]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Teachers in our ENL department include language objectives as well as academic objectives in the delivery of lessons with ongoing assessments to monitor new language acquisition. We made a schoolwide decision to implement a new curriculum for Entering/Emerging ELLs that develops basic language skills, phonemic awareness, and basic writing skills. Teachers take into account a child's educational and cultural background when making decisions around lesson content and scaffolds. ENL teachers consistently meet to discuss a student's educational background, whether the student has received education in another country, whether the education was delivered in English, if the student has had a significant lapse in education, and whether the student has writing and reading skills in his native language. All of these factors are considered when planning lessons and differentiating/scaffolding for students.
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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
NYS ELA Assessment  
All ELLs in the country for one year or greater are mandated to take the NYS ELA and Math Exams. The majority of ELLs in the ENL program score at levels 1 and 2, resulting in failure to meet AYP. Going forward for the 2015-2016 school year, ENL teachers will incorporate various ELA strategies into the ENL curriculum to facilitate the students' comprehension for our Entering/Emerging students. For our Transitioning/Expanding/Commanding ELLs, and Long Term ELLs, ENL teachers will support their ELA counterparts with our existing Expeditionary Learning curriculum, providing scaffolds for students, differentiating material, and explicitly teaching the vocabulary needed in order to meet expectations. Emerging/Transitioning/Commanding ELLs as well as Long Term ELLs will be provided with a word-to-word dictionary for translations. In addition, MS 217 will offer a Saturday Academy where ELL students can receive extra support in ELA. In addition, all ELLs can receive targeted support during the afterschool program EDGE ELL, where ELA skills will be enforced. All ELLs are mandated to take the NYS Math Exam. The majority of ELLs in the ENL program score at levels 1 and 2, resulting in failure to meet AYP. After analyzing the data, we noticed that ELLs didn't make significant progress in Math. Going forward for the 2015-2016, Math teachers will receive support from ENL teachers through a co-teaching model, incorporating various ENL strategies into the Mathematics curriculum to facilitate the students' comprehension. In addition, MS 217 will offer a Saturday Academy focusing on ENL and Mathematics. In addition, all ELLs can receive targeted support during the afterschool program EDGE ELL, where Math skills will be enforced. All ELLs are provided with Math glossaries in their native languages approved by the NYS Education Department. In addition, all ELLs in our ENL program are entitled to take the NYS Math assessment in their native language OR they can request a translator (licensed pedagogue). Students that took this assessment in their native languages scored at levels 1 and 2. However, most of these students were 0-3 year ELLs and still in the early stages of language acquisition.

## Part IV: ELL Identification Process

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

- 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.  
Middle School 217 currently offers an (ENL) Freestanding English as a Second Language Program. At the time of enrollment, parents are required to complete the HLIS (Home Language Inventory Survey) given to first time registrants of the NYC school system, as well any student who has not been in a NYS public school for 2 or more years. (Students who have not been in a NYC or NYS public school for 2 or more continuous years are eligible to go through ELL identification process again) A licensed professional, such as a pedagogue or a teacher, is available to assist the parent in the completion of the HLIS. This form is provided in the parent's preferred language and a qualified interpreter is provided when necessary or requested to assist, along with the license

pedagogue, in helping the parent fill out the form. This form surveys the student's Home Language and determines if the student is required to take the NYSITELL. The home language is determined based on HLIS results, which include an interview with the student and parent in the language of preference. The teachers responsible for the informal interview are P. Kohm (ESL teacher, Spanish), D. Emmanuel (ESL teacher, French), G. Nelson (ESL teacher), and D. Sinche (ESL teacher, Spanish). At this time, we administer the NYSITELL (within ten school days of enrollment in our school) to only those students whose home language is not English and are eligible for the NYSITELL. (A more in-depth interview and review of work will be conducted to determine NYSITELL-eligibility) This assessment is administered only once. The parent may request a re-identification process/review within 45 days of enrollment. SIFE status will be determined during an initial determination which will be made within 30 days of enrollment, but then can be modified up to 12 months of initial enrollment. SIFE also consists of interrupted and/or inconsistent education. Once a SIFE student scores at transitioning/intermediate level on the NYSESLAT, SIFE status is removed. We will form a language proficiency team for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL.

Following the administration of the NYSITELL, entitlement and placement letters are given to the students in their preferred language. Eligible students are then placed in a Freestanding ENL class and the parents of these newly enrolled ELLs are invited to a Parent Orientation. During the orientation, the ENL teachers provide information, and goals of the program/programs that NYC offers. Videos, pamphlets and parent guides are provided in the parents' preferred languages. During this time, parents have an opportunity to ask questions about the different programs and select an instructional program of their choice, using the Parent Selection Form. The ENL teacher leading the orientation will clarify points and answer questions asked by parents. Currently, students receive a placement letter in their preferred language once they are placed in the ENL program. After analyzing the data on the Parent Selection Forms, our school keeps a careful count of all ELLs by language group, and will initiate the offering of Bilingual classes for the students whose parents selected a Bilingual program as their first choice. We also provide a list of schools that offer Bilingual and Dual Language programs to the parents. Parents can opt for a transfer to a school that presently offers the program of their choice or they can reject the transfer and choose to keep the students in our school in a freestanding ENL program. We keep parent surveys on file, and in the students' cumulative folders as well.

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).

Our school uses the Oral Interview Questionnaire to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire helps to identify potential SIFE students and provide background information on the student's reading and literacy skills in their native language. Furthermore, the LENS assessment is administered to measure the home-language literacy skills SIFE students bring with them when they enter New York City schools. The data provided can assist teachers to plan instruction. This SIFE status is determined during an initial determination which will be made within 30 days of enrollment, but then can be modified up to 12 months of initial enrollment. Once a SIFE student scores at transitioning/intermediate level on the NYSESLAT, SIFE status is removed

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).

When a student enters our school with an IEP and a home language other than English, our Language Proficiency Team (LPT) reviews evidence of the student's English language development or existing IEP. The LPT consists of the following: the Assistant Principal of Special Education -Ms. Angela Teutschman, the Assistant Principal of ESL -Ms. Maria Jimenez, the student's parent, the guidance counselor -Ms. Ulloa, the ENL coordinator- Ms. Paula Kohm, Related-Service Provider- Ms. S. Williams, and ENL teacher- Ms. Grace Nelson. This review will include a review of student work and use of Appendix EPRG for SIFE identification. During this review, the student's parent is provided with an interpreter to assist. At this point, the LPT can recommend that the student take the NYSITELL or not. If the student is required to take the NYSITELL, the assessment will determine ELL status and the ELL identification procedures (above mentioned) will continue. If the LPT did not recommend that the student take the NYSITELL, the principal will review and make a final determination on whether the NYSITELL should be administered. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or

guardian. If he agrees with the LPT, the principal's determination is sent to the superintendent for review, and the parent is notified within 20 days. If the NYSITELL is to be administered, the student will take the NYSITELL and the ELL identification process continues. If the superintendent determines that the NYSITELL should not be administered, the student is officially not given ELL status.

As above mentioned, our school uses the Oral Interview Questionnaire to determine if an ELL is a SIFE student. Also, the Oral Interview Questionnaire helps to provide background information on the student's reading and literacy skills in their preferred language. Additionally, the LENS assessment is administered to measure the home-language literacy skills SIFE students previously attained prior to entering New York City schools. The data provided can be used to assist teachers in their instructional planning. SIFE status is determined during an initial 30 days of enrollment; however can be modified. Once a SIFE student scores at transitioning/intermediate level on the NYSESLAT, SIFE status is removed.

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.

Following the administration of the NYSITELL assessment, the ENL teacher and/or ENL coordinator distributes entitlement/non-entitlement letters (correspondence) to eligible students in their preferred language within 5 school days. This letter informs parents of the results and that they have the right to appeal the ELL status within 45 days of enrollment. Parent surveys are also distributed within 10 days. Student is then placed within our Freestanding ENL program within 10 days but the parent can appeal their child's placement within 45 days. Parents can also request a re-identification process within 45 days of initial enrollment. We keep copies of our parent ELL notifications and letters in students' in our students' cumulative folders. We then provide our parents with annual individual meetings to discuss their child's progress in addition to already existing meetings. Parents also receive continuous correspondence in their preferred language.

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).

Entitlement/non-entitlement letters to eligible students in their preferred language are distributed within 5 school days. This letter informs parents of the results and that they have the right to appeal the ELL status within 45 days of enrollment. Parent surveys are also distributed within 10 days. The student is then placed in our Freestanding ENL program within 10 days but the parent can appeal their child's placement within 45 days. Parents can also request a re-identification process within 45 days of initial enrollment. All notifications and relevant documents must be kept in the student's cumulative folder. The individuals responsible for this process are the Assistant Principal of ENL- Ms. Maria Jimenez, and the ENL coordinator- Ms. Paula Kohm. Copies of letters are filed in students' cumulative folders and stored in the Assistant Principal's 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.

