



THE ROOSEVELT ISLAND SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M217

ADDRESS: 645 MAIN STREET N.Y. N.Y. 10044

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M217 **SCHOOL NAME:** The Roosevelt Island School

SCHOOL ADDRESS: 645 Main Street, New York, NY 10044

SCHOOL TELEPHONE: 212-980-0294 **FAX:** 212-980-1192

SCHOOL CONTACT PERSON: Mandana Beckman **EMAIL ADDRESS:** mbeckma@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Emily Specker

PRINCIPAL: Mandana Beckman

UFT CHAPTER LEADER: Fay Christian

PARENTS' ASSOCIATION PRESIDENT: Nikki Leopold

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 103

NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Daria Rigney

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Mandana Beckman	*Principal or Designee	
Fay Christian	*UFT Chapter Chairperson or Designee	
Nikki Leopold	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jenn Bartolino	Member/School Staff	
Ursula Fokine	Member/ School Staff	
Emily Specker	Member/ School Staff	
Aeisha Eleusizov	Member/Parent	
Michael Girard	Member/ Parent	
Steve Warrington	Member/ Parent	
Vivianne Codderrrens	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS/IS 217, The Roosevelt Island School, is a unique community of Pre Kindergarten through Eighth Grade International Learners in which all children are encouraged and supported to meet high academic standards, to meet and exceed their own personal goals, to become independent thinkers and develop a life long love of learning. We empower our diverse student body and recognize the strengths of each individual student. We understand and celebrate that all students learn differently. Through best practices in teaching and skillful planning, students are actively involved throughout the day in all subject areas working in, groups, partnerships, and independently. Students are supported and challenged throughout our child-centered curriculum.

Our challenging standards based integrated curriculum promotes risk taking, student involvement, working collaboratively and is a continuous building block from one year to the next. We foster curiosity while building student confidence. We are dedicated to teaching the whole child and pride ourselves in getting to know each student academically, socially, emotionally and behaviorally. Students know they are supported by all staff members. We know students learn from one another and we foster these bonds, especially unique to a neighborhood Pre Kindergarten through Grade Eight School.

At PS/IS 217 we have created an environment in which all students are safe and are expected to be responsible and respectful of one another. In order to promote school culture, build community and develop character education within the school, we are dedicated to a new program: Positive Behavior Intervention Supports, PBIS. Students are taught directly expected behaviors on a consistent school wide basis and rewarded for demonstrating the 3Rs: Respect yourself, Respect others and Respect your environment.

Our community of learners extends beyond the individual classroom. At PS/IS 217 we encourage parental involvement and build relationships with the Roosevelt Island community. We welcome student teachers into the building as well as Learning Leaders to provide additional support. In our state of the art building, students benefit from small student to teacher ratios in the classroom and a variety of talent content areas including art, music, computers, media, tennis, physical education, community service and library. In addition we have partnerships with outside organizations to promote the arts including Lincoln Center, Dancing Classrooms, Turtle Bay Music School, Gold Opera, Young Audiences and Studio in a School.

Our staff is dedicated to their own personal growth and professional development. Teachers, para professionals, administrators and staff developers plan and work collaboratively to use a

variety of approaches to set goals, participate in book clubs and attend Professional Development opportunities both during and after school hours.

At PS/IS 217 it is our goal for all of our students to develop higher level thinking skills, challenge themselves, work well with others and to strive for excellence in all areas. We provide them with the foundation and skills to compete academically, socially and emotionally in the real world and to develop their own vision for the future.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S./I.S. 217 Roosevelt Island				
District:	2	DBN #:	02M217	School BEDS Code:	310200010217

DEMOGRAPHICS									
Grades Served in 2009-10:	Pre-K <input checked="" type="checkbox"/>	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>
	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	Ungraded <input type="checkbox"/>			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	21	27	26		93.2	94.3	TBD		
Kindergarten	53	43	54						
Grade 1	40	50	29	Student Stability: % of Enrollment					
Grade 2	72	39	52	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	53	71	35		90.6	90.8	TBD		
Grade 4	39	53	63						
Grade 5	42	39	46	Poverty Rate: % of Enrollment					
Grade 6	45	41	25	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	38	42	35		42.3	37.2	59.2		
Grade 8	48	39	42						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	2	TBD		
Grade 12	0	0	0						
Ungraded	3	0	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	454	444	409		15	17	15		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	7	30	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	3	TBD		
Number all others	46	41	56						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	46	41	56	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	1	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	35	33	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	13	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.4	0.7	0.5	Percent more than two years teaching in this school	77.1	69.7	TBD
Black or African American	38.3	36.0	34.5	Percent more than five years teaching anywhere	51.4	48.5	TBD
Hispanic or Latino	23.8	21.4	22.7				
Asian or Native Hawaiian/Other Pacific Isl.	21.6	23.6	21.5	Percent Masters Degree or higher	86.0	88.0	TBD
White	15.9	17.3	19.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial							
Male	53.3	47.3	45.5				
Female	46.7	52.7	54.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√	-				
Multiracial							
Other Groups							
Students with Disabilities	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	√
Overall Score	66	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	15.4	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	40.8	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Our school conducted a comprehensive review using our Quality Reviews, Progress Reports, Learning Environment Survey, School Report Card, ARIS, Standardized Test Scores, Predicative, Acuity, Early Childhood Literacy Assessment Systems (ECLAS) data, State and City Performance Standards, alternative assessment instrument, attendance, referrals, suspensions and observations. Included were faculty conference notes, interviews with PTA members, interviews with administrative staff, mainstreaming and conference reports, and the minutes of the Pupil Personnel Committee meetings, and school consultation meetings.

