2018-19
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

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Robert A Van Wyck</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>28Q217</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>342800010217</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6-8</td>
</tr>
<tr>
<td>School Address:</td>
<td>85-05 144 Street Briarwood Queens NY 11435</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-657-1120</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-291-3668</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Patrick Burns</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Pburns3@schools.nyc.gov">Pburns3@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Patrick Burns</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Howard Kronberg</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Aracelli Carrillo</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Sheeleza Deen</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>NA</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>Tatiana Lavega</td>
</tr>
</tbody>
</table>

District Information

| Geographical 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 |

Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Burns</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Howard Kronberg</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Araceli Carrillo</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Sheleeza Deen</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Karen Phillips</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Katherine Napolitano</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Jennifer Millar</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Shani Faure</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Obdulia Amrbos</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Claudia O’Byrne</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Lolita Parbhu</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
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<td>Member/Parent</td>
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<td></td>
<td>Member/Parent</td>
<td></td>
</tr>
</tbody>
</table>
The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

**Equity and Excellence for All: Diversity in New York City Public Schools**

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

**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 five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

**The Six Elements of the Framework for Great Schools**

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

| 1. What is your school’s mission statement? |

| 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... |

2018-19 CEP
provide students the opportunity to find their independent voice, and to use that voice to contribute to the betterment of our world.

2. Provide contextual information about your school's community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Our Instructional Focus:

By June 2019 we will design and implement coherent instruction by providing timely and effective actionable feedback, supported by socially and culturally responsive resources for students' use with an emphasis on equity, perseverance, and ownership of next steps.

Our school is a 6 - 8 middle school with 1,581 students, 92 teachers, 14 paraprofessionals, 4 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.

Demographics:

- 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 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 ELL Program
- Regents Test prep
- Specialized HS Prep

**Wilson Reading Intervention Program**

**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  
• Chess Club  
• Math Team

**Data Systems:**

• PupilPath - Student information system providing real time communication, academic, and social development actionable data.

• Data Driven Classroom (DDC) assessment system - pre and post grade-wide standard targeted assessment data collected and analyzed
  
  - Mastery Connect-system for creating, administering and tracking data of micro-assessments used to measure mastery

**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

3. Describe any special student populations and what their specific needs are.
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 as well as to provide support for parents with things they can do at home with their children.

ENL -

Our ELL population consists of Entering, Emerging, Transitioning, Expanding, and Commanding ELLs (both year 1 and year 2) The percentages are as follows:

Grade 6 Students:

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>8 (6%)</td>
<td>19 (16%)</td>
<td>60 (51%)</td>
<td>30 (25%)</td>
</tr>
</tbody>
</table>

Grade 7 Students:

<table>
<thead>
<tr>
<th></th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>2 (1%)</td>
<td>11 (9%)</td>
<td>28 (23%)</td>
<td>55 (46%)</td>
<td>22 (18%)</td>
</tr>
</tbody>
</table>

Grade 8 Students:

<table>
<thead>
<tr>
<th></th>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>3 (2%)</td>
<td>13 (10%)</td>
<td>13 (10%)</td>
<td>41 (34%)</td>
<td>49 (41%)</td>
</tr>
</tbody>
</table>

4. Identify 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.
We made the most progress in Collaborative Teachers. Our focus will be on Supportive Environment.
## School Demographics and Accountability Snapshot for 28Q217

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>06,07,08</th>
<th>Total Enrollment (2017-18)</th>
<th>1630</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
<th>Dual Language</th>
<th>N/A</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
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</thead>
</table>

### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>112</th>
<th># SETSS (ELA)</th>
<th>40</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>143</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>112</td>
<td># SETSS (Math)</td>
<td>44</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>141</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>10</th>
<th># Music</th>
<th>16</th>
<th># Drama</th>
<th>8</th>
</tr>
</thead>
</table>

### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>70.0%</th>
<th>% Attendance Rate</th>
<th>93.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>67.5%</td>
<td>% Reduced Lunch</td>
<td>2.1%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>16.7%</td>
<td>% Students with Disabilities</td>
<td>16.0%</td>
</tr>
</tbody>
</table>

### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>3.3%</th>
<th>% Black or African American</th>
<th>16.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Hispanic or Latino</td>
<td>39.8%</td>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>36.3%</td>
</tr>
<tr>
<td>% White</td>
<td>4.0%</td>
<td>% Multi-Racial</td>
<td>3.7%</td>
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### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th>11.25</th>
<th># of Assistant Principals (2016-17)</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0%</td>
<td>% Teaching Out of Certification</td>
<td>19%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>3%</td>
<td>Average Teacher Absences (2014-15)</td>
<td>7.3</td>
</tr>
</tbody>
</table>

### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>43.9%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>32.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>N/A</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>3%</td>
</tr>
</tbody>
</table>

### Student Performance for High Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>N/A</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>N/A</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>N/A</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>No</th>
<th>Recognition</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
<td>No</td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
<td>No</td>
</tr>
<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>YES</th>
<th>Black or African American</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>YES</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>YES</td>
</tr>
<tr>
<td>White</td>
<td>YES</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
</tbody>
</table>

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>YES</th>
<th>Black or African American</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>NO</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>NO</td>
</tr>
<tr>
<td>White</td>
<td>NO</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>NO</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>YES</td>
<td>ALL STUDENTS</td>
<td>YES</td>
</tr>
</tbody>
</table>

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>NO</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>NO</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>YES</td>
<td>Limited English Proficient</td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>NO</td>
</tr>
</tbody>
</table>

#### High School

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>N/A</th>
<th>Black or African American</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>N/A</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>Multi-Racial</td>
<td>N/A</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>Limited English Proficient</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on data from 2015-16 QR, 2017-18 class observations and 2017-2018 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 ELL Math and Vocabulary)
- 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 departments.
- 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 2017**

- **MS 217 Students in grades 6-8 meeting proficiency (level 3 and 4)**
  - 2016-2017 increased by 2.8%
  - 2015-2016 increased 5.16%
  - 2014-2015 increased 4.9%
  - 2013-2014 increased 2%

**Percentage of MS 217 students in grades 6-8 scoring a PL 1**

- 2016-2017 decreased by .2%
- 2015-2016 decreased by 4.05%
- 2014-2015 decreased by 4%
- 2013-2014 decreased by 3%

**ALL Grades**
- 2016-2017 +2.8%
- 2015-2016 +5.16%
- 2014-2015 +4.9%
- 2013-2014 +4.0%

**Grade 6**
- 2016-2017 -1.1%
• 2015-2016 +3.40%
• 2014-2015 + 3.2%
• 2013-2014 +3%

• Grade 7
• 2016-2017 +9.3%
• 2015-2016 +5.65%
• 2014-2015 + 2%
• 2013-2014 +7%

• Grade 8
• 2016-2017 +12.1%
• 2015-2016 +6.21%
• 2014-2015 +9.4%
• 2013-2014 +3%

Needs Analysis:

The needs that generated this goal were identified from multiple data sources including the NYC Performance assessment administered in May 2018, the NYS ELA assessment administered in April 2018, the NYC Benchmark Performance assessment administered in September 2018 and classroom assessment data.

Math NYS Data 2017-2018

MS 217 Students in grades 6-8 meeting proficiency (level 3 and 4) on the NYS Math Exam

• 2017-2018 32.6% proficiency - increased by 2.2%
• 2016-2017 30.4% proficiency - decrease by 1.1%
• 2015-2016 31.5% proficiency - decrease by 3%
• 2014-2015 34.5% proficiency

Grade 8 Algebra I Regents Proficiency

<table>
<thead>
<tr>
<th></th>
<th>2016-2017 (492)</th>
<th>2017-2018 (500)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Ready</td>
<td>56%</td>
<td>62%</td>
</tr>
<tr>
<td>(Level 3 &amp;4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>71%</td>
<td>63%</td>
</tr>
</tbody>
</table>

NYS Math Exam Proficiency By Subgroup

<table>
<thead>
<tr>
<th>Group</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
<th>Growth Over 3 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL Students</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>F-ENL Students</td>
<td>SWD</td>
<td>Black</td>
<td>Hispanic</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>-----</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>39%</td>
<td>6%</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>43%</td>
<td>10%</td>
<td>23%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>36%</td>
<td>10%</td>
<td>25%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>-3%</td>
<td>4%</td>
<td>6%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

**NYS Needs Analysis:**

**Focus Groups:** Former ENL students, Hispanic students all grades

**Focus Standards:**

Grade 6 Focus Standards: 6.EE.1, 6.EE4, 6.NS.6B

Grade 7 Focus Standards: 7.EE.A.2, 7.EE.B.3, 7.EE.B.4

Grade 8 Focus Standards: F.IF.B, F.IF.C

**Science Needs Analysis**

The following is an analysis of the 2018 NYS Living Environment Regents Assessment at the 8th grade level: The score distribution is of 483 students (20 classes) who sat for the regents. The passing rate is 60% with 290 students passing the regents exam. The average passing score was 66.5.

**Subgroups Passing (students/percentage)**

SWD - 63 / 60%

ENL - 70 / 19%

Students scored weakest relative to the city on questions testing Homeostasis and Immunity specifically questions numbers 3, 38, 40, 47, 63 and 64 from the June 2018 Regents Exam.

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

**INSERT SPECIFIC STANDARDS**

**ENL Needs Analysis:**

There was 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 continue to implement and supplement a 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 2018. The data showed that in eighth grade, 2% of current ELL students scored at a Level 3 and 4, in seventh grade 4% of students scored at levels 3 and 4, and in sixth grade 4% 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, 4% scored at a Level 3 and 4, and in sixth grade, 2% 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 2018 data. It showed the following:

GRADE 6

96% of our last year’s 6th Grade students (current 7th graders) moved up one level and/or remained at the same level from the previous year.

GRADE 7

100% of our last year’s 7th Grade students (current 8th graders) moved up one level and/or remained at the same level from the previous year.

GRADE 8

99% of last year’s 8th graders moved up one level and/or remained at the same level from the previous year.