The results of the NYSITELL will determine if a student is eligible for ENL services by the state of New York and also designates an English proficiency rating for the student. This assessment is administered only once. Following the administration of the NYSITELL, entitlement and placement letters are given to the students in their preferred language. Eligible students are then placed in a Freestanding ENL class and the parents of these newly enrolled ELLs are invited to a Parent Orientation. During the orientation, the ESL teachers provide information, and goals of the program/programs that NYC offers. Videos, pamphlets and parent guides are provided in the parents' preferred languages. During this time, parents have an opportunity to ask questions about the different programs and select an instructional program of their choice, using the Parent Selection Form. The ENL teacher leading the orientation can clarify points and answer questions asked by parents. Currently, students receive a placement letter in their preferred language once they are placed in the the ENL program. After analyzing the data on the Parent Selection Forms, our school keeps a careful count of all ELLs by language group, and will initiate the offering of Bilingual classes for the students whose parents selected a Bilingual program as their first choice (within each language group). We also provide a list of schools that offer Bilingual and Dual Language programs to the parents. Parents can opt for a transfer to a school that presently offers the program of their choice or they can reject the transfer and choose to keep the students in our school in a Freestanding ENL program. We keep parent surveys on file and have parent contact information on hand. We do not have a DL program currently available at our school. When one becomes available, parents who have previously chosen a TBE/DL program will be notified. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. We document and include attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by

our school. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades. When a TBE/DL program becomes available, if the parent chose this as their first choice, every effort is made to reach the parent and notify the parent, in their preferred language, that the program is now available

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.

Parent surveys will be filled out by parents, in their preferred language, at the time of registration . Parent surveys are then collected and placed in the student's cumulative file and remain a part of the student's permanent record stored in the Assistant Principal's office- Ms. Jimenez. Parent program choice will be monitored in the following way- the parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school must document and include attempts to gather initial parent selection preference; documentation should be maintained using existing procedures established by the school. We are responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school. For more information on the ELPC screen, see page 38.

o Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request. All correspondence and outreach to parents is provided in the preferred language. When a TBE/DL program becomes available, if the parent chose this as their first choice, every effort is made to reach the parent and notify the parent, in their preferred language, that the program is now available

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Parent survey will be filled out by parents, in their preferred language, at the time of registration to ensure that we have 100% compliance. The person responsible for this is Ms. Paula Kohm, ELL coordinator. Parent Survey and Program selection forms will be collected and placed in the students' cumulative folder and stored in the Assistant Principal's office. All correspondence is provided to parents in their preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed. ENL Coordinator will distribute placement notification letters to parents in their preferred language. Parent notification letters are given to the student and also mailed home to the parent in their preferred language. All correspondence to parents is in their preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

We keep all correspondence with parents, such as entitlement letters, surveys, placement letters, and transitional support in the students' cumulative folders as well. These are stored in the Assistant Principal's office. These are the original copies, and only the Principal, Assistant Principal and Ms. Paula Kohm, ELL coordinator, have access. Ms. Paula Kohm is responsible for maintaining the records.

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.  
Our school uses ATS to run the RLER (for NYSESLAT) and the RMSR reports to determine NYSESLAT eligibility. The NYSESLAT is a state exam is administered in April/May to measure student progress and advancement within proficiencies. Every ELL must take this exam. Our school has an Assistant Principal in charge of the ELL department who ensures that testing conditions are followed, teachers are trained in the administering of the exam, and that teacher have the necessary materials and technology to administer the exam. All students are given the testing accommodations they require.. Students are given days to make up the exam if they are absent, immediately following the close of the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Paste response to question here:
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).

When analyzing surveys from 2013 to present day to identify trends, parents predominantly have selected ESL Instruction as their preference. Eight Spanish speaking parents and two Arabic speaking parent selected TBE as choice #1. One parent selected Dual Language Instruction as the program model of their choice (Russian). Through the school's Translation/Interpretation Budget, we are able to provide personnel that can assist parents with their translation needs. The school will offer multiple Parent Orientations to ensure that all parents have the opportunity to attend. Continued entitlement letters are given to eligible students in their preferred languages in September by ESL and homeroom teachers. A copy of all letters are kept on file in the main office or in ESL classroom 112. We monitor trends in parent choice frequently and use that information to make schoolwide decisions. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades. When a TBE/DL program becomes available, if the parent chose this as their first choice, every effort is made to reach the parent and notify the parent, in their preferred language, that the program is now available

## 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.

In our self-contained departmentalized sixth, seventh and eighth grade ENL classes, all content areas are taught in English using ENL instructional strategies. Our classes are leveled according to students' English proficiency as measured by the NYSESLAT and NYSITELL assessments. Entering students and Emerging students receive 360 minutes per week in a stand alone ENL class with a licensed TESOL teacher. One class contains 6<sup>th</sup> and 7<sup>th</sup> grade ELLs who are Entering (1 year or less, as well as SIFE students). We have one grade 7 and one grade 8 Entering/Emerging class of ELLs who receive 360 minutes per week in a stand alone ENL class with a licensed TESOL teacher. Transitioning and Expanding ELLs receive 180 minutes (1 unit) of integrated ENL per week. Our classes are as follows:

- \* 760- Entering/SIFE Grade 6 and 7
- \* 615- Emerging Grade 6
- \* 616- Transitioning/Expanding Grade 6
- \* 715- Entering/Emerging Grade 7
- \* 716- Expanding/Commanding Grade 7
- \* 717- Transitioning/Expanding Grade 7
- \* 851- Entering/Emerging Grade 8
- \* 852- Emerging Grade 8
- \* 853- Transitioning/Expanding Grade 8

Our SWD ELLs are in self-contained Special Education classes and in ICT classes where the ELA teacher is dually certified in TESOL and ELA. All classes are multicultural and speak various native languages (primarily Spanish, Bengali, Arabic). ELLs also receive instruction in Math, Social Studies, and Science with licensed content area teachers that implement ENL strategies in their daily instruction. Our school utilizes bilingual staff members to provide native language support for English Language Learners. Classes travel together as a group and ENL instruction is delivered during double 45-minute blocks when possible and applicable. Commanding ELLs receive 90 minutes of ENL instruction via the push in model during a content area.

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)?

Our classes are leveled according to students' English proficiency as measured by the NYSESLAT and NYSITELL assessments. Entering and SIFE (Students with Interrupted Formal Education) students receive 360 minutes per week (2 units of study in standalone ENL), Emerging students receive 360 minutes per week (1 unit of study in standalone ENL and 1 unit of study in ENL/content area instruction) and Transitioning/Expanding and Long-Term ELL students receive 180 minutes per week (1 unit of study in ENL/ELA) Transitioning/Expanding level students with IEPs (as determined by the most recent NYSESLAT) receive ENL instruction via a pull-out model for 180 minutes per week. Commanding students receive 90 minutes of ENL instruction via the push in model.

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.

Our ESL self-contained classes are multicultural and speak various native languages (primarily Spanish, Bengali, Arabic) ELLs also receive instruction in Math, Social Studies, and Science with licensed content area teachers that implement ESL strategies in their daily instruction. Our school utilizes bilingual staff members to provide native language support for English Language Learners, and for Emerging and Entering students who really need the support (translations, the use of cognates, translated materials, etc.).

Math- The Math curriculum used is GO MATH, which offers an engaging and interactive approach to covering Math CCLS. Students can access content digitally at appropriate levels of depth and rigor, and are provided with student workbooks. Teachers incorporate explicit modeling, vocabulary development, hands-on opportunities, and group work.

Science- The science curriculum for MS. 217 is living environment based. This is to ensure that by the time students reach the 8th grade, that they are prepared to take the Living environment regents exam. In order to support ELLs and SWDs teachers incorporate many literacy and ELL centered strategies within their lessons. For example, SEED charts are tools that create a focus on specific vocabulary, definitions, and allow the student to create sentences or examples to show how they understand the content. Venn Diagrams are used to allow students to create models that differentiate and compare certain vocabulary words. Students then create sentences that explain the differences or similarities using connection words like; in addition to, dissimilar to, unlike, and as well as, using facts from their Venn Diagrams. The goal in teaching ELLs and SWDs is to get them reading, writing, creating, and applying. These students are tactile, audio, and visual learners. Science teachers teaching these students also incorporate project based learning, labs, lab reports, mini-video clips, and of course escience3000 . As science teachers the goal is to make the vocabulary " come alive" or become tangible and understandable. Science content revolves around the application of vocabulary.

Social Studies- Teacher re-enforce ELA skills through the use of primary sources in order to follow the NYS Scope and Sequence in Social Studies. In addition, teacher incorporate technology, use of secondary sources, visuals, videos, And supplementary materials to enrich content. In order to support ELLs and SWDs teachers incorporate many literacy and ELL centered strategies within their lessons. For example, SEED charts are tools that create a focus on specific vocabulary, definitions, and allow the student to create sentences or examples to show how they understand the content. Venn Diagrams are used to allow students to create models that differentiate and compare certain vocabulary words. Students then create sentences that explain the differences or similarities using connection words like; in addition to, dissimilar to, unlike, and as well as, using facts from their Venn Diagrams. The goal in teaching ELLs and SWDs is to get them reading, writing, and applying concepts across content areas. These students are tactile, audio, and visual learners.

ENL (EN, EM)- ). ENL teachers use INSIDE (National Geographic, Cenage) a curriculum that is providing this specific population with the basic skills they need to acquire the English language, and is aligned to the CCLS. It uses\ sequential work in phonemic awareness, phonics, decoding which are the most basic skills that students need to understand and read English. It then progresses to foundational work in reading comprehension, vocabulary, language, and writing, and spelling. Teachers also continue to build academic vocabulary and language and fluency with more complex texts and develop skills in comprehension, literary analysis and writing. However, the basic foundations are

taught first.