The trends that we noticed are:

- Our quality review revealed that we need more consistent opportunities for our teachers to engage in leadership work in order to strengthen and deepen the knowledge base and capacity for expertise in the school.
- After reflecting on our curriculum, we understand that our curriculum maps are content based and content rich. However, we need to emphasize higher level thinking skills and rigorous habits of mind.
- Our students are motivated to achieve their academic targets. However, we need to better support the breadth of students' social and emotional needs in order to better support the achievement of academic goals.
- Historically our students perform better on state exams in Math than ELA
- In 2009-2010 approximately 76% of our students are at or above grade level in ELA, a 9% increase from 2008-2009
- In 2009-2010 approximately 88% of our students are at or above grade level in mathematics, a 6% increase from 2008-2009
- In 2009-2010 approximately 74% of our students made at least 1 years of progress in ELA and Mathematics 2008-2009
- According to the 09 ELA exam item analysis our student continue to struggle with main Idea, summarizing and synthesizing information, and constructed responses are also an area in which a majority of students lose points

- According to the 09 Math exam item analysis our students continue to struggle with number sense and geometry

PS/IS 217 has had several accomplishments over the last couple of years. The school collectively developed a shared vision and mission. We have aligned all curriculum areas to meet standards and have successfully implemented many new curriculums and have developed ELA curriculum maps. Throughout the day students are grouped in homogeneous, flexible groups for small group instruction. This year due to budget cuts we can no longer offer after school clubs or enrichment however in the past our Saturday Academy brought academic success to those students who attended. Our after school program changed from STARS, Student Taking Academic Risks Successfully in ELA and Math instruction to HAWK Clubs, high interest enrichment clubs. Students who are struggling academically are provided additional support during our Extended Day Program. Students meet with their teacher(s) before school, for 37.5 minutes, to work on areas in which that they struggling.

The school is working with the staff, students and parents to develop an awareness of the schools expectations. P.S. / I.S. 217 is a uniquely diverse school community. We have . A large percent of our student body is made up of students whose parents are United Nations representatives. Another sub-group of students are those of families working for medical institutions on Roosevelt Island and across the river on Manhattan Island. These families are housed on Roosevelt Island for one to three years and then leave for another assignment. There are benefits and challenges that present themselves due to this aspect of our population. Teachers are prepared to receive new students on any given day and various procedures have been put in place to integrate these students into the community. They attempt to transition the new students in while also maintaining the set routines and community environment that has been established. Students can enter and be discharged at any point during the school year. This can affect testing rosters and results, report cards, school trips, etc. Together as members of our school community we can help to achieve our visions and have students be successful as independent learners.

Together the administration and the executive board of the PTA are working towards increasing parental involvement of parents from prek through 8th grade. We have noticed that parents are more involved in the early grades, but we are looking to reverse that trend with more parental involvement from grades 4 and up.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Our Goals

This year we based our three goals on feedback we received from the 2009- 2010 Quality Review and results of our latest Progress Report. We have identified the need to develop staff knowledge and skills in the area of higher level questioning that responds to the interests, needs and strengths of our students. We have also identified the need for our students to make more progress in their reading by using non-fiction text to develop their comprehension skills. Finally, the feedback from our quality review encouraged us to improve the school climate. Specifically, we will introduce a positive behavior intervention system for all grades.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Teacher

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Based on our 2009- 2010 Quality Review and results of our latest Progress Report, we have identified the need to develop staff knowledge and skills in the area of higher level questioning that responds to the interests, needs and strengths of our students. By June 2011, 80% of teachers will collaboratively plan, teach, and debrief 4 lessons that incorporate higher level questioning.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All teachers in grades kindergarten through grade eight have common preparation periods each week. These teams work collaboratively to discuss a unit of study and specific strategies for developing critical thinking skills in their students. Teams will be asked to reexamine their shared reading practice to elevate higher order thinking questioning. Specially, teachers will use the following texts to guide their work:</p> <ul style="list-style-type: none"> • “Asking Better Questions” by Norah Morgan & Juliana Saxton • “Strategies that Work” by Stephanie Harvey • “Reading and Writing in Kindergarten” by Rosalie Franzese <p>Each week teams will be responsible for recording their discussions and creating minutes for their next meeting. Teachers will be responsible designing lessons and maintaining student work that support this goal.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding for Staff OTPS for books and supplies</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Formal and informal observations with a focus on developing high order thinking skills.</p> <p>Grade level meeting minutes, agendas, and student work samples.</p> <p>Share outs at staff meetings by teacher groups.</p> <p>Teacher teams will produce 4 collaborative lessons emphasizing higher order thinking skills in their students.</p>

Subject/Area (where relevant): Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>After examining our Progress Report data, we noticed that our students are not making as much progress in ELA as their peers. We also know that as the common core standards are rolled out, our students will be asked to be more proficient in reading and responding to non-fiction text. Therefore, our goal will be to increase student proficiency in non-fiction text in grade 3-8.</p> <p>We will improve student proficiency in non-fiction reading skills.</p>
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	<ul style="list-style-type: none"> • 80 % of the school's lowest third will move 2 F&P levels in non-fiction by June. • 70% of the school's mid-third will be at F& P grade level in non-fiction by June. • 65% of the school's highest-third will be reading above F& P grade levels in non-fiction.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The thirds were identified based on state 2010 ELA scores and F&P levels collected in September 2010.</p> <p>Each third will be working on specific strategies depending on need and grade level to be identified by teachers at each grade level.</p> <p>Teachers will meet regularly with their colleagues and administration during their common prep times and before or after school to look at student data and develop appropriate strategies that will improve students' non fiction reading skills.</p> <p>Specially, teachers will use the following texts to guide their work:</p> <ul style="list-style-type: none"> • "Non-Fiction Matters" by Stephanie Harvey
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding for Staff OTPS for books and supplies</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Fountas and Pinnell nonfiction reading levels from monthly assessments.</p> <p>Teacher made assessments based on strategies taught.</p> <p>Conference notes from teachers independent reading, guided reading and literature circles.</p>
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Subject/Area (where relevant): School Culture

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>We will improve the climate of the school community to foster respect for oneself, respect for others, and respect for the community.</p> <p>By June, the PBIS team and teachers will collaboratively plan and teach 6 lessons in the classroom for students that focus on the 3 Rs: Respect Yourself, Respect Others, Respect the community.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will form a PBIS committee (PBIS, Positive Behavior Intervention Support) from our staff. They will develop and implement a positive intervention plan for our school. The team will plan and implement:</p> <ul style="list-style-type: none"> • A positive behavior curriculum for teachers to interweave into their classes that focuses on the 3 Rs: Respect Yourself, Respect Others, Respect Your community • Student assemblies to foster a united community. • Student Store to cash in “Beckman Bucks” when caught doing the right thing • Parent Workshops to keep them involved and informed