Social Studies NYC Performance Task Data:

Benchmark Test Performance by Subject Report - 2017-2018 - 6th Grade

<table>
<thead>
<tr>
<th></th>
<th>75-100 % Correct</th>
<th>50-74 % Correct</th>
<th>25-49 % Correct</th>
<th>0-24 % Correct</th>
<th>Total Unique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences and</td>
<td>04/19/18, 2017-18</td>
<td>09/13/17, 2017-18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>NYCPT G6 SOC EOY</td>
<td>NYCPT G6 SOC BOY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>52.30%</td>
<td>0.00%</td>
<td>8.70%</td>
<td>5.70%</td>
<td>528</td>
</tr>
<tr>
<td></td>
<td>33.30%</td>
<td>1.40%</td>
<td>20.20%</td>
<td>78.40%</td>
<td>510</td>
</tr>
</tbody>
</table>

Total Unique

|                      | 276              | 182             | 146             | 405            |

District, Region and School-wide Averages

<table>
<thead>
<tr>
<th></th>
<th>No. of students</th>
<th>Total % Correct</th>
<th>Total % Proficient</th>
<th>75-100 % Correct</th>
<th>50-74 % Correct</th>
<th>25-49 % Correct</th>
<th>0-24 % Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYCDOE</td>
<td>14,739</td>
<td>58%</td>
<td>39%</td>
<td>39%</td>
<td>28%</td>
<td>15%</td>
<td>18%</td>
</tr>
</tbody>
</table>
### District 28 Superintendent Office MABEL SARDUY

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total %</th>
<th>Total % Proficient</th>
<th>75-100 % Correct</th>
<th>50-74 % Correct</th>
<th>25-49 % Correct</th>
<th>0-24 % Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences and History</td>
<td>64%</td>
<td>48%</td>
<td>28%</td>
<td>16%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>04/19/18, 2017-18 NYCPT G7 SOC EOY</td>
<td>66.50%</td>
<td>22.30%</td>
<td>7.90%</td>
<td>3.20%</td>
<td>555</td>
<td></td>
</tr>
<tr>
<td>09/13/17, 2017-18 NYCPT G7 SOC BOY</td>
<td>0.20%</td>
<td>6.80%</td>
<td>39.70%</td>
<td>53.20%</td>
<td>511</td>
<td></td>
</tr>
</tbody>
</table>

Total Unique:

<table>
<thead>
<tr>
<th>NYCDOE</th>
<th>14,784</th>
<th>56%</th>
<th>36%</th>
<th>36%</th>
<th>28%</th>
<th>16%</th>
<th>20%</th>
</tr>
</thead>
</table>

### District, Region and School-wide Averages

<table>
<thead>
<tr>
<th>Subject</th>
<th>Total %</th>
<th>Total % Proficient</th>
<th>75-100 % Correct</th>
<th>50-74 % Correct</th>
<th>25-49 % Correct</th>
<th>0-24 % Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYCDOE</td>
<td>14,784</td>
<td>56%</td>
<td>36%</td>
<td>36%</td>
<td>28%</td>
<td>16%</td>
</tr>
<tr>
<td>District 28 Superintendent Office MABEL SARDUY</td>
<td>812</td>
<td>64%</td>
<td>48%</td>
<td>48%</td>
<td>26%</td>
<td>15%</td>
</tr>
<tr>
<td>28Q217 J.H.S. 217 Robert A. Van Wyck</td>
<td>554</td>
<td>74%</td>
<td>67%</td>
<td>67%</td>
<td>22%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Benchmark Test Performance by Subject Report - 2016-2017 - **8th Grade**

<table>
<thead>
<tr>
<th>75-100 % Correct</th>
<th>50-74 % Correct</th>
<th>25-49 % Correct</th>
<th>0-24 % Correct</th>
<th>Total Unique</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-100 % Correct</td>
<td>50-74 % Correct</td>
<td>25-49 % Correct</td>
<td>0-24 % Correct</td>
<td>Total Unique</td>
</tr>
</tbody>
</table>
## Social Sciences and History

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade 6 NYCPT G8 SOC EOY</th>
<th>Grade 6 NYCPT G8 SOC BOY</th>
<th>Total Unique</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/19/18, 2017-18</td>
<td>68.80% 16.90% 5.50% 8.80%</td>
<td>0.00% 5.10% 15.90% 78.90%</td>
<td>399 126 118 445</td>
</tr>
</tbody>
</table>

## District, Region and School-wide Averages

<table>
<thead>
<tr>
<th>Organization</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>NYCDOE</td>
<td>15,704</td>
<td>55%</td>
<td>34%</td>
<td>34%</td>
<td>27%</td>
<td>16%</td>
<td>23%</td>
</tr>
<tr>
<td>District 28 Superintendent Office MABEL SARDUY</td>
<td>830</td>
<td>66%</td>
<td>53%</td>
<td>53%</td>
<td>21%</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>28Q217 J.H.S. 217 Robert A. Van Wyck</td>
<td>580</td>
<td>76%</td>
<td>69%</td>
<td>69%</td>
<td>17%</td>
<td>6%</td>
<td>9%</td>
</tr>
</tbody>
</table>

## U.S. History and Government Regents Results Data:

- 3 teachers/ 3 Classed
- 97% passing rate
- 78 students (85% of tested students) scored a 75 and above
- 21 students (23% of tested students) scored a 90 and above

### Social Studies Needs Analysis:

Teachers of the Social Studies department reviewed the items skill analysis data generated from the 2018 NYS ELA exam, as well as the items skill analysis of the data gathered from all of our marking period assessments. Teachers’ analysis concluded that these were the focus standards per grade:

**Grade 6 – Standards 1, 2, 4**

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

Cite specific textual evidence to support analysis of primary and secondary sources.
**CCSS.ELA-LITERACY.RH.6-8.2**

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.6-8.4**

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

*Additional 4th standard to be covered in the each of these units as follows:*

*Unit 1- RH7, Unit 2 – RH5, Unit 3- RH6, Unit 4- RH5, Unit 5- RH7*

**Grade 7 – Standards 1, 2, 4**

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

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

**CCSS.ELA-LITERACY.RH.6-8.2**

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.6-8.4**

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

*Additional 4th standard to be covered in the each of these units as follows:*

*Unit 1- RH6, Unit 2 – RH9, Unit 3- RH3, Unit 4- RH7, Unit 5- RH7*

**Grade 8 – Standards 1, 2, 4**

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

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

**CCSS.ELA-LITERACY.RH.6-8.2**

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.6-8.4**
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

*Additional 4th standard to be covered in each of these units as follows:*

*Unit 1 - RH6, Unit 2 – RH7, Unit 3 - RH6, Unit 4 - RH6, Unit 5 - RH6, Unit 6 - TBD*

Writing counter-claims were also noted as deficiencies for students across settings. The emphasis of these standards will lead to the revision of grade 6, grade 7 and grade 8 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 assessments to the NYC Performance Task and we will incorporate one project-based unit.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will design coherent instruction aligned to our curriculum maps with an emphasis on timely and effective actionable feedback, supported by socially and culturally responsive resources for students’ use with an emphasis on equity, perseverance, and ownership of next steps measured by a 3% growth in student progress as measured by benchmark assessments administered in September and May in ELA and Math.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Students in grades 6, 7, and 8 | Sept. 2018 to June 2019 | Assistant principals, and members of the Instructional Support Team (Peer Collaborative teachers, Model Teachers, Coach) |

**Action Plan**

- Designing tiered student tasks based on current student data
- Student led conferences
- 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.
- Student self and peer assessment through the use of the SARF, and Peer Feedback protocol
- Use of Growth Mindset strategies
- Student self-directed use of subject specific resource banks
- Continue to craft focused Learning Objectives "I Can" statements that are aligned to the CCLS, contain a skill or strategy to be taught, and that contain an assessment
- Teacher PL time for planning and collaboration to share resources to support coherence.
- Professional Learning opportunities will be provided to support teachers with planning and implementing strategies for language acquisition for ELL learners.
- Professional Learning opportunities will be provided to support teachers with planning and implementing strategies for students with disabilities.
- Professional Learning and planning time for teachers to review student data quarterly
- The curriculum development teams revise and discuss the curriculum maps in order ensure alignment to standards and supplements where gaps are seen in student progress.
- 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.

- 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 to administer post assessments to mirror the 2018 NYSESLAT exam per marking period in order to analyze and measure student growth and use it to drive further instruction and student grouping.
- Implementation of a writing curriculum aligned to current units of study in ELA
- To continue to use myON, Imagine Learning, and IXL to develop our Newcomer/Entering ELLs proficiency levels
- Continued development and implementation of project-based learning assignments
- ELL students will be provided with translation dictionaries to use during instruction across all classrooms
- Create interdisciplinary units between science and math departments
- Organize math standards into units that foster tasks that are authentic and engaging
- Create and administer pre and post assessments per unit to analyze and measure student growth and use it to drive instruction and student grouping
- 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 6th Day of School program. In addition, targeted students work with teachers during Extended Day time every Wednesday.
- Our ELL students attend our after school EDGE ELL Title III program.
- We will continue the use of Wilson intervention.
- ENL 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 ELL and SWD students.
- Vocabulary building workshop will be implemented into the ELA department two times per week. Supplemental vocabulary material will be utilized.
- 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 assessments in Social Studies and Science 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 end of unit assessments, as well as four report card marking periods. Teachers will consistently utilize Check for Understanding strategies during their lessons and will utilize the data to plan future instruction.
- Continue and increase use of Achieve 3000: (see also Achieve 3000 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%. Computer time can be in the scheduled computer lab time, classroom rotation, after-school program, or home.
- Most current version of the NYSESLAT exam expectations and rubrics will be utilized to craft and administer our progress monitoring assessments.
- 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.
- 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.
- 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.

- 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.
- Computer science will be embedded in our mathematics curriculum through our partnership with Codesters; using STEM based strategies and Project Based learning to achieve common core standards in mathematics.
- Our Lego Robotics program will 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.
- 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.
- ELL STEM grant-STEM Collaborative for ELL's. This grant will provide our ELL students an additional avenue to meet CCS 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.
- Test Prep specific to focus subgroup in math: Hispanic and black students.
- Connecting lesson to real world authentic tasks with a focus on justifying student reasoning and increase.