ENL/ELA (TR,EX)- Expeditionary Learning (EL) connects learning to real-world issues and needs. Academically rigorous

learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do. Students have access to a rigorous curriculum and assignments. EL gives an opportunity for discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more.

Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement. ENL teachers make adaptations and differentiate to facilitate learning and understanding by using strategies and scaffolds such as, Pre selecting and teaching key vocabulary and concepts, chunking text, paraphrasing, graphic organizers, incorporating visual aides.

ENL teachers provide content area support for ELLS by:

- Vocabulary development- tier two words ( that are not explicitly taught during the lesson) as well as academic vocabulary
- Small group instruction on a specific task relevant to the lesson
- Incorporation of ENL strategies to facilitate understanding of the content
- Using the SPEAK rubric with table groups to asses understanding and promote meaningful discussions
- Provide scaffolding tools such as graphic organizers to BREAK DOWN not WATER DOWN the content
- Provide Language objectives when applicable

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

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The NYSESLAT is administered to every ELL in the Spring to assess progress in Listening, Speaking, Reading, and Writing. During daily delivery of instruction, teachers are targeting all four skills using different strategies and mediums such as:

- \* Checks for understanding (ongoing)
- \* Exit/Entrance slips (ongoing)
- \* MOSLS (pre and post)
- \* Vocabulary tests (weekly)
- \* Determination of lexile levels using Achieve3000 and myOn to provide adequate reading material (quarterly)
- \* Reading logs/journals (daily)
- \* EL unit assessment (mid-module, end of module)
- \* INSIDE unit assessments (at the end of each unit)
- \* Teacher made assessments (as needed)

\* Mock NYSESLATs are given at the beginning and at the end of each quarter to assess growth. Specific NYSESLAT practice and drill instruction is offered during the EDGE/ELL afterschool program and during Saturday school.

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

#### SIFE Students

SIFE students receive 360 minutes of ENL instruction to provide them with fundamental reading and writing skills. Their teachers use differentiated instruction to meet their needs and provides native language support whenever possible through oral translations and materials in their native language to scaffold and support their learning. SIFE students are highly encouraged to attend the Title III (EDGE/ELL) after-school program and/or Saturday school which focuses on mathematics and English language development. They can receive the support they need to perform well and make progress on the state examinations.

#### Entering ELLs (less than three years)

Entering ELLs, as determined by NYSITELL and NYSESLAT assessments, are placed in an Entering ENL class. They receive 360 minutes of intensive ENL instruction per week by a licensed ESL teacher, as well as 180 minutes of ENL/content area instruction. Technology, visual aids, and hands-on opportunities are integrated into all lessons. Inside Fundamentals 1 and 2 is used as a base curriculum, as well as myON independent reading technology, Rosetta Stone web based programs, and Mindplay. Middle School 217 offers a variety of supplemental programs for this subgroup. These programs provide instructional assistance primarily in Literacy and Mathematics- Saturday Academy, TITLE extended day program (EDGE ELL) and ESL Summer Academy. Newcomers are mandated to attend our ENL Saturday Academy and/or EDGE ELL Day program. Special visual aids, alternate classroom libraries,,myON online software, and Mindplay online software are available as aides for this subgroup.

#### Emerging ELLs (years 4-6)

ELLs in this category fall into the low intermediate level of English proficiency as assessed by the 2015 NYSESLAT. The students are offered rigorous instruction in ENL for 180 minutes a week and ENL/content area instruction for another 180 minutes a week. Teachers instruct these students using the Expeditionary Learning curriculum as well as alternate texts sets to scaffold learning and provide additional support. ELLs are often grouped together according to similar needs. The explicit teaching of academic vocabulary is a major focus. Teachers use a variety of skills to teach vocabulary and give students ample opportunities to use academic language (ExC-ELL method). Students use technology to complete projects using Powerpoint, iMovies, and Excel. The Achieve 3000 program (described above) is used two to three times a week with this particular group of students.

#### Transitioning/Expanding students

ELLs in this category receive 180 minutes of ENL/ELA instruction. Teachers instruct these students using the Expeditionary Learning curriculum as well as alternate texts sets to scaffold learning and provide additional support. ELLs are often grouped together according to similar needs. The explicit teaching of academic vocabulary is a major focus. Teachers use a variety of skills to teach vocabulary and give students ample opportunities to use academic language (ExC-ELL method). Students use technology to complete projects using Powerpoint, iMovies, and Excel. The Achieve 3000 program (described above) is used two to three times a week with this particular group of students.

#### Long Term ELLs

Long Term ELLs will receive 1 unit of study in ENL/ other Core Content Area (Math, Science or Social Studies) (180 minutes) per week. During this instructional time, they will receive intensive vocabulary and reading comprehension strategies supported by a licensed ENL teacher. In addition, all content area teachers who service Long Term ELLs will be trained in ExC-ELL vocabulary and writing strategies (Margarita Calderon). During these Professional Learning opportunities, teachers will learn how to teach vocabulary within context, academic vocabulary, and how to choose words that will carry across disciplines for instruction. In addition, teachers will learn how to apply writing techniques and strategies that are specific for students who are in need of this support.

Long Term ELLs will be targeted specifically for supplementary intervention services, such as the EDGE/ELL afterschool program and Saturday school. Here, ESL teachers will focus on accelerating students' progress towards attaining English proficiency and closing academic gaps, recognizing their distinct needs. Students will be provided with a program that focuses on language development, literacy development, addresses the academic gaps, affirms the role of home language in a student's life and learning, and keeps them actively engaged. These students will continue to use Expeditionary Learning as a curriculum, embedding scaffolds and opportunities for differentiation to facilitate understanding.

We will implement the Academic Vocabulary Toolkit (AVT) program by Dr. Kate Kinsella with Long Term ELLs. The AVT program is a NYC Department of Education recommended program that will be implemented in numerous public schools during the 2015-2016 school year. The program tackles tier 2 words, also known as "high-frequency words for mature language users — coincidence, absurd, industrious — for which instruction can add productively to an individual's language ability" (Beck, et al, 2002). Because tier 2 words are often used across disciplines, they usually are polysemous and abstract words that cannot be easily explained through a visual aid e.g. interpret, analyze, express. These words present a barrier for many of our mid-year and long-term ELLs and therefore, require explicit instruction coupled with escalated guided practice as modeled in the AVT program. The AVT program includes an extensive list of tier 2 words aligned to Common Core, each of which is presented with word families (e.g. analyze and analysis) and grammar and syntax targets to help students become agile readers, speakers, and writers. The words can be taught in any order to correlate with cross-curricular needs. The escalated guided practice compels students to activate other best practices in vocabulary instruction (e.g. identifying connotation and context clues) and provides writing opportunities for students to apply the new words they have acquired. One representative from the ESL Department has participated in a full day AVT training led by the NYC DOE; the

remaining faculty have participated in an NYC DOE facilitated webinar and have begun meeting to discuss implementation logistics.

Long Term ELLs will be programmed for Achieve 3000. They will be targeted for AIS pull out services where fundamental reading and writing skills will be addressed. We will also continue work we developed during the 2014-2015 school year with the help of the Harvard Institute. Our ELL population has consistently underperformed our General Education students. In Social Studies classrooms particularly, the content can be challenging, leaving the ELL student confused and frustrated. Writing is a skill which we need to improve across content areas, especially in Social Studies. Our NYSESLAT 2014 scores showed that 152 out of 214 students' lowest score was writing (71%). Therefore, we chose the Social Studies department to implement specific instructional strategies in reading and writing, with a careful eye on our ELL population. Our plan addressed the Institute's Lever 1- A shared understanding of the hallmarks of advanced literacy instruction and Lever 3- Sustained approaches to staff development. We introduced 3 shared instructional practices used in all Social Studies classrooms and a common language for discussing instructional goals within our department. We are increased knowledge about literacy instruction for ELLs by modeling 3 different strategies for teachers to implement and provided them with the materials needed to do so.

We propose a 3 day instructional plan that will be implemented by Social Studies teachers 4 times within a quarter. We will meet with Social Studies teachers weekly to review student work, notice trends, make decisions on strategies, and track student progress. As the short term goals are met, new goals based on student data will be set. A vocabulary inventory with previously selected Tier 2 words (can be used as baseline and for grouping) will be administered. There will be explicit teaching of Tier 2 words using graphic organizers, student friendly definitions, examples, and guided interactions. Students will read the primary source aloud 1 time, where they will begin to get the "gist" of the document. There will be a second reading of the primary source, this time introducing a HOW question the students will keep in mind. Teachers will select a literary skill that students must learn during the day's lesson and select quotes that are an example of that literary skill. Teachers will model RAFFT, a writing strategy, using a previously learned primary source. Students will then apply the strategy, using the primary source they have been working with, and answering the HOW question from the day before. Students are given the vocabulary inventory again (at the end of the unit) as an assessment. Students' RAFFT paragraphs are graded using a uniformed rubric.

Commanding (Former ELLs up to 2 years after exiting ELL status)

Commanding (former ELLs, years 1 and 2) are placed in a General Education class and continue to receive extended time on state examinations for two years. Commanding ELLs are highly encouraged to attend the AIS extended-day programs offered by the school, as well as Saturday school and the EDGE/ELL program. Commanding ELLs are granted time extensions on state examinations for two years after they pass (Commanding level) the NYSESLAT. A licensed TESOL teacher provides integrated ENL support in the content areas (.5 units) to comply with the new CR Part 154-2.