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Funding for Staff OTPS for books and supplies</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>We will give surveys to teachers 3 times a year. Our first survey was given in June of 2010.</p> <p>Student surveys</p> <p>Positive Behavior Curriculum</p> <p>Distribution of Beckman Bucks</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	1	1	N/A	N/A	0	0	0	0
2	2	2	N/A	N/A	0	0	0	0
3	3	3	N/A	N/A	0	0	0	0
4	1	1	0	0	0	0	0	0
5	0	1	0	0	0	0	0	0
6	1	1	0	0	0	0	0	0
7	1	1	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	The types of strategies to be used include Wilson, Great Leaps, Reciprocal Teaching, Collaborative Strategic Reading, Kaplan Test Prep, Teacher’s College Reading Workshop. These programs will be implemented by use of small groups during the school day and after school.
Mathematics:	Coach, Dimensions, Kaplan Test Prep and Word Problem Guides will be used during the school days, after school and Saturdays
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

District 2, M, PS/IS 217 The Roosevelt Island School LAP Narrative

I. School ELL Profile

A. LAP Team Composition

The PS/IS 217 The Roosevelt Island School LAP Team is comprised of Mandana Beckman, Principal, Jennifer Bartolino, Assistant Principal, Ursula Fokine, Literacy/ESL Coach, Daniel Hirsch ELL Teacher, and Lauraine Rademaker, Parent Coordinator.

B. Teacher Qualifications

We currently have one ESL licensed teacher. His license/certification are on file.

C. School Demographics

PS/IS 217 has 344 pre-kindergarten through 8th grade students. Our program services students in kindergarten through eighth grade.

II. ELL Demographics

PS/IS 217 is an elementary and intermediate school located at 645 Main Street on Roosevelt Island in New York City. We are a District 2, Manhattan school. We serve students from pre-kindergarten through eighth grade. Students are from around the globe and have varied linguistic backgrounds and language abilities in their native language as well as in English.

As of October 15th, 2010, our school has 38 ELL students who represent 10% of our K-8 enrollment. Our ELL's speak 11 different languages they are: Spanish, Russian, Arabic, Pashto, Chinese, French, Dzonga, Fijian, Portuguese, Urdu and Vietnamese, listed from largest to smallest incidence respectively. Currently, the largest language groups are Spanish (11 students), Russian (6 students) Pashto (5 students) and Arabic (4 students). There are 15 Beginners, 15 Intermediates and 8 Advanced students throughout the grades. Of the current 38 ELLs, 12 or 31.5% are newly enrolled in the NYC public school system as of 10/10/10, 18 or 47.3% enrolled during the 2009/2010 school year, 3 or 7.8% enrolled in 2008/2009, 5 or 13% were enrolled before 2008/2009 and are full time special education students or are in the process of being evaluated. According to the Spring 2010 NYSESLAT results, of the 26 students who were enrolled at the time of the test and are now being served by our ELL program 11 or 42% made progress, progressing at least one level, 12 or 46% remained at last years level and 1 or 3.8% went down a level. Of the 12 ELLs that showed no progression on the 2010 NYSESLAT, 6 or 50% were enrolled after January 1, 2010. This is typical of ELL enrollment at 217. We expect additional ELLs to register by February each year as we serve many United Nations families who are provided with housing on Roosevelt Island and who generally are contracted to work at the United Nations for two calendar years beginning in February.

According to parent responses on the home language survey, new possible ELL students are evaluated within ten days of enrollment using the LAB-R instrument. If they qualify they will receive ELL services based on the degree of their English language ability level. These new students will take the NYSESLAT in the spring of 2011 to assess progress in ELL acquisition and they will be exempt from the NYS ELA exam this year.

Students in grades 3-8 who have been in the program before April 1 2010, will be formally assessed with both the NYS ELA & NYSESLAT to determine progress in English language acquisition. This group of ELL's will also received additional time and separate testing location test modifications. Students who have IEP's will be given additional modes as specified in their IEP. ELLS in K-2 will be tested with the NYSESLAT only.

III. Parent Program Choice: review the Parent Survey and Program Selection forms and answer the following questions in LAP narrative

Our school follows all city and state guidelines. All parents of students who are new to the New York City Public School System (ATS Admission Code 58) receive a Home Language Survey (HILS) from the pupil secretary. Parents who indicate a home language other than English meet with the ESL Coordinator who briefly explains the Revised Language Assessment Battery State test (LAB-R) and the school's program choices. English Language Learners (ELL) are given the (LAB-R) within the first ten days of enrollment to determine their level of English proficiency. Formatted city letters, in English and in translation are sent to notify Parents/Guardians of their child's assessment results and a meeting/orientation is scheduled with the ESL teacher, parent coordinator, program coordinator to formally review the Parent Choice Survey and describe citywide ELL programs and complete the Program selection forms. Parents/guardians are asked to view mandated video in English and covered languages. 100% of parents have opted for our the freestanding/pull-out program. No need has been apparent for any other kind of program

The PS/IS 217 The Roosevelt Island School Principal, Assistant Principal, and entire school Language Allocation Policy Team (LAP) is committed to providing our parents with information about all citywide English language learning options and offering all students the best education our public school system can offer. Every year, we review the English Language Learners (ELL) enrollment, and surveys to plan accordingly for the following school year. ELLS (in grades 3-8) who have been in the program will take the NYS ELA exam and the NYSESLAT to assess progress in English language proficiency.

VI. Assessment Analysis

Part A: LAB-R or NYSESLAT results

Results from the Spring 2010 NYSESLAT Exams

FYI Data includes students who have graduated and/or are no longer enrolled at PS/IS 217 and subsequently no longer in our ELL program.

NYSESLAT RESULTS 2010

8/11/10 updated 10/15/10

<p>BEFORE TESTING 60 students were tested: 36.6% or 22 were beginners 18.3 % or 11 were intermediate 45.0% or 27 were advanced</p>	<p>AFTER TESTING of the 60: 10.0% or 6 are beginners 33.3% or 20 are intermediate 18.3% or 11 are advanced 38.3 % or 23 are proficient</p>
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MORE DETAILS:

Of the original 60:

- 2% or 3 students moved down 1 level
 - 30% or 18 students remained at the same level
 - Beginners (33.3%)
 - Intermediates (27.7%)
 - Advanced (38.8%)
 - 65% or 39 students advanced at least 1 level
 - 13 students went from Beginning to Intermediate
 - * 1 student went from Beginning to Advanced
 - ** 2 students went from Beginning to Proficient
 - 3 students went from Intermediate to Advanced
 - * 3 students when from Intermediate to Proficient
 - 17 students went from Advanced to Proficient
- * Skipped more than one level
- ** Beginner to Proficient in one year
- 38.3% or 23 are now proficient.
 - 7 students or 11.6% have remained ELL for more than 3 years.
- This includes 4 students who have IEP's, 2 students who are NCLB children, and 1 child who is being evaluated.