<table>
<thead>
<tr>
<th></th>
<th>All students</th>
<th>Sept. 2018 to June 2019</th>
<th>APs &amp; IST members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Improve alignment of ELA and Social Studies standards and NYC Performance Task with Pre and Post quarterly assessments.</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>Align primary and secondary text with visual and present certain information by using visual and audio.</td>
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</tbody>
</table>
- Identify higher level excerpts or quotes in a text and use them as part of a gallery walk or silent conversation activity.
- Create tasks within lessons which are tiered and will allow every student in the classroom to meet the day's learning objective.
- Continue to assign students critical thinking tasks
- Continue to craft focused Learning Objectives that are aligned to the CCLS and that contain a skill present in the standard or strategy to be taught, and that contain an assessment
- Annotate select Tier 2 and Tier 3 words in the reading with synonyms or cognates.
- Replace Tier 2 and Tier 3 words with visuals (for students working on phonemic awareness and phonics)
- Use graphic organizers to help students identify text structure e.g. compare and contrast, cause- effect, problem-solution, etc.
- Provide scaffolds or extensions while assessing student understanding across all classrooms.
- 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.
- Design project based learning units that are aligned with the Social Studies, Science, Math and ELA departments.
- Pilot a bilingual Social Studies 6/7 grade class, composed of Spanish-speaking SIFE students, whose curriculum will be thematic.
- 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
- 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.
- Math Department’s Collaboration with NTN with a focus on rigor and real world authentic tasks to support students growth in conceptual understanding and ability to explain their reasoning using tier 2 math vocabulary. Evidence will be measured using student growth on constructed response POW questions

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

1. Monthly Parent Learning Walks - PC and admin
2. PTA monthly meeting will introduce families to a specific instructional skill - PTA executive board, parent learning leaders, admin, PC
3. Family Subject Nights - teachers and admin
4. Monthly Newsletter - admin and teachers

### Part 4 – Budget and Resource Alignment

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

- Weekly Professional learning sessions
- Daily Collaborative Conversations (Lunch and Learns)
- Bimonthly instructional Support Team planning with MTs, Coaches, PCTs
- MTs and PCTs
- Partnership with Teaching Matters and Mastery Connect
- Partnership with Google Consultant
- Curriculum Teams
- Data Days for each Marking Period
- PupilPath Reflection Days
- Continued Saturday Programs, Continued After School Programs
- Achieve 3000
- NEWSELA
- MyOn

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<th>Title I TA</th>
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<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
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<th>Title III, Immigrant</th>
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<td>Other</td>
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**Part 5 – Progress Monitoring**
Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2019 we will have demonstrated 1.5% growth in student progress as measured by pre and post benchmark assessments in ELA and Math.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

We will use \ pre and post ELA and Math assessments decided upon in conjunction with the UFT and Instructional Team.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

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
    ● Math Team

Partnerships with:
Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

Our school will continue to enhance our social emotional curriculum that provides resources for students. This will result in a 3% increase in personal attention and support as measured by student, parent, and staff surveys.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s) What will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8 and new teachers attend professional learning facilitated by Morningside Center</td>
<td>Grade 8 teachers, New staff</td>
<td>Sept 2018 to June 2019</td>
<td>Grade 8 deans, guidance counselors, advisory teachers, and APs</td>
</tr>
<tr>
<td>Collaboration with Restorative Practices coach</td>
<td>Grade 6-8 teachers</td>
<td>Sept 2018 to June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Collaboration with Morningside Center</td>
<td>Grade 8 teachers, dean, and guidance counselor</td>
<td>Sept 2018 to June 2019</td>
<td>Administration</td>
</tr>
<tr>
<td>Presentation of advisory program to parents during PTA and SLT meetings</td>
<td>All students, staff and parents</td>
<td>September 2018-June 2019</td>
<td>Parent coordinator</td>
</tr>
<tr>
<td>Writing of advisory grade 8 curriculum</td>
<td>Grade 8 teachers w Morningside Center</td>
<td>Sept to June 2019</td>
<td>Grade 8 dean and guidance counselor</td>
</tr>
</tbody>
</table>

2018-19 CEP
Programming of advisory period in grade 8 student schedule (one period per week)

**Professional Learning and Planning sessions for teachers new to advisory to learn the practices and approach, and opportunity to collaborate with peers and "model" advisory teachers**

- **Grade 8 teachers and new hires in grade 6 and 7**
- **July 2018-June 2019**
- **Administration Partners from Morningside Center Deans**

**Curriculum Modules and Curriculum maps for Advisory Periods**

- **Grade 7 & 8 Teachers and Deans**
- **September 2018-June 2019**
- **Administration Deans Morningside Coach partners**

**Brain Power**

- *new teachers will be trained in the basic Workshop (3rd cohort from 217Q)*
- *1 Leader will be trained*
- **September 2018-June 2019**
- **Administration leader mentors**

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.**

1. Monthly Parent Learning Walks - PC and admin
2. PTA monthly meeting will introduce families to a specific instructional skill - PTA executive board, parent learning leaders, admin, PC
3. Family Subject Nights - teachers and admin
4. Monthly Newsletter - admin and teachers
5. bi-yearly parent training in Restorative Practices - admin, guidance and deans

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

<table>
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<tr>
<th></th>
<th>Tax Levy</th>
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</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019 we will have demonstrated 1.5% growth in student positive response from as measured by a school wide survey which includes the questions from the section of the Learning Survey titled: Personal Attention and Support.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

School created student survey using questions from the section of the Learning Survey titled: Personal Attention and Support.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Needs Assessment:

We analyzed various data resources from the 2017-2018 school year (Learning Environment Survey, general school surveys, observation MOTP data, sign in sheet from all collaborative conversation opportunities, and professional learning exit surveys, 2017-2018 intervisitation log with feedback, and town hall meeting minutes). We determined that there is a need to increase the percentage of teacher led intervisitations into each others' classrooms as a professional learning opportunity with a focus on refining teacher practice to support our schoolwide instructional focus. After analysis of this data, polling the teachers in June 2018 and again in September 2018, initial collaborative planning meetings with our Instructional Team in August and September, and review of town meeting minutes from June 2018, it was determined that we would implement a plan of action that would allow teachers to increase the amount of teacher led intervisitations, facilitated by a PCT or a model teacher, and these intervisitations would in turn result in a 10% increase in the frequency of student led conferences. This goal will be supported by Administration and our instructional support team.

Our Instructional Team is comprised of Model Teachers, Peer Collaborative Teachers, and Administrators, and the team meets bi-monthly during the school year. Model teachers are highly skilled educators who use their skills to develop colleagues' knowledge, skill base and promote a collaborative environment that positively affects every member of their school community. Collaboration, sharing, and trust are core professional values that are expected of a Model Teacher. They work effectively and efficiently with colleagues with diverse experiences; they are self-guided and work autonomously with superior communication skills; and they feel confident in their ability to lead others. Their duties include:

Support pedagogical growth by showcasing their professional and pedagogical practices, including the processes for reflecting on and adjusting their practice through the promotion of intervisitations into their classrooms

Reflect on and debriefing their own lessons with colleagues, both sharing knowledge and modeling a collaborative environment

Demonstrate and articulate effective teaching practices,

Foster trusting and collaborative relationships with colleagues in order to encourage intervisitation

Work collaboratively with colleagues

Work with school leadership to improve curriculum and maximize use of the Danielson Framework and Common Core Learning Standards
Peer Collaborative teachers are highly skilled educators who use their skills to develop colleagues’ knowledge and skill base, and promote a collaborative environment that positively affects every member of their school community. PCTs support their colleagues through focused coaching, intervisitations, and designing meaningful opportunities for professional growth. In addition to the skills noted for Model Teachers, PCTs also have well-developed skills in data analysis as well as the ability to build consensus within teams. Their role and responsibilities include:

To drive teaching and learning initiatives with school leadership

Meeting with leadership on a regular basis to discuss school goals and plans for professional learning activities

Aligning schedules, resources, and expertise of colleagues to advance teaching and learning school-wide

Cultivating and developing partnerships among members of the school community

Facilitating professional collaboration and learning

Working collaboratively with colleagues to understand their individual skills/knowledge related to curriculum and instruction

Structuring, designing, and facilitating ongoing professional learning

Aligning their school community’s professional learning agenda with skills and knowledge most needed to impact student learning Strategic Design of Opportunities for Professional Growth

Facilitating individual teacher development through focused coaching via classroom visits

Creating and facilitating a collaborative inquiry process to analyze the impact of teacher practice on student learning

Providing one-on-one peer coaching

Pre- and post-debriefing when facilitating intervisitation opportunities

Our Instructional Team is comprised of Model Teachers, Peer Collaborative Teachers, and Administrators, and the team meets bi-monthly during the school year.

Model teachers are highly skilled educators who use their skills to develop colleagues’ knowledge, skill base and promote a collaborative environment that positively affects every member of their school community. Collaboration, sharing, and trust are core professional values that are expected of a Model Teacher. They work effectively and efficiently with colleagues with diverse experiences; they are self-guided and work autonomously with superior communication skills; and they feel confident in their ability to lead others. Their duties include:

Support pedagogical growth by showcasing their professional and pedagogical practices, including the processes for reflecting on and adjusting their practice through the promotion of intervisitations into their classrooms

Reflect on and debriefing their own lessons with colleagues, both sharing knowledge and modeling a collaborative environment

Demonstrate and articulate effective teaching practices,
Foster trusting and collaborative relationships with colleagues in order to encourage intervisitatin

Work collaboratively with colleagues

Work with school leadership to improve curriculum and maximize use of the Danielson Framework and Common Core Learning Standards

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To drive teaching and learning initiatives with school leadership

Meeting with leadership on a regular basis to discuss school goals and plans for professional learning activities

Aligning schedules, resources, and expertise of colleagues to advance teaching and learning school-wide

Cultivating and developing partnerships among members of the school community

Facilitating professional collaboration and learning

Working collaboratively with colleagues to understand their individual skills/knowledge related to curriculum and instruction

Structuring, designing, and facilitating ongoing professional learning

Aligning their school community’s professional learning agenda with skills and knowledge most needed to impact student learning Strategic Design of Opportunities for Professional Growth

Facilitating individual teacher development through focused coaching via classroom visits

Creating and facilitating a collaborative inquiry process to analyze the impact of teacher practice on student learning

Providing one-on-one peer coaching

Pre- and post- debriefing when facilitating intervisitation opportunities

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.
We will increase the frequency of teacher led teacher inter-visitations as a professional learning opportunity with a focus on refining teacher practice to support our schoolwide instructional focus resulting in a 10% increase in the frequency of student led conferences.
### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Sept 2018 to June 2019</td>
<td>Supervisors, PCTs, MTs, coaches</td>
</tr>
</tbody>
</table>

Model Teacher Role, PCT Role, Learning Partners will join Instructional Team, PCTs are assigned to a specific teacher teams within a house so they can focus on those specific teacher teams MTs, PCTs, and LPP teachers continue to message their availability (via the weekly, via targetted personal invitations, via the main office), Refinement of the intervisitation survey so that it is user friendly, visually appealing, has pre-populated answers, and features the previously identified change ideas so that the feedback process is enhanced. The continuation of messaging the importance of intervisitations via sharing of research involved. Planning out of Monday PLs so that the IST can help monitor and support teacher teams, in addition to allowing Monday PL time to be allotted for intervisitation debriefing within teacher teams. Planning with the school instructional team to create and implement a school-wide intervisitation schedule that not only incorporates teacher team feedback on instructional strategies, 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 Google classroom, as well as Model Teacher learning walks, and weekly Professional Learning meetings.