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.

Phase 1

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.

3. School reviews the student's work in English and in the home language.
  4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
  5. School consults with parent or guardian.
- Helpful Hints: Re-Identification of ELL Status Process
- Schools should establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process.
  - If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
  7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
  8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
  9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
  10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
  11. All notifications and relevant documents must be kept in the student's cumulative folder.

## Phase 2

In 6-12 months the principal will hold a meeting with the student, the parent and the student's licensed teacher to ensure that the student's academic progress has not 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, he/she must consult with the superintendent or his/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?

### Special Education (SWD)

#### Delivery of services-

During the 2015-2016 school year, we will have 1 grade 6, 1 grade 7, and 1 grade 8 ICT ELL class, as well as 1 grade 6, 1 grade 7, and 1 grade 8 self-contained Special Education class that include ELL students. For the ICT classes, ENL services are provided by the co-teacher, who is ESL licensed. For the self-contained classes, ENL services are provided via a push in model in which the ENL teacher and the content area teacher work together to maximize students' learning and provide differentiated instruction to meet the needs of the students. According to IEP indications, some Special Education ELLs travel with a language paraprofessional at all times. Teachers provide differentiated instruction for these students using the tools and strategies mentioned above. Teachers use flexible grouping strategies to group the students according to ability, proficiency levels, NYSESLAT modality, and progression of activities. Special Education students set goals with the teacher to target their specific needs. Teachers assess their progress via assessments, projects, individualized activities, and portfolios. In addition, Middle School 217 offers a Saturday School Academy, after-school EDGE ELL program, and TITLE III Summer Academy programs. These programs provide instructional assistance in ENL, ELA, Mathematics, Science and Social Studies. Special Education students are highly encouraged to attend our Saturday Academy and/or EDGE ELL program, which provides additional support for ELLs to improve their Mathematics and ESL skills and prepare them for NYS examinations.

Materials- The Expeditionary Learning Curriculum (EL) is used with SWDs. It connects learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do. Students have access to a rigorous curriculum and assignments. EL gives an opportunity for discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement. ENL teachers make adaptations and differentiate to facilitate learning and understanding by using strategies and scaffolds such as, Pre selecting and teaching key vocabulary and concepts, chunking text, paraphrasing, graphic organizers, incorporating visual aides. It accelerates English Language Acquisition by exposing ELLS to grade level and age appropriate content and academic vocabulary which is scaffolded by the ENL and ELA teacher to make it accessible for them.

Use of technology- Use of SmartBoards to deliver lessons using interactive tools and visuals, as well as streaming videos. google docs and google classroom to present and gather information from the the students. Achieve3000 is used 3 times per week to provide students with differentiated instruction and content according to their lexile levels. It provides leveled texts to meet the different levels of SWD's. The number of units of ENL instruction is determined by their most recent NYSESLAT scores. Testing accommodations are granted to individual students as determined by the IEPs. Some students travel from class to class with a language paraprofessional, who provides support in the student's native language, if indicated by his/her IEP. Native Language books as well as Word to Word Dictionaries in SP, AR and BG can be found in the classroom library. Other technological resources to support ELL-SWDs include: google translate, Brainpop, Discovery Education, and Kahoot. The Special Education Department meets on a monthly basis to review students' IEP and the School Compliance Report to ensure that students are receiving all the mandates on their IEPs. Also the ESL provider records the first attend date on SESIS.

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?

ENL services are provided via a push in model in which the ENL teacher and the content area teacher work together to Maximize students' learning and provide differentiated instruction to meet the needs of the students. Teachers plan and prepare together to include ENL and vocabulary strategies in the lessons. According to IEP indications, some Special Education ELLs travel with a language paraprofessional at all times. Teachers provide differentiated instruction for these students, using the tools such as an interactive smartboard, one to one laptops, and grade level texts. ENL teachers use SESIS to view students IEP information and goals. We place students as per the recommendations in their IEPs. We place the ELL-SWDs in an ICT class that has a dually certified teacher so that students remain with their peers and are not pulled out during core content instruction. Students who require 12:1 OR 12:1:1 are also instructed by a dually certified teacher (TESOL/ELA).

Chart 5.1

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### 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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

NYSED.gov

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

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### 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 per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 or INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, or other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

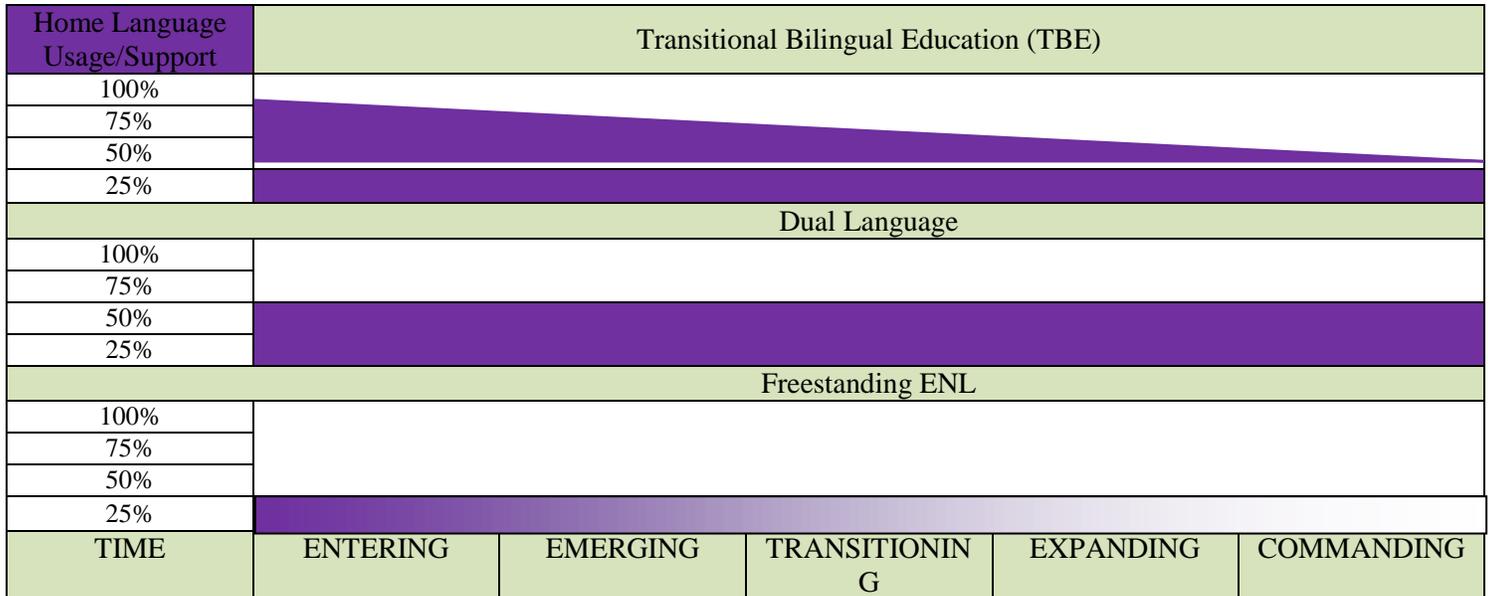
NYSED.gov

\*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.

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

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

ENL teachers and other subject area teachers utilize research-based strategies such as Total Physical Response, Language Experience Approach, explicit vocabulary development, ExC-ELL strategies, RIGOR (for Beginner students), and the Danielson Framework for Teaching. In addition, there is ongoing articulation between the teachers to reinforce concepts taught in subject areas. The myOK Reading Program, and Mindplay reading program are used by Entering ELLs. Both programs are web based. The myON Reading program allows students to access a library of books at their reading level on a variety of subjects, while Mindplay assesses whether the student needs help in phonics or comprehension and targets instruction accordingly. The Achieve 3000 program is used by Emerging/Transitioning/Expanding/Commanding ELLs. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. Students are administered a pre-assessment that determines their individual lexile levels and generates readings at their level. It uses accepted and proven benchmarks for assessments and instruction from the lexile framework to the principles of Bloom's Taxonomy. The content is non-fiction, high-interest articles customized to the students' individual lexile level. This provides differentiation of

content for our ELLs. It provides high-interest non-fiction texts in a variety of topics. Writing instruction provides differentiated writing lessons using baseline assessments, visuals, graphic organizers, animations and a variety of mentor texts to support students through the Writing Process. The texts that are used are at different reading levels so that instruction can be differentiated among ELLs of different English Proficiencies and grade levels. Our ELL self-contained classes and push in classes are grouped according to English proficiency as per their most recent NYSESLAT scores and differentiated instruction takes place within these groups as well.

ELLs are taught a variety of computer skills and programs such as Microsoft Office Suite, PowerPoint, Wordpress Blogs, I-documentaries, Writing Process, Brainpop, myON, Mindplay, Rosetta Stone and iVideo. There are increased opportunities for hands-on instruction in Math, Science and Social Studies and increased shared reading and writing during the ELA/ENL periods. Content area and ENL teachers differentiate instruction through the use of flexible grouping, goal setting, alternate texts and scaffolding strategies. Teachers use PowerPoint, Smart Boards and Smart Notebooks to deliver lessons.