Assessment Analysis

The spring 2010 NYSESLAT and the Fall LAB-R results indicate that there a majority of ELL students who are making progress and moving to the next proficiency levels. Of those who did not move to the next proficiency level, the results show students are stagnant or loosing ground in writing and reading. We recognize that these two areas are the most challenging for ELL students especially those in upper grades with difficult content reading and writing demands. The LAP team believes that writing well is a skill that takes time and endurance from both teacher and student and needs to be reinforced in all content areas.

All teachers responsible for providing instruction to ELL will do so using differentiated instruction strategies such as, but not limited to, whole group, small group, and individual group. They will target more closely the student's academic needs as per the assessment scores and apply appropriate teaching methodologies to raise the student's reading and writing achievement levels.

What follows is a brief narrative describing specific methodologies to achieve and further the academic standard of all our ESL students.

Reading

Students with low performance in the reading section of standardize tests will be met with added time dedicated to enhancing comprehension. Read aloud, shared reading, guided reading, independent reading, vocabulary development, phonemic awareness, group discussion, and dramatic playing will

be among the approaches used to further develop the understanding of literature. School wide goal of improving nonfiction reading and writing through best practices described in Reading & Writing in Kindergarten, Nonfiction Matters: Reading Writing & Research in Grades 3-8, Asking Better Questions will be the focus of professional development and will benefit ELL instruction in content areas such as science and social studies. Other intervention strategies that will serve to improve linguistic and academic performance for ELL are: repetition, visuals, phonemic awareness, rhymes and graphic organizers. Picture dictionaries, glossaries, manipulatives, books on CD and various software application for Promethean Boards will support reading learning.

Writing

Clearly, more time should be allocated to further develop the writing skills of the ELL students. The writer's workshop model must and will be followed and monitored more closely. We will employ strategies such as journal writing, shared writing, and interactive writing to improve this deficiency. Students will have added opportunity to put thought to paper and share with teacher, parents, and classmates for necessary editing. Journal writing is now expected in all classes included mathematics.

Listening

Teachers will introduce text/audio libraries to develop reading, listening, and comprehension skills. To further develop listening skills teachers will take time for, visualization, and the activation of prior knowledge and real life experience will aid students in developing second language reading, writing and listening skills.

Speaking

This is the area where ELL's scores are mixed on the NYSESLAT assessment, teachers will be mindful that opportunity must be presented to all students for self expression and practice of conventional language. Through shares in all content areas. During ELL pullout Roundabout Theater Drama Strategies for ELL learners will be implemented for competency and fluency in speech.

V. Assessment Analysis (Part B)

The spring, summer and winter for 2009 and 2010 scores for English Language Arts (ELA), and State Math reflect that in both math and reading the majority of ELL students fall within the range of level II and level III, with greater proficiency in mathematics.

The results from Math 2010 NYS exams and Acquity Predictives and ITAs will be analyzed for all ELL students. The LAP team and teachers will focus on item analysis to determine the specific tasks that were difficult for ELLS. This may include, but not be limited to, specific mathematical terms, directions, reading extended response questions and writing extended response answers. Our ELL teacher and classroom teachers meet during prep periods to share information regarding ELL students. The school leadership team is mindful of the academic needs of ELL students when reviewing and planning the CEP goals.

The teachers and LAP team agree that certain teaching modalities must continue to be implemented and new ones adapted to maintain a dynamic teaching atmosphere and continue to develop and increase academic progress among ELL students. Listening centers, work in Foundations & Wilson will be expanded. Quarterly, Fountas & Pinnel reading assessment data reveals that students benefit from both regular classroom instruction and ESL instruction in all four modalities. Quarterly Everyday Math and Integrated Algebra Assessments, ECam and other math benchmark tools will assess

student progress. All of the above using mandated language instruction time will help us assess the success of our ELL program. We examine how students are moving from Beginner to Intermediate to Advanced levels on the NYSESLAT, how students are scoring on state exams and how successfully students are transferring learning in the ELL program to the classroom

We continue to use **Getting Ready For NYSESLAT and Beyond NYSESLAT** for test preparation, so that new students in the ELL program have a understanding of the format of the exam.

VI. Planning for ELLs

The ELL program provides ELL students with pullout services by the ELL teacher. The students are grouped homogeneously by grade groups of K-2, 3-5, and 6-8 and also subdivided by ability level.

Students are scheduled to meet with ELL instructor during ELA instruction. The ELL schedule is reviewed and monitored by the ELL Coordinator and Administration to ensure that students receive at the very least the mandated ELL instruction time. Students who reach proficiency, and test out of ELL services, still receive support services through the 3 Tiered intervention model of the building. Additionally, ELLs are invited to attend 37.5 minutes in the morning for additional academic support. The ELL teacher's schedule enables him to cycle in and out of 37.5 min. classrooms on a monthly basis. This supports ELLs by giving teachers an opportunity to pre-teach more challenging lessons with the ELL teacher supporting the ELL students.

Our school ELL population has students who have been in the ESL entitlement program for less than three years. Among the service and programs provided at PS IS 217 are target Instruction where Title 1 personnel offer added individual services to the ELL school population. The ELL teacher also provides, double period of ELL services no matter achievement level on NYSESLAT. School personnel is expected to differentiate lesson plans to address ELL needs. We use running records, miscue analyses, error analyses of writing, reading observations, and interviews to monitor the habits and strategies students can put into practice in literacy to differentiate our ELA component of ESL. Teachers use all of the components of balanced literacy which is called the point of entry model which builds on the students' prior knowledge. We focus on building vocabulary and reading comprehension strategies through shared and guided reading. The ELL classroom uses using Balanced Literacy model just as the classroom teacher. Our ELL teacher will collaborate with classroom teachers to provide students with additional support for content covered in the classroom.

Planning for Middle School ELLs includes meeting and planning across content areas through teacher team common planning times. School wide goals such as higher comprehension and skill in nonfiction reading and writing is supported through collaborative planning. Additionally, middle school advisory for ELL's is differentiated and taught by the ELL teacher to help students more successfully meet the challenges of middle school life and peer issues.