The Principal, APs, PCTs, and MTs, will attend workshops relating to areas of CCLS in which teachers would like to build 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 measure effectiveness, as well as classroom observations and teacher surveys.

Teacher teams will use Google classroom effectively to collaborate together in order to take instructional risks and monitor change ideas 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 strategies and Google classroom as a tool, as well as Model Teacher learning walks, and weekly Professional Learning meetings.

Teachers will participate in professional learning opportunities conducted by the borough support team, 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.

- 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 EDxE NY
- 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

Monitoring the outcome of whether or not we met our goal will be how effective the change idea implemented by each teacher team is and how that correlates to student achievement and teacher MOTP rating, as well as monitoring the increased amount of intervisitations per team.

Allocate Monday PL time to monitor change idea and debrief among teacher team on intervisitations. PCT facilitates the teacher team intervisitations by focusing on specific teacher teams per week and messaging those opportunities to these teams.

3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

1. Monthly Parent Learning Walks - PC and admin
2. PTA monthly meeting will introduce families to a specific instructional skill - PTA executive board, parent learning leaders, admin, PC
3. Family Subject Nights - teachers and admin
4. Monthly Newsletter - admin and teachers
5. Sharing of general inter-visitations data with SLT and PTA

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.

- Monday Professional Learning Planning Time
- Collaborative Conversations
- Instructional Team Planning Minutes
- Time in school scheduled for inter-visitations
- Common preps with Teacher Teams
- Training in Google Docs and Google Classroom
- Training of Teacher Leaders by Teaching Matters

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019 we will have demonstrated 2.5% growth on teacher MOTP in our identified focus area

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

NYCDOE Advance MOTP

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

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.
- 463 total observations conducted during the school year 2015-2016.
- 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 2018-19 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.

School and community members will join Principal Burns in participating in an equity committee focused on examining all aspects of our school curriculum resulting in a more equitable distribution of student opportunity measured by student and parent surveys.
### Part 3a – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) What will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
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<tbody>
<tr>
<td>Increase teacher frequency of inter-visitations and peer observation cycle based on the NYCDOE Peer-to-Peer cycle.</td>
<td>Teachers September 2018 to June 2019</td>
<td>Instructional Planning Team members: PICs, DTs, Coaches, APs, Principal</td>
</tr>
<tr>
<td>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.</td>
<td>Teachers, Supervisors September 2018 to June 2019</td>
<td>Instructional Planning Team members: PICs, DTs, Coaches, APs, Principal</td>
</tr>
<tr>
<td>Refine Instructional Team Planning time to be programmed once during the school day, and once after school monthly.</td>
<td>Instructional Planning Team members September 2018 to June 2019</td>
<td>Instructional Planning Team members: PICs, DTs, Coaches, APs, Principal</td>
</tr>
<tr>
<td>Increase the number of trained Inquiry Cycle Teacher Leaders</td>
<td>Teachers September 2018 to June 2019</td>
<td>Administration, Teaching Matters.org</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

1. Monthly Parent Learning Walks - PC and admin
2. PTA monthly meeting will introduce families to a specific instructional skill - PTA executive board, parent learning leaders, admin, PC
3. Family Subject Nights - teachers and admin
4. Monthly Newsletter - admin and teachers
5. Curriculum unit overviews and revisions discussed at SLT and PTA events

### 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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td></td>
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<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019 we will have demonstrated 5% growth in the frequency of workshops.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Meeting agendas and minutes, Meeting Attendance

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th align="left">Needs Assessment</th>
<th align="left">1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left"></td>
<td align="left">2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

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.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th align="left">Annual Goal</th>
<th>Indicate your school's 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left"></td>
<td>We will increase the percentage of parents, guardians and community members participating in Student Led Conferences as measured by participation rates.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students/Parents</td>
<td>Oct 2018–May 2019</td>
<td>Teachers, Parent Coordinator</td>
</tr>
</tbody>
</table>

- Continue and increase student clubs and extracurricular activities. See list below.
- Increase the use of pupil path badge system and increase teacher support in use of the badge system by offering lunch and learns from deans and Skedula consultants.
- Increase the use of restorative approach practices and training for teachers on restorative approach.
- Expand the Advisory Program to grade 8 and provide training for teachers.
- Increase parent outreach and parent collaboration in family nights, and workshops by creating these opportunities to be engaging learning and interactive experiences.
- Increase parent face-to-face meetings each Tuesday during parent engagement day.
- Strengthen the in house restorative system where Deans, GC, Admin and teachers have a working communication system to support the student before, during and after suspension including restorative practices happening during the suspension. Teachers will provide standards based instruction consistent with subject curriculum.
- Provide continuous opportunity for students to be independent, self-regulated learners.

**Monthly Parent Learning Walks**

Learning Walks are classroom tours led by school leaders that gives parents supervised access to classes while they are in session to observe classroom culture, listen in on student discussions and witness first-hand how teachers implement The COMMON CORE curriculum in the classroom. The Walks are aligned with the Danielson Framework for teaching and
reviews the following domains and components with our parent community:

**Classroom Environment**
- Establishing a Culture for Learning
- Managing Student Behavior

**Instruction**
- Using Question + Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction

Create a community engagement team to monitor success and productivity of community collaborations

<table>
<thead>
<tr>
<th>Monthly Family Nights</th>
<th>Parents/Students</th>
<th>October 2017 through May 2018</th>
<th>Assistant Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Parent Workshops</th>
<th>Parents</th>
<th>Sept 2018 – June 2019</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PupilPath Workshop</strong> - 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</td>
<td></td>
<td></td>
<td>Assistant Principals</td>
</tr>
<tr>
<td><strong>Title I Workshop</strong> - Inform parents on the Title I parent involvement funds and involve them in planning a comprehensive Family Engagement Plan</td>
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<tr>
<td><strong>Computer Literacy Workshop</strong> - 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</td>
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<tr>
<td><strong>NYS ELA Exam Parent Preparatory Workshop</strong> - ELA teachers train parents in how to better support their child during the ELA State exam</td>
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<tr>
<td><strong>NYS Math Exam Parent Preparatory Workshop</strong> - Math teachers train parents in how to better support their child during the Math State exam</td>
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</tr>
<tr>
<td>Workshop Type</td>
<td>Description</td>
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</tbody>
</table>
| NYS Science Exam Preparatory Workshop          | Science teachers train parents in how to better support their child during the Science State exam  
**Parent Advocacy for ELL and Special Education Students Workshop** - Parents learn how to advocate for their child at school, build parent - teacher collaboration and learn how to better understand their child’s IEP  
**CPR / AED Parent Workshop** - 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  
**High School Application Family Workshop** - Learn the steps in the HS application process and receive information on family open houses  
**Stress Relief Parent Workshop** - Parents learn how to manage stress during the NY State Exams  
**IEP Parent Workshop** - Parents learn how to advocate for their child at school, build parent - teacher collaboration and learn how to better understand their child’s IEP  
**Special Education 101 Workshop** - Parents learn how to advocate for their child at school, build parent - teacher collaboration and learn how to better understand their child’s IEP |
| Community Partnerships / Urban Advantage        |  
**Urban Advantage** - 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.  
**Parent Coordinator Workshops** - 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.  
**Family Field Trips and Family Science Nights** - 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.  
**Family Outreach** - UA provides Parents and students for outreach, teaching the families about the events that are taking place. |
|                                                | Sept 2018 - June 2019  
Parent Coordinator, Science supervisor |
outreach through family events, celebrations of student achievement, and parent coordinator workshops

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Queens Community House

### 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.

<table>
<thead>
<tr>
<th></th>
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<td>C4E</td>
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</table>

### Part 5 – Progress Monitoring

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

By February 2019 we will have demonstrated 10 growth in student attendance at student led Parent Teacher conferences in grade 6 and grade 7

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Student and parent attendance records at student led Parent teacher Conferences

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students will be identified based on needs as determined by previous year report card data, promotion standing from June 2016 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.</td>
<td>Repeated Reading, Academic Vocabulary development, Reciprocal teaching strategies, Tier I interventions planned and provided based on student need. Achieve 3000, 6th Day of School Saturday, Wilson, EDGE Title III program</td>
<td>Small group instruction, differentiated technology based programs to support individual growth, peer tutoring, flexible classroom grouping, after school</td>
<td>During the school day, Afterschool programs targeting ELL’s and SWD students, Wilson intervention, Saturday program, Monday assembly time for AIS groups</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students will be identified based on needs as determined by previous year report card data, promotion standing from June 2018NYS 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</td>
<td>Bilingual Mathematics Academy-Spanish/English · 6th Day of School · EDGE Title III program</td>
<td>Small Group, Scaffolded learning experience, after school</td>
<td>During the school day, Afterschool programs targeting ELL’s and SWD students, Wilson intervention, Saturday program, Monday assembly time for AIS groups</td>
</tr>
</tbody>
</table>
Students will be targeted for specific interventions accordingly.

**Science**
- **Saturday Academy, Living Environment Preparation Academy**
- E.L.L.E-English Language Learner Living Environment

| Students will be targeted for specific interventions accordingly. |
| 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 |

**Social Studies**
- **Saturday Academy, Small group instruction**

| Students will be targeted for specific interventions accordingly. |
| 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 |

**At-risk services (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

| 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, SAPIES 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 6th Day of School Saturday Academy to further develop many of these strategies |

2018-19 CEP
teachers in the creating of a BIP.

To further support the development of students college and career awareness, counselors provide the following services for AIS students:

- Teaching organizational skills and time management.
- Monitoring student attendance and academic progress.
- Communicating with parents regarding student progress and available intervention services.
- Individual and group counseling as needed.
- Referral to academic services and outside agencies.
- 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.
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

### Part A: FOR TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>F-status guidance counselor. In addition, all supplies and uniforms will be purchased. Last, our STH population will continue to attend after school and Saturday school if required.</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: FOR NON-TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

<table>
<thead>
<tr>
<th>N/A</th>
<th></th>
</tr>
</thead>
</table>
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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.

Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:

- Utilization of NYCDOE and district HR department
- Utilization of our partnership with universities to identify potential teaching candidates
- Utilization of NYCDOE Teacher Finder

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

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).