All ENL classes are provided with multilevel classroom libraries in a variety of genres. These books are utilized on a daily basis for independent reading, read-alouds, and shared reading. We have recently expanded our libraries and now offer some books in Spanish as well. Our school has extensive materials on teaching practical English skills, as well as skills in listening, speaking, reading and writing. Class sets of interesting adapted novels are used with Emerging/Transitioning/Expanding/Commanding ELLs. Audio books and visual aides are used to facilitate the learning of Entering ELLs and SIFE students. As mentioned above, ENL teachers use The Achieve 3000 program. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. The content is non-fiction high-interest articles customized to the students' individual lexile level, as determined by a pre-assessment. This provides differentiation of content for our ELLs.

Math teachers use Go Math, along with teacher created lessons that aligned to the Common Core State Standards for Math, and test preparation materials specific to each grade. Science teachers follow the NYC science curriculum plan and utilize New York State Lessons are focus on higher learning skills, multi-step problem solving and inquiry-based projects. ELLs also have access to our state of the art science laboratory. There are sets of kits and materials that allow opportunity for hands-on activities and experimentation. E-science is also used through Achieve 3000, a web-based program. Students access science articles that are matched to their individual lexile levels. Social Studies teachers use primary sources, as well as alternate text sets, that are aligned with the New York State Standards and follow a specific curriculum and pacing calendar in each grade. Charts, word walls, visual aides, explicit teaching of vocabulary, opportunities to read and write, technology, and hands-on materials are incorporated in all lessons. Every year, a different group of content area teachers that work with ELLs receive ExC-ELL training. In addition to receiving professional development during these sessions, teachers also work together to create, enhance, and differentiate lessons to fit the needs of their ELLs.

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

During the 2015-2106 school year, our school plan is to increase the number of minutes of instruction for Entering ELLs. When programming and placing students, we will group Entering ELLs together and provide them with 8 periods of stand alone English instruction, as well as 4 periods of ENL/content area instruction. In addition, the Emerging students will receive 4 periods of stand alone English instruction and 4 periods of ENL/content area instruction. Transitioning and Expanding students will receive 4 periods of ENL/content area instruction, and Commanding students will receive 2 periods a week of ENL instruction via the push in model. Instruction will be delivered by an ESL licensed teacher. All materials and texts used in the ENL classroom and in the content area classroom are at the students' grade levels with the support of alternate text sets to support grade level materials. Academic language is always addressed during the pre and post teaching phases as well as during the readings. The Achieve 3000 program described above makes it possible for ELLs to work with grade level non-fiction articles tailored to their individual lexile levels.

Targeted Intervention Programs for ELLs (Supplemental)  
ESL/Math Summer Academy-

ELLs attend Summer School for 3 weeks and receive targeted ENL and Math instruction using technology, Writing Matters, and Achieve 3000. Every June, the school puts together a plan for the ESL Summer Academy according to student levels and special needs. Students also have an opportunity to work on thematic units and go on a corresponding class trip.

#### Wilson Instruction-

SWD, SIFE and 0-3 years ELLs receive instruction with a licensed Reading teacher trained in the Wilson program that delivers specific instruction to beginner readers. Instruction takes place 2 times a week for 2 hours afterschool.

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

#### ELL Subgroups (Instruction and Intervention)

##### Special Education (SWD)

During the 2015-2016 school year, we will have 1 grade 6, 1 grade 7, and 1 grade 8 ICT ELL class, as well as 1 grade 6, 1 grade 7, and 1 grade 8 self-contained Special Education class that include ELL students. For the ICT classes, ENL services are provided by the co-teacher, who is ESL licensed. For the self-contained classes, ENL services are provided via a push in model in which the ENL teacher and the content area teacher work together to maximize students' learning and provide differentiated instruction to meet the needs of the students. According to IEP indications, some Special Education ELLs travel with a language paraprofessional at all times. Teachers provide differentiated instruction for these students using the tools and strategies mentioned above. Teachers use flexible grouping strategies to group the students according to ability, proficiency levels, NYSESLAT modality, and progression of activities. Special Education students set goals with the teacher to target their specific needs. Teachers assess their progress via assessments, projects, individualized activities, and portfolios. In addition, Middle School 217 offers a Saturday School Academy, afterschool EDGE ELL program, and TITLE III Summer Academy programs. These programs provide instructional assistance in ENL, ELA, Mathematics, Science and Social Studies. Special Education students are highly encouraged to attend our Saturday Academy and/or EDGE ELL program, which provides additional support for ELLs to improve their Mathematics and ESL skills and prepare them for NYS examinations.

##### SIFE Students

SIFE students receive 540 minutes of ENL instruction to provide them with fundamental reading and writing skills. Their teachers use differentiated instruction to meet their needs and provides native language support whenever possible through oral translations and materials in their native language to scaffold and support their learning. SIFE students are highly encouraged to attend the Title III (EDGE/ELL) afterschool program and/or Saturday school which focuses on mathematics and English language development. They can receive the support they need to perform well and make progress on the state examinations.

##### Entering ELLs (less than three years)

Entering ELLs, as determined by NYSITELL and NYSESLAT assessments, are placed in an Entering ENL class. They receive 360 minutes of intensive ENL instruction per week by a licensed ESL teacher, as well as 180 minutes of ENL/content area instruction. Technology, visual aids, and hands-on opportunities are integrated into all lessons. Inside Fundamentals 1 and 2 is used as a base curriculum. Inside is middle school program designed for English Language Learners and fully aligned to the ELA Common Core State Standards. The program at the Fundamentals 1 and Fundamentals 2 level offers comprehensive reading, and language, and writing support for Entering and SIFE students. Phonemic awareness, phonics, decoding, and spelling are taught sequentially and explicitly through a gradual release model. A focus on language and vocabulary development will provide ELLs with multiple opportunities to increase not only reading and writing skills but language functions and content knowledge. Discussion, oral language, and collaboration opportunities will also help ELLs increase language and vocabulary.

The Inside series is content driven. Each unit is taught thematically, and offers on page supports as visual glossaries, on page key vocabulary definitions, and "in other words". "Before you move on" offers a comprehension check points. Within the teacher guide, teachers will find differentiated instructional strategies to help a multi-level classroom, as well as explicit teaching. Scaffolded instruction and support is provided for multiple language proficiency levels. The Inside program offers print and web-based resources to support a print, blended learning, or technology based classroom. With this subgroup of students, we also use myON independent reading technology, Rosetta Stone web-based programs, and Mindplay. Middle School 217 offers a variety of supplemental programs for this subgroup. These programs provide instructional assistance primarily in Literacy and Mathematics- Saturday Academy, TITLE extended day program (EDGE ELL) and ESL Summer Academy. Newcomers are

mandated to attend our ENL Saturday Academy and/or EDGE ELL Day program. Special visual aids, alternate classroom libraries, myON online software, and Mindplay online software are available as aides for this subgroup.

#### Emerging ELLs (years 4-6)

ELLs in this category fall into the low intermediate level of English proficiency as assessed by the 2015 NYSESLAT. The students are offered rigorous instruction in ENL for 180 minutes a week and ENL/content area instruction for another 180 minutes a week. Teachers instruct these students using the Expeditionary Learning curriculum as well as alternate texts sets to scaffold learning and provide additional support. ELLs are often grouped together according to similar needs. The explicit teaching of academic vocabulary is a major focus. Teachers use a variety of skills to teach vocabulary and give students ample opportunities to use academic language (ExC-ELL method). Students use technology to complete projects using Powerpoint, iMovies, and Excel. The Achieve 3000 program (described above) is used two to three times a week with this particular group of students.

#### Transitioning/Expanding students

ELLs in this category receive 180 minutes of ENL/ELA instruction. Teachers instruct these students using the Expeditionary Learning curriculum as well as alternate texts sets to scaffold learning and provide additional support. ELLs are often grouped together according to similar needs. The explicit teaching of academic vocabulary is a major focus. Teachers use a variety of skills to teach vocabulary and give students ample opportunities to use academic language (ExC-ELL method). Students use technology to complete projects using Powerpoint, iMovies, and Excel. The Achieve 3000 program (described above) is used two to three times a week with this particular group of students.

#### Long Term ELLs

Long Term ELLs will receive 1 unit of study in ENL/ other Core Content Area (Math, Science or Social Studies) (180 minutes) per week. During this instructional time, they will receive intensive vocabulary and reading comprehension strategies supported by a licensed ENL teacher. In addition, all content area teachers who service Long Term ELLs will be trained in ExC-ELL vocabulary and writing strategies (Margarita Calderon). During these Professional Learning opportunities, teachers will learn how to teach vocabulary within context, academic vocabulary, and how to choose words that will carry across disciplines for instruction. In addition, teachers will learn how to apply writing techniques and strategies that are specific for students who are in need of this support.

Long Term ELLs will be targeted specifically for supplementary intervention services, such as the EDGE/ELL afterschool program and Saturday school. Here, ESL teachers will focus on accelerating students' progress towards attaining English proficiency and closing academic gaps, recognizing their distinct needs. Students will be provided with a program that focuses on language development, literacy development, addresses the academic gaps, affirms the role of home language in a student's life and learning, and keeps them actively engaged. These students will continue to use Expeditionary Learning as a curriculum, embedding scaffolds and opportunities for differentiation to facilitate understanding.