Dictionaries and glossaries, in various languages, are provided and the practice of using these supports effectively is preplanned. What's more ELLs are encouraged to bring in materials in their native language as they learn English.

On-going school and teacher assessments, periodic assessments and state mandated examinations are among the tools used to help determine ELL level of language proficiency. The NYSESLAT, LAB-R, state exams, Acuity assessments, quarterly Fountas and Penell Assessment data drives the adoption of instructional methodologies that best serve the ESL population. The practices and methodology we implement in supporting our ELLs are:

1. Teachers will work with students on an individual basis: first to figure out what the needs of the student are. Students will be assessed using the LAB-R. They will be placed accordingly in the appropriate level ELL class. Then working with classroom teachers an individualized plan would be made in order to help the student succeed in meeting the grade level standards. At the present time we do not have any SIFE students at PS/IS 217. We will address case by case if a student is enrolled as a SIFE student.
2. Both short-term and long-term ELLs are in regular classrooms throughout the day except for when they receive their ESL instruction. For students who have been in a US school for less than three years we offer them the mandated ELL classes. First students are given the LAB-R and if they do not pass, they are immediately placed in level appropriate ELL classes. Students are instructed in all content areas in accordance with the minimum time allowances depending on their levels taken from the results of the LAB-R. Students are offered the following instruction in their regular classes: For writing, students are given individual focused instruction and put into small groups for guided writing. They practice listening comprehension using multi-media tools. They practice written reproduction and written response, analyze text by word level, they use word boxes and word families to improve vocabulary, they practice questions both written and orally, and explore different types of genres both fiction and non-fiction, including poetry. In reading ELLs are also offered individual focused instruction and put into small-guided reading groups. Students also practice speaking and listening in both ESL and regular classes using books on CD, listening comprehension exercises, music, and accountable talk. Students then take the NYSESLAT, and depending on their scores are kept in the ELL program or are offered an additional year of support by the classroom teacher. This support depends on the need of each individual student..
3. Long-term ELLs have difficulties with reading and writing therefore they are given instruction the following ways. For writing, students are given individual focused instruction and put into small groups for guided writing. They practice listening comprehension using multi-media tools. They practice written reproduction and written response, analyze text by word level, they use word boxes and word families to improve vocabulary, they practice questions both written and orally, and explore different types of genres both fiction and non-fiction, including poetry. In reading ELLs are also offered individual focused instruction and put into small-guided reading groups. They are given multiple-choice questions on tests.
4. As mentioned above students will be accommodated by using the various teaching techniques to support their needs even when a level of proficiency has been met. Students may also receive additional support from ESL instructors during 37.5 minutes.
5. Since class sizes are small and classroom teacher are supportive finding the time to teach all students has not posed a problem at this point. All students currently receive at the very minimum the mandate hours of instructional time.
6. In order for our students to succeed our ELL teacher constantly reinforces vocabulary by using word walls, students create their own vocabulary dictionaries, constant repetition and review of new words and phrases is done to reinforce newly gained knowledge. Modeling is done using manipulatives to make ideas concrete for students to understand.
7. All students are served by the ELL teacher pulling them out for instruction. Additional push in instruction will offered as needed.

Resources & Support

Professional Development 2010-2011

Professional development is held for ELL and classroom teachers throughout the school year. To further English Language acquisition for the ELL child, our teachers have/or will continue to participate in:

- In-house professional development focused on the stages of language acquisition, ELL differentiation, and implementation of instructional ESL strategies during the literacy block, making content comprehensible for our ELLs and using assessment data to inform instruction.
- ELL educators met in the fall to review NYSESLAT data analysis instructional implications with the teaching of reading and writing for ELLs.
- Teaching strategies for the NYS ELA exams which are aligned to the new National Core ELA standards, with an emphasis on ELL strategies.
- Balanced Literacy components: literature circles, independent reading, leveled libraries, and author studies.
- PS/IS 217 will also participate in QTEL professional development when our budget allows for it.
- PS/IS 217 will also participate in SIOP professional training and turnkey training to staff
- Working with AUSSIE staff developers to refine curriculum maps
- Three books for school wide book study: **Asking Better Questions, Reading & Writing in Kindergarten, Non Fiction Matters Reading, Writing and Reseach in Grades 3-8** support school wide goal for greater academic achievement in reading and writing non-fiction
- Roundabout Theater's Strategies for ESL Learners using dramatic role playing to promote reading comprehension and spoken language fluency and confidence during ELL pullout program.
- Continued use of last years' book study of **English Language Learners: A Differentiated Approach**

Instructional Materials

Teachers and leaders in our community understand that students learn differently and at a different pace. Thus, ESL instructional strategies utilized at PS/IS 217 are flexible and guided by the needs of the language learners. Our ESL program implements methodologies of learning such as:

- The Natural Approach
- Total Physical Response
- Language Experience Approach
- Whole Language Instruction

The components of language: listening, speaking, reading, writing, and thinking, are interconnected when introducing any teaching methodology at PS/IS 217; thus, creating a **balanced literacy** atmosphere were students find areas of strength and develop confidence. The ESL teacher works closely with content area teachers in planning meaningful, purposeful lessons for students. To that end we employ a variety of instructional resources & materials they include, but are not limited to:

Instructional materials used to support ELL learning:

The School Library
Both Fiction & Nonfiction books and text books in the classroom
Leveled Guided reading book
Leveled Independent reading books
Big Books
Scholastic & Que Tal Magazines
Picture Dictionaries
Bilingual & Monolingual Dictionaries Glossaries, Thesauri
Books on Tape/CD
Songs & Music on CD/Tape
Everyday Math Student Journals and Home Links in Spanish
Everyday Math Assessments in Spanish
Counting Blocks, Number Grids, Number Charts, Clocks, other Math Manipulatives
Number, Time & Money Decks of Cards
Scales, Rulers, Thermometers, Protractors and other Science & Math Tools
Fake Money for Math
Maps
Games
Word Walls, Posters, Charts, Calendars
Overhead Projectors
Alphabet Cards
Puppet Theater
Desktop Computers in the classroom
2 Computer Labs
White Boards (individual & classroom)
Promethean Boards
Software & Internet resources for Promethean Boards

Parental Involvement

All parents/guardians including the parents/guardians of ELLs are invited to attend parent curriculum workshops, PTA meetings, Breakfast with the Principal and our Annual International Dinner and other schedule social and cultural events. We use feedback from the learning environment survey to evaluate and better address the needs of our ELL families. Our PTA reaches out to new families. We have offered ELL parents/guardians a Saturday English conversation class to help parents /guardians network. ELL parents/guardians are always invited to school concerts, publishing parties, end of unit celebrations, cultural performances, math and science fairs and more. Teachers ask ELL parents/guardians to volunteer to read read aloud and share their cultural heritage in the classroom.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-8 Number of Students to be Served: 38 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

PS/IS 217 is an elementary and intermediate school located at 645 Main Street on Roosevelt Island in New York City. We are a District 2, Manhattan school. We serve students from pre-kindergarten through eighth grade. Students are from around the globe and have varied linguistic backgrounds and language abilities in their own languages as well as in English.