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.

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.
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 deliver 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 2018 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 2018-2019. Members of the team attended NYCDOE facilitated professional development on the assessment process. In
September 2018 the team will present 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\(^1\). 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\(^2\). **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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>731,060.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>35,792.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>8,770,510.00</td>
<td>X</td>
</tr>
</tbody>
</table>

\(^{1}\)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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.
Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. **Title III, Part A** is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

**Parent and Family Engagement Policy**

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 Elementary and Secondary School (ESSA) 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.

**Support for Parents and Family Members of Title I Students**

**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

Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary School 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;

Encouraging School-Level Parental Involvement

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 Elementary and Secondary School (ESSA) 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: High Quality Curriculum

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 Elementary and Secondary School (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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 Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

III. Student Responsibilities

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 2018-19 SY

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

1. **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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

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

| ☒ Before school | ☐ After school | ☒ Saturday academy |

Total # of ELLs to be served: _______

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

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

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

ENL/Math Extended Day Program

Middle School 217 will form and deliver a supplemental before school and extended day program to meet the needs of our struggling ELLs in the content areas of ENL, ELA, and Mathematics. This after school program will be called EDGE ELL. After analyzing our current data using the RLAT and RMSR reports, as well as the EDAT tool, we identified ELLs that did not make progress in the NYSESLAT (specifically students that did not move across proficiency levels). We also identified ELLs across grades 6, 7 and 8 who scored below a 2 in the NYS Mathematics exams and/or who struggled specifically in the solving of word problems. These participating students are a combination of Entering/Emerging ELLs (years 1-3) and Transitioning/Expanding ELLs (years 4-6), and select GE Immigrant students. Our EDGE ELL program will take place two days a week before school and after school and will focus on 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 ENL and Math teachers who have experience teaching ELLs and have received Professional Development in ENL strategies and practices. We are also selecting staff that is knowledgeable in the CCLS and Bilingual Progressions used to set the expectations for our students. We will form six classes (grades 6, 7, and 8) according to student proficiency levels, and 2 classes of Immigrant students who have shown similar needs as our ENL students, and instruction will be differentiated to meet their unique needs. One hour will be allocated to ENL/ELA instruction (delivered by a licensed ENL/ELA teacher) and one hour will be allocated to Mathematics instruction (delivered by a licensed Math teacher) one day a week (2 hours). Math instruction will be delivered within specific grade levels (6-8) using the respective curriculum.

Program Student grouping and details:
* Entering/Emerging ELL- day 1 (one class on each grade level, 20 students in each class, 2 hours)
* Transitioning/Expanding ELL- day 2 (one class on each grade level, 20 students in each class, 2 hours)
* Students will be identified by October 15, 2018
* Program Projected start date: November 7, 2018.
* Duration: 41 instructional days
* Edge ELL will meet Wednesdays and Thursdays from 2:40 to 4:40 pm and Wednesdays and Thursdays from 7:05 am to 8:05 am.
* Student attendance will be recorded by each teacher for each session with a check off method accompanied by student signature

*** There is no other supervisor in the building during the time of the program. Therefore, Title III dollars will be utilized to compensate the ENL administrator for 41 hours.

ENL/ELA
Part B: Direct Instruction Supplemental Program Information

ENL teachers will use whole group and flexible small group instruction, student-friendly rubrics, guided reading, and scaffolded writing strategies to meet the specific needs of participating students. All students will have their own laptops. For Entering/Emerging students, teachers will use 3 web-based programs: Imagine Learning, IXL and myOn Reading program. These web-based programs are supplemental and distinct from those used for daily instruction. They will work on their phonetic and decoding skills as well as reading comprehension by using Imagine Learning. All programs offer leveled reading materials for students as determined by a Lexile assessment. A writing component will be incorporated to provide writing development. Teachers will review, scaffold, and reinforce writing strategies that the students are expected to master during the instructional day. In addition, teachers will use the curriculum Fundamentals Inside Volume 2 from Scholastics. Inside is a middle school program designed for English Language Learners and is fully aligned to the ELA Common Core State Standards. The program at the Fundamentals 2 level offers comprehensive reading, language, and writing support for Entering/Emerging ELLs. Phonemic awareness, phonic, 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, such as visual, glossaries, on-page key vocabulary definitions, and “in other words” explanations. The feature “before you move on” offers 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 Fundamentals 2 program offers print and web-based resources to support a print, blended learning, or technology based classroom. Teachers will also utilize TEAM Student books in levels C, F, G, and H according to proficiency levels. The focus of the TEAM series is to teach ELLs academic language through the following:

- Reading strategies
- Text and questions
- Writing focus
- Checks for understanding
- Discussion prompts
- Grammar
- Graphic organizers
- Listening activities (cd)<--{cke_protected}%3Cmeta%20charset%3D%22utf-8%22%20%2F-->

Reading strategies
text and questions
Writing focus
Checks for understanding
Discussion prompts
grammar
Graphic organizers
Listening activities (cd)<--{cke_protected}%3Cmeta%20charset%3D%22utf-8%22%20%2F-->

The Writing Matters curriculum, Noredink.com, and NewsELA will be used with our Transitioning, Expanding, and Long Term ELLs. Writing Matters is a Common Core-aligned, comprehensive curriculum that uses best practices in writing instruction and that is drawn from extensive research. The content was developed in collaboration with nationally recognized author educators, (including Heather Lattimer and Georgia Heard) and brings writing to life in the form of lessons and activities enhanced by modern tools. Writing Matters is presented as a
Part B: Direct Instruction Supplemental Program Information

model, digital curriculum and is also available as stand-alone units. The program engages upper elementary and middle school students in the writing process through a series of four to six week units, addressing specific genres. Original content and interactive technology are integrated, helping students develop their writing skills as they generate ideas and topics, organize, compose, revise and publish their work online. The program is paired with comprehensive coaching support which enables teachers to take full advantage of the curriculum and assessments. Lesson plans, available in digital and print formats, include differentiated strategies for beginning, intermediate and experienced writers. The materials described are supplemental and distinct from those used in daily instruction. Newsela is an instructional platform that creates a personal reading experience for students. It contains over 7,000 non-fiction articles that engages readers at five different reading levels, which allows for differentiated instruction. These texts bridge curriculum to the real world. Students complete close reading activities, writing assignments, and take quizzes. Newsela has a student tracking component for teachers to track reading and writing activities, as well as quizzes. Newsela also provides an opportunity for teachers to create discussion questions and projects aligned to nonfiction texts.

MATH

Eighth grade students will use Algebra Nation. Spanish Bilingual students hear the question in English and watch a video in Spanish. Students answer the questions and the program tracks their progress. The standards for Algebra Regents are directly related to each question that is posed to the students. Students are regrouped after answering the questions. IXL will also be used as a supplemental resource. Math IXL is a web based program that targets math skills aligned to NYS mathematics standards. These skills are organized into categories and vary by grade. Students can preview the skill and complete a skills-based problem. IXL will track individual students’ scores, and the questions will automatically increase in difficulty as students improve. When students get questions wrong, an explanation is generated followed by an opportunity for the student to retry the problem. Lastly, students will utilize Continental Press Finish Line Math CCSS 2nd Edition in all 3 grades. Materials will be purchased in both English and Spanish versions so that students may have both editions available to refer to when working on Math word problems.

The work that will be given to students will address all tested Common Core Learning Standards and is aligned to the EngageNY Math Curriculum. It includes practice problems for students per lesson, multiple-choice and open-ended questions for practice, as well as scaffolded practice with items that progress in complexity and rigor. For our Immigrant students, 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. Expanding. Long term ELLs, and Immigrant students will also receive specialized instruction to prepare them for the Algebra Regents.

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 language acquisition, vocabulary enhancement, and writing skills, with a specific focus on argumentative writing. Teachers will learn scaffolding strategies to guide students in the process of creating an argumentative essay. The
Part C: Professional Development

Professional Development will consist of 2 days, 6 hours each day, and 2 half days, 3 hours each day.

Provider: Teaching Matters, 3 days

Day 1:
Part 1 -- Brief overview of research around ENL language acquisition
Activity 1: Text-based protocol on issues around text complexity with academic vocabulary in Math/other content areas for ENL. Debrief and classroom implication
Activity 2: Notice and wonder protocol around video of Math ENL middle school lesson. Strategies to support scaffolding of complex texts in terms of word problems
Activity 3: Brief overview of academic vocabulary Tiers as applied to different levels of ENL students for Math/other content areas, followed by strategies for visual and physical response learning. Teachers will get word problems to deconstruct and label Tier 2 and 3 vocabulary. Then, they will do 2-3 strategies "as students" such as Words Alive, visual word mapping, and a physical response-based strategy.
Activity 4: Revise upcoming lessons with word problems, incorporating anything learned today. Share out, debrief, next steps. Strategies will be observed in action during half day visits.

Day 2 -- Writing with a focus for ENL teachers who are working with students on argumentative essays and support content area teachers who teach ELLs
Activity 1: Cross-walking CCSS and Bilingual Framework
Brief overview of the academic skills represented in CCSS around informational text and argumentative writing
Activity 2: Last Word protocol around readings from the Framework focusing on specific ENL writing needs
Activity 3: Unpacking the specific standards in content areas social studies, science, technology, and ELA and cross walking the standards with the NYC Bilingual Framework
Create cross-walking chart and Share out
Chart implications for change in practice
Part 2: Strategies to support ENL argumentative writing
Brief overview of modified Flash Debate (from Teacher's College Curriculum) and scaffolded writing frames
Activity 3: Based on unit plan for upcoming content, hands-on scaffolded Flash Debate as precursor to argumentative writing for ENL students
Activity 4: Based on unit plan for upcoming writing instruction within content in Activity 3, hands-on sentence and paragraph frames at appropriately scaffolded levels for argumentative writing

Day 3 -- Half a day- Classroom visitations with feedback
Day 4 -- Half a day- Classroom support with feedback

Participating Teachers- One group will feature ENL and Math teachers who are directly working with the EDGE ELL program. The second group will feature ENL teachers who are not servicing the EDGE ELL program and content area teachers who service ELL students.

Professional development records will be maintained, including agendas and attendance sheets, in the office of the Assistant Principal of ENL.

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
### Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: _____

Family Night (September 20, 2018, 5:00-8:00pm): 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.