We will implement the Academic Vocabulary Toolkit (AVT) program by Dr. Kate Kinsella with Long Term ELLs. The AVT program is a NYC Department of Education recommended program that will be implemented in numerous public schools during the 2015-2016 school year. The program tackles tier 2 words, also known as "high-frequency words for mature language users — coincidence, absurd, industrious — for which instruction can add productively to an individual's language ability" (Beck, et al, 2002). Because tier 2 words are often used across disciplines, they usually are polysemous and abstract words that cannot be easily explained through a visual aid e.g. interpret, analyze, express. These words present a barrier for many of our mid-year and long-term ELLs and therefore, require explicit instruction coupled with escalated guided practice as modeled in the AVT program. The AVT program includes an extensive list of tier 2 words aligned to Common Core, each of which is presented with word families (e.g. analyze and analysis) and grammar and syntax targets to help students become agile readers, speakers, and writers. The words can be taught in any order to correlate with cross-curricular needs. The escalated guided practice compels students to activate other best practices in vocabulary instruction (e.g. identifying connotation and context clues) and provides writing opportunities for students to apply the new words they have acquired. One representative from the ESL Department has participated in a full day AVT training led by the NYC DOE; the remaining faculty have participated in an NYC DOE facilitated webinar and have begun meeting to discuss implementation logistics.

Long Term ELLs will be programmed for Achieve 3000. They will be targeted for AIS pull out services where fundamental reading and writing skills will be addressed. We will also continue work we developed during the 2014-2015 school year with the help of the Harvard Institute. Our ELL population has consistently underperformed our General Education students. In Social

Studies classrooms particularly, the content can be challenging, leaving the ELL student confused and frustrated. Writing is a skill which we need to improve across content areas, especially in Social Studies. Our NYSESLAT 2013- 2014 scores showed that 152 out of 214 students' lowest score was writing (71%). Therefore, we chose the Social Studies department to implement specific instructional strategies in reading and writing, with a careful eye on our ELL population. Our plan addressed the Institute's Lever 1- A shared understanding of the hallmarks of advanced literacy instruction and Lever 3- Sustained approaches to staff development. We introduced 3 shared instructional practices used in all Social Studies classrooms and a common language for discussing instructional goals within our department. We are increased knowledge about literacy instruction for ELLs by modeling 3 different strategies for teachers to implement and provided them with the materials needed to do so.

We propose a 3 day instructional plan that will be implemented by Social Studies teachers 4 times within a quarter. We will meet with Social Studies teachers weekly to review student work, notice trends, make decisions on strategies, and track student progress. As the short term goals are met, new goals based on student data will be set. A vocabulary inventory with previously selected Tier 2 words (can be used as baseline and for grouping) will be administered. There will be explicit teaching of Tier 2 words using graphic organizers, student friendly definitions, examples, and guided interactions. Students will read the primary source aloud 1 time, where they will begin to get the "gist" of the document. There will be a second reading of the primary source, this time introducing a HOW question the students will keep in mind. Teachers will select a literary skill that students must learn during the day's lesson and select quotes that are an example of that literary skill. Teachers will model RAFFT, a writing strategy, using a previously learned primary source. Students will then apply the strategy, using the primary source they have been working with, and answering the HOW question from the day before. Students are given the vocabulary inventory again (at the end of the unit) as an assessment. Students' RAFFT paragraphs are graded using a uniformed rubric.

#### Transitional Students

Transitional students (former ELLs, years 1 and 2) are placed in a General Education class and continue to receive extended time on state examinations for two years. Both transitional students and long term ELLs are highly encouraged to attend the AIS extended-day programs offered by the school, as well as Saturday school and the EDGE/ELL program. Transitional ELLs are granted time extensions on state examinations for two years after they pass (Proficient level) the NYSESLAT.

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

The 2014 NYSESLAT data showed that of the 283 ELL learners tested, 67 students scored a Proficient status and tested out of ESL. Of the remaining 216 students, 64 of them improved in proficiency levels. 123 of these students did not improve their proficiency level between the 2013 and 2014 NYSESLAT exams. A meeting is held at the beginning of the school year to review NYSESLAT and NYSITELL data and determine students who needs ENL services. respective teachers are given the data so they are aware of the allocation of units for each current and Commanding (Former) ELL. As new ELLs enter our school building, data is reviewed and presented to their teachers and service providers. MOSLS in all the content areas are also reviewed during the first and last quarters of the school year.

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

During the 2015-2016 school year, we will improve and expand EDGE ELL after-school program to include 4 days of after-school tutoring to begin in November and run through May. We are targeting EM and EN Ells who needs to further develop their basic English Language skills. The second group targeted is TR and EX ELLs who Scored a 1 or 2 on the NYS Math and ELA. We are also introducing a new curriculum to be used with our Entering ELLs (Inside Fundamentals 1 and 2) that will focus on language acquisition, phonics, grammar, sentence structure, and vocabulary. We will also improve our present ENL programs by incorporating more writing and explicit vocabulary instruction.

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

Rosetta Stone which was formerly used with EN and EM students has now been replaced with the INSIDE Curriculum (see description above), because it is more comprehensive offering decoding and reading comprehension, as well as the provision of student assessments and progress reports. No other programs will be discontinued.

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

### Targeted Intervention Programs for ELLs (Supplemental)

#### EDGE/ELL afterschool program (TITLE III)

ALL ELLs are invited and encouraged to participate in our EDGE/ELL after-school program. In this program, licensed ESL and Math teachers provide supplemental support during after school hours 4 times a week. The program focuses on improving ELLs' skills in Mathematics across grade levels and ENL instruction in preparation for the NYSESLAT and the NYS ELA exam. Coach books, project-based activities, Empire NYSESLAT books, and the Achieve 3000 program are used during this time. Myon and Mindplay will be used for Entering students.

#### ESL/Math Summer Academy-

ELLs attend summer school for 3 weeks and receive targeted ENL, Math, and Science instruction using technology, Writing Matters, and Achieve 3000. Science instruction will be a specific preparation for these ELL students to take the Regents exam. Every June, the school puts together a plan for the ENL Summer Academy according to student levels and special needs. Students also have an opportunity to work on thematic units and go on a corresponding class trip.

#### Wilson Instruction-

SWD, SIFE and 0-3 years ELLs receive instruction with a licensed Reading teacher trained in the Wilson program that delivers specific instruction to beginner readers. Instruction takes place 2 days a week for 2 hours after school.

\*ELLs also have access to the instructional and extracurricular supplemental programs offered in our school such as ELA/Math Saturday Academy and the Queens Community House After School Program. ELA/Math Saturday Academy students will receive supplemental instruction in ELA, ENL, and Math, using Empire State NYSESLAT books, Writing Matter program, and Achieve 3000 (with a specific focus)

Students are invited to participate in the above programs by providing them with letters in the parents' preferred languages requiring their signed permission. A notice also posted on Pupil Path so that parents receive the information in multiple formats. We usually get 90% attendance and attendance recorded are kept on file. Our school also includes all ELLs to participate in extra-curricular activities and clubs such as soccer, wrestling, drama, atep class, heart surgery program, Robotics and the Green Magnet Environmental Club.

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.

ENL teachers and other subject area teachers utilize research-based strategies such as Total Physical Response, Language Experience Approach, explicit vocabulary development, ExC-ELL strategies, RIGOR (for Beginner students), and the Danielson Framework for Teaching. In addition, there is ongoing articulation between the teachers to reinforce concepts taught in subject areas. The myON Reading Program, and Mindplay reading program are used by Entering ELLs. Both programs are web based. The myON Reading program allows students to access a library of books at their reading level on a variety of subjects, while Mindplay assesses whether the student needs help in phonics or comprehension and targets instruction accordingly. The Achieve 3000 program is used by Emerging/Transitioning/Expanding/Commanding ELLs. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. Students are administered a pre-assessment that determines their individual lexile levels and generates readings at their level. It uses accepted and proven benchmarks for assessments and instruction from the lexile framework to the principles of Bloom's Taxonomy. The content is non-fiction, high-interest articles customized to the students' individual lexile level. This provides differentiation of content for our ELLs. It provides high-interest non-fiction texts in a variety of topics. Writing instruction provides differentiated writing lessons using baseline assessments, visuals, graphic organizers, animations and a variety of mentor texts to support students through the Writing Process. The texts that are used are at different reading levels so that instruction can be differentiated among ELLs of different English Proficiencies and grade levels. Our ELL self-contained classes and push in classes are grouped according to English proficiency as per their most recent NYSESLAT scores and differentiated instruction takes place within these groups as well.

ELLs are taught a variety of computer skills and programs such as Microsoft Office Suite, PowerPoint, Wordpress Blogs, I-documentaries, Writing Process, Brainpop, myON, Mindplay, Rosetta Stone and iVideo. There are increased opportunities for hands-on instruction in Math, Science and Social Studies and increased shared reading and writing during the ELA/ENL periods. Content area and ENL teachers differentiate instruction through the use of flexible grouping, goal setting, alternate texts and scaffolding strategies. Teachers use PowerPoint, Smart Boards and Smart Notebooks to deliver lessons.