Currently, our school has 38 ELL students who represent 10% of our K-8 enrollment. Our ELL's speak 11 different languages including; Spanish, Russian, Arabic, Pashto, Chinese, French, Dzonga, Fijian, Portuguese, Urdu and Vietnamese, listed from largest to smallest number. Currently, the largest language groups are Spanish (11 students), Russian (6 students) Pashto (5 students) and Arabic (4 students). There are 15 Beginners, 15 Intermediates and 8 Advanced students throughout the grades. Of the current 38 ELLS, 12 or 31.5% are newly enrolled in the system, 18 or 47.3% enrolled last year 2009/2010, 3 or 7.8% enrolled in 2008/2009, 5 or 13% were enrolled before 2008/2009 and are full time special education students or are in the process of being evaluated. According to the Spring 2010 NYSESLAT results, of the 26 students who were enrolled at the time of the test and are now being served by our ELL program 11 or 42% made progress moving at least one level, 12 or 46% remained at last years level and 1 or 3.8% went down a level. Of the 12 ELLS that showed no progression on the 2010 NYSESLAT, 6 or 50% were enrolled after January 1, 2010. We expect additional ELLS to register by February each year as we serve many United Nations families who are provided with housing on Roosevelt Island and who generally are contracted to work at the United Nations for two calendar years beginning in February.

Our ESL classes are heterogeneously grouped by language proficiency levels and in classes grouping grades K-2, 3-5, and 6-8. All efforts of the ESL freestanding program, which is understood, endorsed and supported by parental choice, is designed to guide and assist our English Language Learners to succeed in mastery of all subject content matter and the acquisition of English. Using a pullout instructional model we strive to make certain that the learning standards for ELLS are in alignment with NYS standards and are on track to meet the new National ELA & Math, Science & Social Studies Core Standards set for our monolingual student population. Our broad goal is to provide English literacy instruction to increase the academic achievement level of our ELL students in all academic areas.

The intensity of our instructional ELL program is guided by LAB-R/NYSESLAT data which allows us to form leveled ELL instructional groups scheduled to meet according to NYS mandates. We have one full time ELL teacher who serves all 38 (and new incoming) ELLs students in both upper and lower grades, in general and according to student IEP's in special education classes. Additionally, differentiated instruction in the classroom is guided by the results of the NYSESLAT/LAB-R, NYS ELA, Math, Science and Social Studies summative assessments; interim assessments such as: Aquity's ITA and Predictives, Fountas & Pinnell Reading Assessment, Ecam, Everyday Math and Integrated Algebra end of unit assessments, various teacher created assessments and informal data gathered by teachers during conferences and classwork. This body of data allows us to identify and address the specific needs of each ELL student.

Our Title III ELL supplemental program is targeted for ELL students who have scored at a beginner level of ESL as per LAB-R/NYSESLAT. The purpose of the program is to help ELL students improve their English language skills and move towards meeting NYS standards for English acquisition within three years. The ELL teacher will provide a minimum of 360 units of service for Beginner & Intermediate students and 180 units of

service for Advanced students this year. Middle school ELL students will receive additional time, above the mandated time, during ELL 90 minute talent blocks twice a week. The focus of the talent block is nonfiction reading and writing, a need identified by NYSESLAT outcomes. Additionally, for middle school, to support listening and spoken language, ELL instructor will implement the Roundabout Theater's: Using Theater Strategy For ESL Learners Program.

Our Title III pullout program will provide supplemental ELL services during the school day in a reduced class size setting. Scientifically based research in Aida Walqui's work has outlined the high quality scaffolds that support students in making meaning and acquiring language and content. Beginner and Intermediate students receive at least two periods a day of direct instruction. Advance students receive 4 periods a week of direct instruction in a small group setting plus ELL talent instruction. In January, ELL instructor will use **Getting Ready For NYSESLAT and Beyond** acquaint students with the NYSESLAT. ELL teachers in our Title III program will use scaffolded instruction to support student learning and acquisition of language and content. Lower school ELL students (the majority of which are beginners) will receive additional time in 37.5 min. push-in program three times a week before the start of the school day. The ELL teacher will work with the classroom teacher to provide additional scaffolding for upcoming lessons. For 37.5 minutes ELL instructor will rotate from class to class each month for the balance of the year in grades 1, 2 & 3.

Students will participate pro-actively individually and together in groups on specific nonfiction topics of their choice. Both lower and upper school children will work collaboratively accomplish the following goals:

- Students will increase their English vocabulary
- Students will learn to become researchers
- Students will use prior knowledge to help them learn new information
- Students will become more confident in their language acquisition by learning through their own experiences
- Students will learn social skills in a new cultural environment
- Students will learn how to be problem solvers and deep thinkers while improving their English
- Students will improve their reading, writing, speaking and listen skills in English.

Students will have access to dictionaries, glossaries, leveled books both fiction and nonfiction, learning tools such as books on CD and listening centers, computer software and other materials to support content learning and English acquisition. The program will begin September 2010 and end June 2011.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The Title III Professional Development program will focus on incorporating ESL strategies in content areas. In addition to school-based professional development the following are activities for ELL teachers which are not funded through Title III:

Select teachers will be attending the SIOP workshops designed to..... They will turnkey their learning.

ESL teacher will attend city conferences and workshops sponsored by BETAC (i.e. Content Strategies for English Language Learners: Teaching Academic Success, sponsored by Bronx BETAC)

Empowerment Network ELL forums – QTEL Workshop – a five day series which is scheduled for mid winter break.