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 20 from 7:00 pm to 8:00pm, and ongoing from 8:10 am to 3:00 pm by appointment, facilitated by the Parent Coordinator)

High School Information Workshops (October 11, 2018 from 2:00 pm to 3:00 pm and October 12, 2018 from 6:00pm to 7:00pm)- These informative sessions are geared toward 8th grade parents

IEP Parent Workshop for parents of Special Education students and Special Education ELLs (Fall 2018 and Spring 2019, dates TBD)

Domestic Violence Awareness Workshop (December 2018)

ELA Exam Informational Session (March 19, 2019 from 5:30 pm to 7:30 pm)

Monthly PTA meetings (third Tuesday of the month from 5:30 pm-7:30 pm)

Monthly Parent Learning Walks- Parents are invited to visit ENL and content area classrooms during instruction to see our teachers’ and students’ use strategies and technology (every month, from November to May, times may vary, will take place during the school day))

Arts Engage Initiative (partnership with Center for Arts Education) - parents will be invited to attend culminating performances and a parent workshop (June 2019, date TBD)

Social Studies/ELA Multicultural Family Night (March 28, 2018 from 5:00 pm to 8:00 pm), and STEM Family Night (March 14, 2018 5:00 pm to 8:00 pm)- 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.

NYSESLAT Informative Session (April 16, 2018)- Parents will be exposed to the rigorous demands of the NYSESLAT and will be provided with materials that they may use to support and prepare their child.

Records will be maintained, including agendas, attendance sheets, and invitations in parents' preferred languages in the office of the Assistant Principal of ENL.

### Part E: Budget

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

Allocation Amount: $ [ ]

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Per session</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2. Per diem</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Purchased services</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
## Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Travel</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$39,374.00</strong></td>
<td><strong>NA</strong></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Queens</td>
<td>217</td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Patrick Burns</th>
<th>Assistant Principal</th>
<th>Maria Justiniano</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>N/A</td>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL/Teacher</td>
<td>Paula Kohm</td>
<td>School Counselor</td>
<td>Yliane Marinez</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Grace Nelson/ENL</td>
<td>Parent</td>
<td>Aracelli Carrillo</td>
</tr>
<tr>
<td>ENL/Teacher</td>
<td>Diana Sinche/ENL</td>
<td>Parent Coordinator</td>
<td>Meyer Calvo</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>S. Williams</td>
<td>Field Support Center Staff Member</td>
<td>Robert Zuzzolo</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Mabel Sarduy</td>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>8</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
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</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>1</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>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)</td>
<td>2</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>1682</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>361</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>21.46%</td>
</tr>
</tbody>
</table>
This school offers 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

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s):

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s):

- Freestanding ENL
  - Yes
  - No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   We use Mindplay, System 44, Imagine Learning, and myON with our Entering and Emerging ELLs to diagnose whether the student is in need of phonetic interventions, or reading comprehension assistance. With our Transitioning and Expanding ELLs, we continue to use Imagine Learning, Read 180, as well as Achieve3000, NoRed Ink, and Snap and Read. These software programs allow us to determine the student's lexile level and assist us in providing instruction using appropriate texts for students, with the goal of differentiating materials and setting expectations. We administer the NYSITELL when the student is registered in our school, and it is used to assess our students' 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. Within SWD classes, we use assessments provided by the Read 180 and System 44 programs to determine students' reading level and phonetic awareness (program description below) These assessments are used to drive instruction as well as create flexible groups within each class.
2. What structures do you have in place to support this effort?
ENL coordinator, classroom teachers, and administrators ensure that students are administered the necessary assessments at point of entry (or within 10 days). Then, students are placed in the appropriate class/group according to their proficiency level and academic abilities and are exposed to adequate curricula, materials, and delivery of instruction.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
In addition to the above mentioned baselines administered at points of entry, we administer MOSL (NYC performance Tasks) at the beginning of the school year to attain a benchmark for each student in Science and Social Studies. We also use a NYSESLAT Sampler assessment, which is given at the end of each quarter, to track progress in the 4 modalities of English acquisition.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Teachers will use the results of the NYSESLAT Sampler 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 with each subsequent NYSESLAT Sampler as well as daily checks for understandings and unit assessments. 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 through accountable talk, using the SPEAK rubric, to demonstrate their understanding. Writing is taught through modeling, revision of skills, and embedded grammar lessons.

5. How does your school use 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.]
NA

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
We use the information from EDAT tool to assess if our students have made progress in their assessments (NYSESLAT, NYS ELA, NYS Math and Regents). We use 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, and to identify individual goals for students. We use this information to target struggling groups, to address their needs during the school day, and to identify them for supplemental programs as well as select the appropriate materials/curriculum for those programs.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
At the beginning of each school year, ENL administrator and coordinator review the data available on the EDAT tool, as well as the testing data trends identified for the last 3 years. This information is shared with the ENL department and the entire school community. Then, through the usage of Monday Professional Learning opportunities, as well as weekly meetings with the ENL curriculum team, student work is often evaluated in the form of an inquiry cycle. During those opportunities, the curriculum is adjusted based on data findings and student need. Weekly publications in our school weekly discuss areas of need and findings that have been made and this is shared with the entire school community.

Part IV: ELL Programming

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.

Middle School 217 currently has a Freestanding ENL program for sixth, seventh and eighth grade students. Our classes are leveled according to students’ English proficiency and ENL status as measured by the NYSESLAT and NYSITELL assessments. Entering students and Emerging students receive 360 minutes (2 units) 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 Commanding (years 1 and 2) ELLs receive 90 minutes (.5 units) of Integrated ENL per week. Our school ensures that teachers who provide the above units are TESOL licensed teachers. Integrated ENL units are delivered across the content areas, but mostly concentrated during ELA and Social Studies. Below is a more detailed description of how instruction is delivered within our program to different subgroups.

b. TBE program. *If applicable.*

NA

c. DL program. *If applicable.*

NA

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 Emerging students receive 360 minutes (2 units) of stand alone ENL per week. Transitioning/Expanding and Long-Term ELL students (not commanding) receive 180 minutes per week (1 unit of study in ENL) and 8 periods (45 minutes) of ELA instruction. Whenever possible, the ENL integrated instruction takes place during ELA, but also across all content areas. Commanding students receive 90 minutes of Integrated ENL instruction (.5 units).

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 ENL stand alone classes are multicultural and speak various native languages (primarily Spanish, Bengali, and 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, and for Emerging and Entering students who need the support through the use of oral translations, 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 ELL 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 words and 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. Expanding and Commanding ELLs also participate in our school’s STEM program.

Social Studies- Teacher reinforce ELA skills through the use of primary sources in order to follow the NYC Scope and Sequence in Social Studies, utilizing the Passport curriculum. In addition, teachers incorporate technology, the 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. Social Studies also bring in ELA strategies into their teaching, such as the RAFFT writing format, when analyzing primary documents. Year 1 and SIFE students whose HL is Spanish will receive 4 weekly units of Bilingual Social Studies. During this time, students will focus on and foster basic writing skills in the home language through Social Studies instruction.
ENL teachers use INSIDE Fundamentals (National Geographic, Cengage), 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, and 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, 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. Teachers also utilize System 44, Mindplay, and Imagine Learning.

ENL/ELA Integrated Instruction TR,EX)- Expeditionary Learning (EL) is the curriculum that is used. It connects learning to real-world issues and themes. 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, giving the students the opportunity to talk and think more.

Lessons have an explicit purpose, guided by learning targets for which students take ownership and responsibility. Teachers also utilize Read 180, Imagine Learning, myON, Achieve 3000, and NoRedInk.

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 or parsing text, paraphrasing, the use of graphic organizers, and incorporating visual aids though the use of technology.

ENL teachers provide content area support for ELLs by:
- Vocabulary development- Tier II 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 assess understanding and promote meaningful discussions
- Provide scaffolding tools, such as graphic organizers, to BREAK DOWN not WATER DOWN the content
- Provide Language objectives in every lesson

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

All city and state exams are available in the students home language (except for ELA exams, reading exams, or writing exams). In addition, glossaries in the student’s home language is provided for the students to use during in house exams in all content areas. Oral translations are provided in the event that a written translation is not available in a particular language.

5. 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 stand alone instruction to provide them with fundamental reading and writing skills. Their teachers use differentiated instruction to meet their needs and provide native language support whenever possible through oral translations and materials in their native language to scaffold and support their learning. SIFE students are highly encouraged to attend the Title III (EDGE/ELL) extended-school program and/or Saturday Academy 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. In addition, we are forming a SIFE Spanish-speaking bridge classroom for 7th and 8th grade students in Social Studies. SIFE students whose HL is Spanish will receive 4 weekly units of Bilingual Social Studies. During this time, students will focus on and foster basic writing skills in the home language through Social Studies instruction.

Newcomer ELLs

Newcomer ELLs, are placed in an Entering/Emerging ENL class. They receive 360 minutes of intensive stand alone ENL instruction per week by a licensed TESOL 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 are used as a base curriculum, as
well Mindplay, Imagine Learning, and Read 180. 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 III extended day program (EDGE ELL) and ENL Summer Academy. Newcomers are mandated to attend our ENL Saturday Academy and/or EDGE ELL Day program. Special visual aids, alternate classroom libraries, Mindplay online software, System 44, as well as Imagine Learning are available as aides for this subgroup.

Developing ELLs

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. Online software such as myON, Imagine Learning, Achieve 3000, Read 180, and NoRedInk are utilized with this subgroup.

Long Term ELLs

Long Term ELLs receive 1 unit of integrated ENL/ELA (180 minutes) per week. During this instructional time, they will receive intensive vocabulary and reading comprehension strategies supported by a licensed TESOL teacher. In addition, all content area teachers who service Long Term ELLs will be trained in ExC-ELL vocabulary and writing strategies. 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 Academy. Here, ENL 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. With this subgroups, we will implement the Academic Vocabulary Toolkit (AVT) program by Dr. Kate Kinsella. The AVT program is a NYC Department of Education recommended program. The program tackles Tier II words, also known as “high-frequency words for mature language users—such as coincidence, absurd, industrious — for which instruction can add productively to an individual’s language ability” (Beck, et al, 2002). Because Tier II 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 II 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.

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

Former/ Commanding ELLs (years 1 and 2) are placed in a General Education class and receive .5 units of integrated ENL/ELA delivered by an ELA licensed teacher with a TESOL certified teacher pushing in. The follow the Expeditionary Learning curriculum. Commanding ELLs are highly encouraged to attend the AIS extended-day programs offered by the school, as well as Saturday Academy and the EDGE/ELL program.

6. 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?