All ENL classes are provided with multilevel classroom libraries in a variety of genres. These books are utilized on a daily basis for independent reading, read-alouds, and shared reading. We have recently expanded our libraries and now offer some books in Spanish as well. Our school has extensive materials on teaching practical English skills, as well as skills in listening, speaking,

reading and writing. Class sets of interesting adapted novels are used with Emerging/Transitioning/Expanding/Commanding ELLs. Audio books and visual aides are used to facilitate the learning of Entering ELLs and SIFE students. As mentioned above, ENL teachers use The Achieve 3000 program. Achieve 3000 provides a web-based, individualized learning program with vocabulary development, reading comprehension, and writing components. The content is non-fiction high-interest articles customized to the students' individual lexile level, as determined by a pre-assessment. This provides differentiation of content for our ELLs.

Math teachers use Go Math, along with teacher created lessons that aligned to the Common Core State Standards for Math, and test preparation materials specific to each grade. Science teachers follow the NYC science curriculum plan and utilize New York State Lessons are focus on higher learning skills, multi-step problem solving and inquiry-based projects. ELLs also have access to our state of the art science laboratory. There are sets of kits and materials that allow opportunity for hands-on activities and experimentation. E-science is also used through Achieve 3000, a web-based program. Students access science articles that are matched to their individual lexile levels. Social Studies teachers use primary sources, as well as alternate text sets, that are aligned with the New York State Standards and follow a specific curriculum and pacing calendar in each grade. Charts, word walls, visual aides, explicit teaching of vocabulary, opportunities to read and write, technology, and hands-on materials are incorporated in all lessons. Every year, a different group of content area teachers that work with ELLs receive ExC-ELL training. In addition to receiving professional development during these sessions, teachers also work together to create, enhance, and differentiate lessons to fit the needs of their ELLs.

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

#### ELL Subgroups (Instruction and Intervention) Special Education (SWD)

During the 2015-2016 school year, we will have 1 grade 6, 1 grade 7, and 1 grade 8 ICT ELL class, as well as 1 grade 6, 1 grade 7, and 1 grade 8 self-contained Special Education class that include ELL students. For the ICT classes, ENL services are provided by the co-teacher, who is ESL licensed. For the self-contained classes, ENL services are provided via a push in model in which the ENL teacher and the content area teacher work together to maximize students' learning and provide differentiated instruction to meet the needs of the students. According to IEP indications, some Special Education ELLs travel with a language paraprofessional at all times. Teachers provide differentiated instruction for these students using the tools and strategies mentioned above. Teachers use flexible grouping strategies to group the students according to ability, proficiency levels, NYSESLAT modality, and progression of activities. Special Education students set goals with the teacher to target their specific needs. Teachers assess their progress via assessments, projects, individualized activities, and portfolios. In addition, Middle School 217 offers a Saturday School Academy, afterschool EDGE ELL program, and TITLE III Summer Academy programs. These programs provide instructional assistance in ENL, ELA, Mathematics, Science and Social Studies. Special Education students are highly encouraged to attend our Saturday Academy and/or EDGE ELL program, which provides additional support for ELLs to improve their Mathematics and ESL skills and prepare them for NYS examinations.

#### SIFE Students

SIFE students receive 540 minutes of ENL instruction to provide them with fundamental reading and writing skills. Teachers use differentiated instruction to meet their needs and provide native language support whenever possible through oral translations and materials in their native language to scaffold and support their learning. SIFE students are highly encouraged to attend the Title III (EDGE/ELL) afterschool program and/or Saturday school which focuses on mathematics and English language development. They can receive the support they need to perform well and make progress on the state examinations.

#### Entering ELLs (less than three years)

Entering ELLs, as determined by NYSITELL and NYSESLAT assessments, are placed in an Entering ENL class. They receive 360 minutes of intensive ENL instruction per week by a licensed ESL teacher, as well as 180 minutes of ENL/content area instruction. Technology, visual aids, and hands-on opportunities are integrated into all lessons. Inside Fundamentals 1 and 2 is used as a base curriculum. Inside is middle school program designed for English Language Learners and fully aligned to the ELA Common Core State Standards. The program at the Fundamentals 1 and Fundamentals 2 level offers comprehensive reading, and language, and writing support for Entering and SIFE students. Phonemic awareness, phonics, decoding, and spelling are taught sequentially and explicitly through a gradual release model. A focus on language and vocabulary development will provide ELLs

with multiple opportunities to increase not only reading and writing skills but language functions and content knowledge. Discussion, oral language, and collaboration opportunities will also help ELLs increase language and vocabulary.

The Inside series is content driven. Each unit is taught thematically, and offers on page supports as visual glossaries, on page key vocabulary definitions, and “in other words”. “Before you move on” offers a comprehension check points. Within the teacher guide, teachers will find differentiated instructional strategies to help a multi-level classroom, as well as explicit teaching. Scaffolded instruction and support is provided for multiple language proficiency levels. The Inside program offers print and web-based resources to support a print, blended learning, or technology based classroom. With this subgroup of students, we also use myON independent reading technology, Rosetta Stone web-based programs, and Mindplay. Middle School 217 offers a variety of supplemental programs for this subgroup. These programs provide instructional assistance primarily in Literacy and Mathematics- Saturday Academy, TITLE extended day program (EDGE ELL) and ESL Summer Academy. Newcomers are mandated to attend our ENL Saturday Academy and/or EDGE ELL Day program. Special visual aids, alternate classroom libraries, myON online software, and Mindplay online software are available as aides for this subgroup.

#### Emerging ELLs (years 4-6)

ELLs in this category fall into the low intermediate level of English proficiency as assessed by the 2015 NYSESLAT. The students are offered rigorous instruction in ENL for 180 minutes a week and ENL/content area instruction for another 180 minutes a week. Teachers instruct these students using the Expeditionary Learning curriculum as well as alternate texts sets to scaffold learning and provide additional support. ELLs are often grouped together according to similar needs. The explicit teaching of academic vocabulary is a major focus. Teachers use a variety of skills to teach vocabulary and give students ample opportunities to use academic language (ExC-ELL method). Students use technology to complete projects using Powerpoint, iMovies, and Excel. The Achieve 3000 program (described above) is used two to three times a week with this particular group of students. In the Emerging/Transitioning/Expanding and Commanding ENL classrooms, an enriching ELA program is offered, Expeditionary Learning (EL), which includes read-alouds, author studies, independent reading choices, and writing workshops. Students work with task specific rubrics are maintained in students’ portfolios. The integration of ENL strategies and methodology with technology is evident during all parts of the lesson and teachers address the specific needs of our ELLs through flexible grouping and differentiated instruction during student-centered parts of the lesson. EL is aligned to the New York State ENL progressions and standards and common core standards for English Language Arts. It follows pacing guidelines with various themes and essential questions that give the students opportunities to make connections to the world and themselves as well as share their cultural backgrounds. Teacher teams continuously work together to design and differentiate lessons to meet the new Common Core Standards utilizing the UBD (Understanding by Design) model for our ELL subgroups.

#### Transitioning/Expanding students

ELLs in this category receive 180 minutes of ENL/ELA instruction. Teachers instruct these students using the Expeditionary Learning curriculum as well as alternate texts sets to scaffold learning and provide additional support. ELLs are often grouped together according to similar needs. The explicit teaching of academic vocabulary is a major focus. Teachers use a variety of skills to teach vocabulary and give students ample opportunities to use academic language (ExC-ELL method). Students use technology to complete projects using Powerpoint, iMovies, and Excel. The Achieve 3000 program (described above) is used two to three times a week with this particular group of students.

#### Long Term ELLs

Long Term ELLs will receive 1 unit of study in ENL/ other Core Content Area (Math, Science or Social Studies) (180 minutes) per week. During this instructional time, they will receive intensive vocabulary and reading comprehension strategies supported by a licensed ENL teacher. In addition, all content area teachers who service Long Term ELLs will be trained in ExC-ELL vocabulary and writing strategies (Margarita Calderon). During these Professional Learning opportunities, teachers will learn how to teach vocabulary within context, academic vocabulary, and how to choose words that will carry across disciplines for instruction. In addition, teachers will learn how to apply writing techniques and strategies that are specific for students who are in need of this support.

Long Term ELLs will be targeted specifically for supplementary intervention services, such as the EDGE/ELL afterschool program and Saturday school. Here, ESL teachers will focus on accelerating students’ progress towards attaining English proficiency and closing academic gaps, recognizing their distinct needs. Students will be provided with a program that focuses on

language development, literacy development, addresses the academic gaps, affirms the role of home language in a student's life and learning, and keeps them actively engaged. These students will continue to use Expeditionary Learning as a curriculum, embedding scaffolds and opportunities for differentiation to facilitate understanding.

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#### Transitional Students

Transitional students (former ELLs, years 1 and 2) are placed in a General Education class and continue to receive extended time on state examinations for two years. Both transitional students and long term ELLs are highly encouraged to attend the AIS extended-day programs offered by the school, as well as Saturday school and the EDGE/ELL program. Transitional ELLs are granted time extensions on state examinations for two years after they pass (Proficient level) the NYSESLAT.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ELLs are placed in the grade according to their age (unless a holdover), grade level curricula is used across content areas for all grades. During ENL stand-alone and integrated ENL, special strategies and support materials are used in conjunction with grade level curricula. During stand alone ENL with ENTERING students only, the INSIDE curriculum is used during year 1 which is ungraded. Achieve 3000 is used in all ESL classrooms and Wilson is used with ELL-SWDs during small group instruction by a trained teacher when applicable.

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).

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

19. What language electives are offered to ELLs?

Language electives are not currently offered to ELLs. ELLs have a choice of the following electives: art, chorus, band, computers, Green Magnet Program, or dance.