Additionally, based on data from NYSESLAT, ELA, Math, Science and Social Studies assessments new schoolwide goals aim to increase student achievement in non-fiction reading and writing. Several school wide book studies on reading, researching and writing nonfiction will be conducted. Staff will be working from the following instructional resources which will also be used as tools for ELL literacy workshops. **Reading and Writing in the Kindergarten a Practical Guide** for Grades K-2 by **Rosalie Franzese**, **Asking Better Questions** by **N Morgan & J. Saxton**, for Grades K-5, **Nonfiction Matters, Reading Writing and Research** by **S Harvey**, for Grades 3-8. ELL students show significant interest in nonfiction reading and writing, however, they require additional strategies for how to research, organize research and organize and write nonfiction successfully. The hurdles of content rich language and dense factual text need to be even more precisely broken down for ELLs. Through work with the ELL instructor teachers will be viewing these resources through and additional ELL lens.

ELL book study continues to use **Teaching English Language Learners: A Differentiated Approach**. This text is designed to help students develop proficiency in both everyday and academic English in listening, speaking reading and writing. It serves as a resource for promoting higher level instruction, through higher level questioning.

- Build a strong ELL research base, during our sessions we will discuss specific ELL research to serve as the bases for practical applications in teacher practice
- Prior knowledge activities will allow participants to practice their strategies of visualizing, brainstorming, previewing, reflecting & observing.
- Use discussion protocols to examine the Spotlight on Instruction chapter, which visits effective ELL teachers in an authentic context
- Case studies will be used to illustrate the impact of these teaching practices.
- Teachers will explore, compile and reproduce teacher tools for planning, writing assignments and self reflection

To facilitate (the above) common planning time will be scheduled for classroom teachers to share feedback on student progress. Time during PD days will be set aside for ELL instructional training.

Additionally, workshops for the entire staff, on effective ELL instructional practices will be delivered by ELL teachers and/or empowerment liaison. These workshops will not be funded through Title III.

Section III. Title III Budget

TEMPLATE - MAY 2010

School: 02M217 _____

BEDS Code: 31020010217 _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$15,000	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL	\$15,000	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

As students new to the New York City Public system enroll parents are asked to read and sign the parent/guardian preferred language letter. This information is entered into ATS and is monitored via the RAPL report to be sure the data is correct. We also provide parents with a Copy of the Bill of Parents Rights and Responsibilities, which covers their rights regarding translation and interpretation services.

We have staff members who are able to provide ASL, Chinese, French, German, Greek, Hebrew, Japanese, Russian, Romanian, Spanish and Turkish interpretation and translation to parents/guardians and family members. When necessary we also utilize the DOE's translation and interpretation Unit.

Based on information obtained on the home language survey completed at registration, we follow NYS testing procedures by screening students using the LABR-2 to determine who is eligible for ELL services. This is done within the first 10 days of admission. Shortly after testing we contact parents/guardians by the DOE letter (using translations when necessary) to notify them of their child's eligibility and if they are eligible, the student's English ability level. Within days after testing parents/guardians of eligible students are invited to attend a short meeting where we provide oral interpretation as needed, and give them information about ELL educational options in our school and in the NYC. This meeting includes the mandated film regarding NYC DOE ELL program options. We screen the video in English and other languages as needed. We inform parents/guardians of the structure of our schools pullout ELL program. We also let parents/guardians know that in addition to mandated ELL instruction, ELL students also receive small group instruction and differentiated instruction within the classroom by their homeroom/subject teacher. Some ELL students will also be invited to attend 37.5 minutes, three times a week for additional small group instruction. This is also a time where we tell parents of the languages that are spoken by our staff and encourage questions regarding our program and the needs of their students. We also briefly explain the translation and interpretation options or exemption from NYS tests and classroom assessments. This includes the specific testing accommodations mandated for ELL students (extra time, separate location, etc.) and the use of glossaries during testing in math and science.

Parents/guardians of current ELLS are informed of their student's continued or new ELL level of instruction based on the NYSESLAT results from year before. The letter details the amount of ELL instruction they will receive and if their student is invited to 37.5. An ELL pullout schedule is also shared with parents via, note home and be translated in writing or interpreted over the phone.

As the year continues we provide interpretation during parent teacher conferences when needed. Evaluation meetings are always staffed by DOE translators as needed. Middle School Report cards, through HSST programs can include comments translated into Spanish. Translated brochures regarding the NYSESLAT exams (provided by NYSED website) are sent home in the early spring. Additional information is provided as requested. We remind parents/guardians of the translation or interpretation opportunities that will be provided to students during testing, whether via translated exams for covered languages or oral translation (provided by an outside vendor) for low incidence languages. We also tell parents that glossaries and translated (old) exams are available on line from the NYS department of education to assist students and parents/guardians.

Our highest frequency languages are Spanish, Russian, and Arabic. Fortunately DOE translated documents are already available in these languages.

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

Overall, we notice that a high percentage of the parents/guardians of ELL students are fluent in English, even when their children are not. Although our students' primary languages are highly diverse, parent/guardian English fluency is high. As a result adult translation and interpretation needs are lower than might be expected. However, to assist all parents/guardians including non-English speaking, we host Curriculum Night early in the year and parent workshops throughout the year to explain curriculum, routines, structures and goals of the school. Translation is provided by the staff when needed and our school encourages the opportunity for parents to interpret for each other at these events. We also utilize the DOE's ASL unit when needed.

Part B: Strategies and Activities

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

An in house staff member provides services when available. If we cannot provide have the service at our school we do request outside vendors such as LIS services. We also use the translated documents available by the DOE and NYSDE for covered languages. Preprinted translated documents such as the DOE's Behavior Codes, Guide to Public Schools, Respect For All, etc. are distributed by language. Key health documents are also distributed in translation when available. Copies all of these documents in the covered languages are always on display and available at the main hallway and the main office.

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

We have staff members who are able to provide ASL, Chinese, French, German, Greek, Hebrew, Japanese, Russian, Romanian, Spanish and Turkish oral translation to parents/guardians and family members. They can provide both written and oral translation as needed. We utilize the DOE's Translation and Interpretation Unit. Outside interpreters from LIS Services are contacted as needed. Parents are encouraged to network and help other families with interpretation, Meeting times are arranged to meet the needs of parents/guardians and students and to maximize staff availability.