Delivery of services-

We have self-contained Special Education ELL classes. A dually certified teacher provides instruction for this group (Special Education/ENL). ELLs who are in other Special Education classes receive integrated ELA/ENL. According to their IEP indications, some Special Education ELLs travel with a language paraprofessional at all times. 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.

Two web based programs have been incorporated with our self-contained ENL Special Education population; System 44 and Read 180.

Read 180 is a blended learning intervention program that builds reading comprehension, academic vocabulary, and writing skills for struggling students. Read 180 features a flexible rotation model designed to help teachers address students at all levels of intervention. Teachers facilitate instruction to the whole group with close-reading strategies, academic vocabulary exercises, practice writing, and engaging discussions with the entire class. During the rotations, students are divided into flexible groups as follows:
1. Student application- Students work independently using the Student App that follow a personalized path that enhances their learning experience.
2. Independent Reading- students have a choice of content rich texts to which they can apply their newly acquired vocabulary and comprehension skills.
3. Small group learning-students receive targeted data-driven instruction unique to their individual learning needs while building meaningful relationships with the ENL and content area teacher.

System 44 is a new foundational reading program for the most challenged readers in Grades 3–12+. It is designed to help students master the foundational reading skills required for success with the new standards, college and career readiness, through explicit instruction in phonics, comprehension, and writing. It combines adaptive technology and teacher-led instruction to help students become proficient readers, writers, speakers, and critical thinkers. Learning provides a simple and clear organization for instruction and classroom engagement, and gets ALL students reading, writing, talking, and thinking critically every day. System 44 was developed as a system of professional development to support teachers and leaders in elevating their practice- helping them move from good to great. It helps these struggling readers to see a path to college and career for themselves through instruction and content that is respectful and engaging.

In addition to these two programs, we also incorporate the Wilson Reading Intervention program and Wilson Rewards with our most struggling ELLs. This intervention takes place during class time (in small groups, and by licensed, trained teachers) and before and after school during AIS programs.

Use of technology- Use of SmartBoards to deliver lessons using interactive tools and visuals, as well as streaming videos, and Google docs and Google classroom to present and gather information from the the students. Every student has access to laptops at all times. 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, Kahoot, myON, Imagine Learning, NoRedlink, and Achieve 3000. 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 ENL provider records the first attend date on SESIS.

7. **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?**

Entering and Emerging ELL SWD students receive instruction from a teacher who holds both a Special Education license as well as a TESOL license. Integrated ENL is provided for SWDs in self-contained classes with students that are Transitioning, and Advanced, 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. ENL teachers use SESIS to view student’s 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).

8. 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 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 which 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, explicit vocabulary development, ExC-ELL strategies, RIGOR (for emerging students), and the Danielson Framework for Teaching. In addition, there is ongoing articulation between the teachers to reinforce concepts taught in subject areas. The Mindplay reading program, System 44, Imagine Learning and Fundamentals 1 and 2 are used by Entering/Emerging ELLs. Mindplay, System 44, and Imagine Learning are web-based programs. The myON reading program, Imagine Learning, Achieve 3000 program, Read 180, and NoRedInk is used by 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, I-documentaries, Writing Process, Brainpop. myON, Mindplay, Imagine Learning, System 44, Read 180, NoRedLink, Achieve 3000, 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 offer books in Spanish and Bengali 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 with a regents-bound course, and they utilize New York State Lessons which are focused 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 (Passport to Social Studies) 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 areas, particularly with Entering and SIFE students, by providing oral translations and books/materials in the native language (if available). Presently, we do not offer language electives to ELLs. This year, we will also offer SIFE Spanish speaking students a bridge class (7th/8th grade) in Social Studies with a thematic based curriculum.

When programming and placing students, we group Entering ELLs together and provide them with 8 periods of stand alone English instruction, with native language support form staff members whenever possible. In addition, the Emerging students will receive 4 periods of stand alone English instruction and/or Integrated ENL instruction. Transitioning and Expanding students will receive 4 periods of Integrated ENL instruction, and Commanding students will receive 2 periods a week of ENL instruction via the push in model. Instruction will be delivered by an ENL licensed teacher (periods are 45 minutes long in our school). 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)
ENL/Math Summer Academy-
ELLs attend Summer School for 5 weeks and receive targeted ENL and Math instruction using technology, Writing Matters, and Achieve 3000. Every June, ENL administrator identifies students and compiles 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.

Edge ELL (see full description below on question 11)

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)
We will have an ENL ICT class and self contained SWD (with current and commanding ELLs) classes on every grade level. In the
ICT classes, ENL services are provided by the co-teacher, who is TESOL licensed. For the self-contained classes, integrated ENL services are provided, 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, and by a special education teacher who holds a TESOL license. 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 ENL skills and prepare them for NYS examinations.

SIFE Students

Our plan is to develop a bilingual Spanish-English Social Studies bridge class for the 7th and 8th grade Spanish-speaking SIFE students utilizing a thematic-based curriculum. (Research supports this approach: While remedial instruction may be necessary, native-language instruction and sheltered instruction may provide a viable alternative to remedial instruction (Spaulding, Carolino & Amen, 2004). Schools may also consider using thematic curriculum, individual learning plans, or alternative ways of gaining course credit (such as an independent study or an internship) (Walsh, 1991, as cited in Office of English Language Learning & Migrant Education).

Implementation and delivery of Instruction:

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

NYS data showed a decrease in math scores within the ELL population. In order to improve ELL student performance and increase student engagement in Math, we are incorporating the Mathletics program. This program enhances learning by providing and online tool that provides adaptive practice targeted to a student’s level. It increases difficulty level over time, once students improve or master a skill. It has built-in motivators. It assigns targeted activities (after a pre-assessment) and provides interactive support. It provides visual and audio support for ELLs and immediate feedback so students can self-correct and self-reflect.

We will continue but enhance our ARTS for ELLs program through our partnership with the Queens Museum. This year, we will focus on the Tiffany exhibit and relate it to the topic of Immigration. Students will work with an on-site artist to create original pieces and display them at the end of the year in a culminating trip to the Queens Museum.

10. If you had a bilingual program, what was the reason you closed it?

NA

11. 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 extended afterschool program (TITLE III)

Although we focus on targeted groups, we still invite all ELLs and encouraged to participate in our EDGE/ELL after-school program. In this program, licensed ENL and Math teachers provide supplemental support during afterschool hours 2 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. Ready books, project-based activities, NYSESLAT preparation materials, and the Achieve 3000 program are used during this time. myON and Imagine Learning will be used for Entering students.

ENL/Math Summer Academy-

ELLs attend summer school for 5 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 NYSESLAT preparation materials, Writing Matters program, and Achieve 3000 (with a targeted 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 is also posted on PupilPath so that parents receive the information in multiple formats. Usually, our students have 90% attendance for this program 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, step class, heart surgery program, Robotics and the Green Magnet Environmental Club.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

ELL teachers and other subject area teachers utilize research-based strategies such as Total Physical Response, 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. Mindplay, System 44, and Imagine Learning reading program are used by Entering/Emerging ELLs. All programs are web-based. For Transitioning/Expanding ELLs, the Achieve 3000 program is used, as well as Read 180, Imagine Learning, myON, and NoRedInk. 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, i-documentaries, Writing Process, Brainpop. myON, Mindplay, Imagine Learning, 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 teachers 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 offer books in Spanish and Bengali as well. Library books are also available in the main 3 home languages at our school (Spanish, Bengali, and Arabic) 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 are 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 that is Regents-bound, and utilize New York State lessons that are focused 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 (Passport to Social Studies). Charts, word walls, visual aids, 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 classroom, particularly with Entering/Emerging 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)
SWD students receive ENL instruction (Stand alone and Integrated), as described above. 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 program. 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 ENL skills and prepare them for NYS examinations.

SIFE Students
SIFE students receive 4 units of ENL (stand alone model). 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 4 units of intensive stand alone ENL instruction per week by a licensed ENL 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, 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 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 Imagine Learning, Mindplay, and System 44. 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 III extended day program (EDGE ELL) and ENL Summer Academy. Newcomers are mandated to attend our ENL Saturday Academy and/or EDGE ELL Day program. Special visual aids, alternate classroom libraries, and the above-mentioned web-based programs are available.

Transitioning/Expanding students

ELLs in this category receive 4 units of integrated ENL instruction, within the content areas, particularly ELA. 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. Other web-based programs include Read 180, Imagine Learning, NoRedInk, and myON.

Long Term ELLs will be targeted specifically for supplementary intervention services, such as the EDGE/ELL afterschool program and Saturday school. Here, ENL 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. The program tackles Tier II words, also known as “high-frequency words for mature language users.” Because Tier II 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 II 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.

Long Term ELLs will be programmed for Achieve 3000 as an extra 45 minute block above the mandated units. This class will be taught by an ENL teacher and will focus on vocabulary and reading comprehension. We are implementing specific instructional strategies in reading and writing, with a careful eye on our ELL population. 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 II words (can be used as baseline and for grouping) will be administered. There will be explicit teaching of Tier II 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.

13. How is home language support assessed and 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 NYS exams are available in native language or a translator is provided (when
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

ELLs are placed in a specific grade according to their age (unless the student is a holdover), and grade level curricula is used across content areas for all grades. Another consideration for student placement is their score on the NYSITELL upon entering our school. 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/Emerging students only, the INSIDE Fundamentals 1 and 2 curriculum is used during year 1. Expeditionary Learning is utilized for Transitioning/Expanding students. In addition, the above named web-based programs are also available.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

NA

16. 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 ENL program, students expectations, after school activities and programs that are 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. Prior to the beginning of the school year, ENL staff and administrators meet to analyze and NYSESLAT data to level and from groups of students according to proficiency level. We also administer the NYSITELL and provide parent orientations for students that register the week before school reopens.

Upon registration, a newcomer student will view student-created informational videos in their preferred language that is meant to inform the student of all that they need to know in order to navigate the school during their first few weeks - understanding how to read a student schedule, understanding how ENL classes are structured and how students will learn English, understanding the rules and routines of the school, how to obtain a school ID, uniform policy and logistics, access to gmail and google classroom, transportation, role of supporting staff in our school, obtaining supplies and materials for each of the classes, Pupilpath, etc.

17. What language electives are offered to ELLs?

At this time, language electives are not offered to ELLs. However we offer the following elective for ELLs:

- Dance
- Chorus
- Band
- Computer
- Green Magnet Production Company: Sustainability
- Visual Art

18. 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)?

NA
### 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 and non-pedagogic staff.) 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?