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)?

N/A

## **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.)

As per the new regulations, ELL teachers must receive 50 percent of their Professional development in ESL. In order to meet those demands, Professional development takes place during common preparation periods, weekly departmental planning time, professional learning meetings, lunch and learns, during work hours, and during the summer time. Our principal provides opportunities for ELL, content area, Special Education teachers, and paraprofessionals to attend Professional Development in our school and throughout our city. Demo-lessons and helpful strategies are modeled by coaches and experienced teachers. Middle School 217 will design and deliver Professional Development that will focus on the following:

- Learning Styles
- Total Physical Response
- \* Implementing Expeditionary Learning
- Implementing Inside Fundamentals 1 and 2
- Danielson Framework for Teaching
- Creating Core Common Tasks
- UBD- Understanding by Design
- \* Scaffolding steps to complete the school wide talks aligned to the Common Core Learning Standards
- QTEL strategies will be modeled and shared with ESL, Literacy and content area teachers
- Exc-ELL Strategies (vocabulary, reading and writing) across all contents areas, ESL, and Special Education- This is a full day professional development series conducted over 3 school days. At this time 75% of our teachers have received the PD.

We continue to offer it every year with a goal of 100% of our teachers to be trained. This PD meets the 7.5 hours of ELL training for staff members. Records are kept through sign-in sheets, agendas, and samples of activities completed.

- More effective questioning techniques to foster higher level thinking (using Bloom's Taxonomy) and Depth of Knowledge
- Vocabulary Development through word study
- \* Use of DOK questioning
- Increased Writing Opportunities Across the Contents Areas (Teaching Matters)
- Flexible Grouping Strategies
- Pre-assessment Strategies
- Aligning all instruction to New York State Standards
- Increased use of classroom leveled libraries
- Ongoing acquisition of computer skills /technology in instructional practice, Smartboard use, ELMO
- Using iMovies

#### Experiencing The Internationals Approach

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

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

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?  
See above
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe 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.  
See above

### 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?  
Our school will provide parents annual and individual meetings to discuss their child's progress in addition to already existing meetings. During these annual and individual meetings, the ENL goals will be discussed, the language development progress of the student, assessment results, and needs. Sign In sheets and agendas will be provided and kept in the office of the AP in charge of ENL. All parent letters and official documents provided will be translated in the parents requested language and an interpreter will be present for all official meetings throughout the school year.
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.  
Copies of all parent ELL notifications and letters will be kept in students' cumulative folders. In addition, records of annual individual meetings with ELL parents, as well as outreach to ensure that parent needs are accommodated, will be kept in the office of the AP in charge of ENL. Our ELL Coordinator works alongside the Pupil Account Secretary and Parent Coordinator to identify the various languages to be serviced amongst our parent community
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Middle School 217 offers helpful workshops, events, and meetings for parents to integrate them into the school community. Interpreters are provided through the school's Translation Budget.

Workshops/Events for Parents:

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Middle School 217 partners with the Office of Adult Continuing Education to provide parents with ESL and GED Classes and the District 28 Office to present ELL and Bilingual Parent Workshops in the following subjects:

- ELL Programming
- Parental Rights
- Middle School / High School Informationals
- Title I Informationals
- PTA Trainings / Professional Development Workshops

5. How do you evaluate the needs of the parents?  
Parents' needs are assessed by analyzing our Home Identification data based off of current student enrollment, responding to specific language requests made by expected attendees and analyzing data from previous events held at our school. We also distribute parent surveys during Open School Night, in which parents express what they need to help their children succeed in school.

6. How do your parental involvement activities address the needs of the parents?  
Based on our parent evaluations via survey results, parent attendance at parent workshops, informational sessions and meetings clinics are formed at multiple points throughout the year for easy parent accessibility.

#### **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.

We have open communication with our parents via PupilPath, an online student academic management system that is translated in the parents requested language and informs them on school events / parent workshops, their child's academic average in each class and their child's classroom habits. Weekly Parent - Teacher Conferences are held every Tuesday and allows parents to speak with their child's teachers without an appointment and with the help of either an official DOE interpreter or parent / community volunteer parents can communicate about their child's academic concerns, behavioral issues or just receive general information or clarifications on general questions. PTA Meetings are held each month with official DOE translators and/or parent volunteers interpreting dialogue between parent, teachers and administrators regarding classroom environment, academic focus, and family events and workshops in and outside our school. We also hold Parent Learning Walks once a month where parents are led on classroom tours to observe and

discuss how the Danielson framework is implemented into the classroom. At the end of the tour parents are encouraged to give their feedback on their findings. Interpretation and translated rubrics are available to parents in attendance.

## Part VI: LAP Assurances

**School Name:** Robert A Van Wyck 217

**School DBN:** 28Q217

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)
PATRICK BURNS	Principal		10/30/15
MARIA JIMENEZ	Assistant Principal		10/30/15
DENISE VAZQUEZ	Parent Coordinator		10/30/15

PAULA KOHM	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
GRACE NELSON	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		
	Coach		
	Coach		
YLIANE ULLOA	School Counselor		10/30/15
	Superintendent		
	Borough Field Support Center Staff Member		
	Other		
	Other		
	Other		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

*Requirement under Chancellor's Regulations – for all schools*

DBN: 28Q217 School Name: Robert A. Van Wyck Middle School 217  
Superintendent: M. Sarduy

**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.learn DOE.org/tiu/lac](http://www.learn DOE.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.

Our school distributes a parent survey in September of every year asking parents in which language they prefer to receive written and oral communication. These surveys assist us in determining the preferred language to disseminate information regarding school curriculum, meetings and events. In addition, all registered students fill out mandatory emergency blue cards that indicate in which language they prefer to receive oral and written notifications from the school. In addition, the HLIS helps us to further identify the languages that parents prefer, and we use that information when we determine into which language documents should be translated. Our school reports that we will regularly update with the languages that parents speak, by class and by grade, for reference and documentation. Additional ways for us to collect data is using ATS report of preferred languages, emergency blue card data, parent surveys administered to classes, collected, and analyzed.

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.

In our school, our parents prefer to receive written and oral communication in English, Spanish, Bengali, Urdu, Arabic, and French.

## 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.)

In our school, we typically distribute the following documents that require translation: Back to School letter in August, September, Tuesday Parent Conferencing information in September, November, and January, SLT and PTA information Cards in November, January, March, and June, IEPs at various points throughout the year, Title I Meeting in October, Learning Walk Rubric which occurs monthly. Each week we utilize Pupil Path, an online student information system to notify parents of curriculum, school events, NY State testing dates, Parent Workshops, Conferences and more. Pupil Path works automatically translates the information in the parent's preferred language. Specific dates when we will need documents translated are September 22, 2015, November 17, 2015, and March 17, 2016. Translation for the remainder of the days will be as needed. We will request the translations 2 weeks prior.

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.

Every Tuesday- Parent conferences with teachers  
September- Back to School Parent Night  
November, March, and May- Scheduled Parent Teacher conferences  
We also coordinate Family nights for ELA, Social Studies and Science Family Nights at various points throughout the year. General Meetings are conducted monthly. IEPs meetings are scheduled at various points throughout the year, Title I meetings, and our Learning Walk Rubric which occurs monthly.

## 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.

We will meet our school community's translation needs by working with The Office of Sign Language Interpreting Services, a language translation provider "The Big Word" to secure that interpreters be available at our school events. In addition, we will produce translations of school documents. Monthly flyers and newsletters will be translated by our parent coordinator and volunteers, with assistance of google translation services.

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.

Our school will meet parent / community interpretation needs by providing on-site interpreters via the Translation and Interpretation Unit, The Office of Sign Language Interpreting Services along with over-the-phone and in-house interpretations conducted by school members.

#### 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.)

Our school staff will be aware of how to use translation services and the over-the-phone interpretation services through a language interpretation custom school kit. During the month of September, our staff will receive a custom language kit that includes a language guide and palm cards. Three weeks prior to our November Parent Teacher Conferences, staff members will receive an email along with a physical letter in their school mailbox informing them of the translation services at our conferences. We will hold a PL in which we address with staff translation and interpretation services, how to use these services. We will ensure that teachers and staff receive a copy of "I Speak..." card which includes the phone number for over-the-phone interpretations.

#### 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

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

Our school will provide each parent whose primary language is a covered language and who require language assistance a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. This document will be available in the main office, in the office of the ENL coordinator, and the parent coordinator's office. Our school will post in the main lobby and by the main office a sign in each of the covered languages, or most prominent languages, indicating the availability of interpretation services. (Welcome Poster)

Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not reaching the school's administrative offices solely due to language barriers.

Our school will obtain from the Translation and Interpretation Unit a translation into the language of the signage all forms to post and provide such forms. Those forms will be available in the main office, the office of the ENL coordinator, and the parent coordinator's office.

Our school will provide the Language ID Guide at the security desk and in the main office

Our school will provide the Parents' Guide to Language Access in the main office, in the office of the ENL coordinator, or in the ENL coordinator's 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)

Our school will distribute a parent survey every marking period in order to gather feedback from parents on the quality of services. We will develop a system in which we will gather feedback, through conferences, ELL workshops, and parent meetings, from parents on the quality and availability of services, and in turn, use that information, to drive and improve services that parents may have in regards to assistance they require.