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 and assistant principal provide opportunities for ELL, content area, special education teachers, and paraprofessionals to attend professional development in our school and throughout our city. Inter-visitations between teachers and helpful strategies are modeled by coaches and experienced teachers are also part of our professional development plan. Below is a list of our Professional Development focuses:

2. 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.

   **Exc-ELL 3 day institute:**
   This program provides strategies in vocabulary, reading and writing across all contents areas, ENL, 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 this 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. We also include a day where the facilitator comes into the classrooms and works hand in hand with the teachers and students to enhance instruction and provide useful feedback.

### 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 every Tuesday. During these weekly and annual and individual meetings, the ENL goals will be discussed, the language development progress of the student, assessment results, and needs. There parent meetings that are held every Tuesday are built into our school day, during a 50 minute block either before or after school. 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. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

   Our school will provide various workshops, meetings, and informational sessions for parents, including parents of ELLs. Translations will be provided orally and with the use devices (supported by our Translation/interpretation Unit). 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
   - 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 STEM Night
• Family Fun ELA Night
• Family Social Studies Cultural Night
  * Pupilpath - Monthly workshops
  * ELL Family Night (Fall, Winter, Spring sessions)

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.

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Patrick Michael Burns, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

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<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
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<tbody>
<tr>
<td>Patrick Burns</td>
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<td></td>
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<tr>
<td>Maria Justiniano</td>
<td>Assistant Principal</td>
<td></td>
<td>06/30/18</td>
</tr>
<tr>
<td>Meyer Calvo</td>
<td>Parent Coordinator</td>
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</tr>
<tr>
<td>Paula Kohm</td>
<td>ENL/Bilingual Teacher</td>
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</tr>
<tr>
<td>Aracelli Carrillo</td>
<td>Parent</td>
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<tr>
<td>Grace Nelson/ENL</td>
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<td>06/30/18</td>
</tr>
<tr>
<td>Diana Sinche/ENL</td>
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<tr>
<td>Yliane Marinez</td>
<td>School Counselor</td>
<td></td>
<td>06/30/18</td>
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<tr>
<td>Mabel Sarduy</td>
<td>Superintendent</td>
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</tr>
<tr>
<td>Robert Zuzzolo</td>
<td>Field Support Center Staff Member</td>
<td></td>
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**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

**DBN:** 28Q217  **School Name:** ROBERT A VAN WYCK  **Superintendent:** M. SARDUY

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meyer</td>
<td>Calvo</td>
<td>Parent Coordinator</td>
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<td>Yes</td>
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<tr>
<td>Xiomara</td>
<td>Baxter</td>
<td>SAPIs Coordinator</td>
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<td>Yes</td>
</tr>
<tr>
<td>Taina</td>
<td>Estrada</td>
<td>School Aide</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   Our school distributes a parent survey in September of every year school year, asking parents in which language they prefer to receive information. These surveys assist us in determining the preferred language to disseminate information regarding school information, curriculum information, meetings and events. In addition, all registered students fill out mandatory emergency blue cards that indicate in which language they would prefer to receive oral and written notifications from the school. In addition, the HLIS helps us to further identify the languages in which parents prefer to receive information, and we use that information when we determine into which language documents should be translated. Lastly, during our first Parent-Teacher conference that is held in September, parents are surveyed as to which language they prefer.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

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<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Count</th>
<th>Percentage</th>
<th>Count</th>
<th>Percentage</th>
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</tbody>
</table>

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back to School letter</td>
<td>August</td>
<td>We will meet our school community’s translation needs by working with The Translation and Interpretation Unit. We also use the language translation provider “The Big Word” to secure that interpreters be available at our school events. In addition, we use their services to produce translations of school documents. Monthly flyers and newsletters will be translated by our parent coordinator and parent volunteers, with assistance of Google translation services. Each week we utilize Pupil Path, an online student information system to notify parents on classroom curriculum, school events, NY State testing dates, Parent Workshops, Conferences and more. Pupil Path works conjointly with ATS and automatically translates the information in the parent’s preferred language.</td>
</tr>
<tr>
<td>Goals for the year</td>
<td>September</td>
<td>We will meet our school community’s translation needs by working with The Translation and Interpretation Unit. We also use the language translation provider “The Big Word” to secure that interpreters be available at our school events. In addition, we use their services to produce translations of school documents. Monthly flyers and newsletters will be translated by our parent coordinator and parent volunteers, with assistance of Google translation services. Each week we utilize Pupil Path, an online student information system to notify parents on classroom curriculum, school events, NY State testing dates, Parent Workshops, Conferences and more. Pupil Path works conjointly with ATS and automatically translates the information in the parent’s preferred language. Translation services are mostly used during Open School Night and Parent Teacher Conferences. (see below)</td>
</tr>
<tr>
<td>Event</td>
<td>Timeframes</td>
<td>Information Provided</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tuesday Parent Conferencing</td>
<td>September, November, and January</td>
<td>We will meet our school community’s translation needs by working with The Translation and Interpretation Unit. We also use the language translation provider “The Big Word” to secure that interpreters be available at our school events. In addition, we use their services to produce translations of school documents. Monthly flyers and newsletters will be translated by our parent coordinator and parent volunteers, with assistance of Google translation services. Each week we utilize Pupil Path, an online student information system to notify parents on classroom curriculum, school events, NY State testing dates, Parent Workshops, Conferences and more. Pupil Path works conjointly with ATS and automatically translates the information in the parent’s preferred language.</td>
</tr>
<tr>
<td>SLT and PTA information</td>
<td>Ongoing</td>
<td>We will meet our school community’s translation needs by working with The Translation and Interpretation Unit. We also use the language translation provider “The Big Word” to secure that interpreters be available at our school events. In addition, we use their services to produce translations of school documents. Monthly flyers and newsletters will be translated by our parent coordinator and parent volunteers, with assistance of Google translation services. Each week we utilize Pupil Path, an online student information system to notify parents on classroom curriculum, school events, NY State testing dates, Parent Workshops, Conferences and more. Pupil Path works conjointly with ATS and automatically translates the information in the parent’s preferred language.</td>
</tr>
<tr>
<td>Report Cards</td>
<td>November, January, March, and June</td>
<td></td>
</tr>
<tr>
<td>IEPs</td>
<td>Various Points throughout the year</td>
<td></td>
</tr>
<tr>
<td>Title I Meeting</td>
<td>October</td>
<td></td>
</tr>
<tr>
<td>Parent Learning Walk invitation and Rubric</td>
<td>Monthly</td>
<td></td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Parent-Teacher Conference</td>
<td>September</td>
<td>We will meet our school community’s translation needs by working with The Translation and Interpretation Unit. We also use the language translation provider “The Big Word” to secure that interpreters be available at our school events. In addition, we use their services to produce translations of school documents. Monthly flyers and newsletters will be translated by our parent coordinator and parent volunteers, with assistance of Google translation services. Our school will meet parent / community interpretation needs by providing on-site interpreters via the Translation and Interpretation Unit or The Office of Sign Language Interpreting Services along with over-the-phone and in-house interpretations conducted by school staff.</td>
</tr>
<tr>
<td>Parent and Teacher Face to Face</td>
<td>Every Tuesday</td>
<td>We will meet our school community’s translation needs by working with The Translation and Interpretation Unit. We also use the language translation provider “The Big Word” to secure that interpreters be available at our school events. In addition, we use their services to produce translations of school documents. Monthly flyers and newsletters will be translated by our parent coordinator and parent volunteers, with assistance of Google translation services. Our school will meet parent / community interpretation needs by providing on-site interpreters via the Translation and Interpretation Unit or The Office of Sign Language Interpreting Services along with over-the-phone and in-house interpretations conducted by school staff.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>November, March and May</td>
<td>We will meet our school community’s translation needs by working with The Translation and Interpretation Unit. We also use the language translation provider “The Big Word” to secure that interpreters be available at our school events. In addition, we use their services to produce translations of school documents. Monthly flyers and newsletters will be translated by our parent coordinator and parent volunteers, with assistance of Google translation services. Our school will meet parent / community interpretation needs by providing on-site interpreters via the Translation and Interpretation Unit or The Office of Sign Language Interpreting Services along with over-the-phone and in-house interpretations conducted by school staff.</td>
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</table>
of school documents. Monthly flyers and newsletters will be translated by our parent coordinator and parent volunteers, with assistance of Google translation services. Our school will meet parent / community interpretation needs by providing on-site interpreters via the Translation and Interpretation Unit or The Office of Sign Language Interpreting Services along with over-the-phone and in-house interpretations conducted by school staff.

<table>
<thead>
<tr>
<th>Event</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Subject Family Nights</td>
<td>Various dates throughout the year</td>
</tr>
<tr>
<td>PTA General Meetings</td>
<td>Monthly</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>Various points throughout the year</td>
</tr>
<tr>
<td>Title I Meeting</td>
<td>October</td>
</tr>
<tr>
<td>Parent Learning Walks</td>
<td>Monthly</td>
</tr>
</tbody>
</table>

We will meet our school community’s translation needs by working with The Translation and Interpretation Unit. We also use the language translation provider “The Big Word” to secure that interpreters be available at our school events. In addition, we use their services to produce translations of school documents. Monthly flyers and newsletters will be translated by our parent coordinator and parent volunteers, with assistance of Google translation services. Our school will meet parent / community interpretation needs by providing on-site interpreters via the Translation and Interpretation Unit or The Office of Sign Language Interpreting Services along with over-the-phone and in-house interpretations conducted by school staff.

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of an emergency, mass school messenger will be disseminated to parents in their preferred language. In addition, we utilize Pupil Path, an online student information system to notify parents of any school emergency. Pupil Path works conjointly with ATS and automatically translates the information in the parent’s preferred language. In the event of an emergency, a mass Pupil Path message would be disseminated. In addition, we will utilize the over-the-phone interpretation service Language Line to translate information for parents whose preferred language is not represented in our school staff.

Part C: Training Staff on Policies and Procedure
Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Our school staff will be aware of how to use translation services and the over-the-phone interpretation services through the use of a language interpretation custom school kit. During the month of September, our staff will receive a custom language interpretation school kit that includes a language guide and palm cards. Three weeks prior to our November Parent Teacher Conferences, all teachers and staff members will receive an email along with a physical letter in their school mailbox informing them of the translation services provided during our conferences.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Our school will provide each parent whose primary language is a covered language and who require language assistance services with 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 covered 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 prevented from 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 required and shall 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, and the parent coordinator’s office.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Our school will distribute a parent survey every marking period in order to gather feedback from parents on the quality and availability of services.