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

In addition, to services mentioned above, monies have been set aside in the school budget to purchase interpretation and translation services. DOE documents in English and covered languages are available in the main office and/or at the main entrance at all times.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	0	\$255,330	\$255,330
2. Enter the anticipated 1% set-aside for Parent Involvement:	0	\$2,553	\$2,553
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PARENT INVOLVEMENT POLICY 2010-11

I. General Expectations

PS/IS 217 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;

- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS/IS 217 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA by meeting regularly with the members of the Parents Association and School Leadership Team members.
2. PS/IS 217 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA by meeting regularly with the members of the Parents Association and School Leadership Team members.
3. PS/IS 217 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance by having meetings with the members of the Parents Association and School Leadership Team members.
4. PS/IS 217 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies by offering regular workshops through our Parent Coordinator.
5. PS/IS 217 will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be conducted through a survey to the general parent body by the members of the Parents Association with the assistance of the Parent Coordinator.
6. PS/IS 217 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. There will be scheduled workshops to explain all of these things to parents.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by offering parent literacy classes where they will learn about all of these things.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, reach out to, and communicate and work with, parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by having regular events and meetings where parents can be more involved.
- d. The school will coordinate and integrate, to the extent possible, parental involvement programs and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by inviting these programs to open houses and visits to the school.
- e. The school will ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, in the language the parents can understand by having translations available.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a meeting of the school's parent body. This policy will be adopted by the PS/IS 217 on June 17, 2010 and will be in effect for the period of the 2010-11 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2010.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact 2010-11

PS 130 Manhattan and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

School Responsibilities

PS/IS 217 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards by providing highly qualified teachers and appropriate books and materials.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on the designated days (one in November and one in March) on the City-wide school calendar.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports through report cards and regular feedback (via notes, comments on homework, and/or telephone calls) on student progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents at pre-arranged times convenient to both parent and teacher so as not to interfere with instruction. Translators will be provided if necessary.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities at pre-arranged times.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed and is prepared for school each day.
- Making sure that my child goes to bed at a reasonable time so that he/she will be rested for school.
- Monitoring amount of television their children watch.
- Volunteering, as necessary and whenever possible, in my child's classroom and in the school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate in a timely manner.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

As a student, I will share the responsibility to improve our academic achievement and achieve the State's high standards. I will:

- Get up early and come to school every day, on time, prepared and ready to work.
- Follow the school's rules on behavior and to listen to all of the adults who work with me at school.
- Take care of all of my books and supplies, especially those that belong to the school and others.
- Respect school property and the property of others.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Treat others with respect in the way I would like to be treated myself.

- Try my best in everything that I do in school.

SIGNATURES:

SCHOOL

PARENT/GUARDIAN

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See section 4: Needs Assessment

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

PS/IS 217 provides numerous opportunities for ALL students to meet the State's proficient and advanced levels of student academic achievement. All teachers are continuously assessing students and turn in assessment data to the administration as well as work with consultants. We utilize State Test scores, Predictive and ITA Assessments as well as

classroom assessments. This information is used to make individual, class, grade level and school wide decisions. All students have an assessment binder that follows them from grade to grade.

Using this information to track our students' progress, we are able to form partnerships and groupings in all academic subjects to push students to their next level. For example, we have found a trend in our guided reading groups for which we have made adjustments. Formally students were grouped and provided instruction in small groups at their instructional reading level. We know that all level "L" readers are not the same and therefore we have developed strategy based groups in reading. We have implemented Reciprocal Teaching throughout the grades, based on the data that showed our students struggled with higher order thinking skills. We have analyzed the data and have seen a trend that our students struggle with constructed response questions in both ELA and Mathematics. We have now begun working on these issues in the lower grades.

Our curriculum mapping has assisted us in building upon what a student learns from year to year in our PreK through Grade 8 school.

Our students in conjunction with their teachers set SMART goals: Specific, Measurable, Achievable, Realistic, and Time-Bound goals, in order to take each student to their next individual level and so that students understand their own strengths and needs.

One of our past school goals was to deepen our understanding and use of differentiation in the classroom. This allows for students to have enrichment opportunities in all academic subjects and we are incorporating rubrics across the grades in all academic subjects so expectations are clear. Through our schoolwide book club using [How to Differentiate Instruction in Mixed Ability Classrooms](#), by Carol Ann Tomlinson, on going Professional Development and team meetings, we are seeing growth in our students.

For those students that are struggling we follow the Three-Tiered intervention model.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

We continuously reflect on our classroom and schoolwide practices. We utilize our 37.5 minutes Monday through Wednesday mornings, from 7:52 ½ am to 8:30 am to work with struggling students, including our ELL Learners and Special Education Students.

We utilize the Foundations Program in Grades K through Grade 3 as preventative Wilson Instruction, we also have 5 Wilson Trained teachers on staff. We have supplemental math curriculums and teachers create their own materials to meet student needs. Technology has also become integrated more into all the classrooms with Promethen Active Boards.

As mentioned above, and in our previous school goal we are differentiating instruction to meet the needs of all of our learners to push each individual to their own next level in all academic subjects. We are fortunate to know all of our students socially, emotionally, behaviorally and academically and address the needs of each individual. In addition, we have a Kindergarten Gifted and Talented Class and have tracked our 2 Grade 8 classes based on their 7th grade State Test Scores.

One of our school philosophies is small class size. Classrooms are supported by push in and pull our services by our SETSS and ELL teachers.

Our Pupil Personal Team meets every other week to address students in need. We collaborate with the teachers and related service providers to provide students with at-risk services following the Three-Tiered Intervention Model. We provide at-risk academic services, counseling, speech, OT, as well as, utilize our social worker for a girls group and Project omnibus worker for counseling and a boys group. Our teachers and parents communicate regularly, not just during parent/teacher conferences or through report cards. We also have a community service program in our middle school where middle school students work with students in the lower grades. We welcome student teachers into our building as well as Learning Leaders.

Our Response to Intervention Team is new and meets alternating Thursdays when not meeting for PPT. We will discuss the three Tiered Model for intervention and invite teachers to present possible cases for more restrictive support and what they are doing to support the student in the classroom,

We continue to examine subgroups not making progress and address the need by ordering materials such as high interest lower level readers in the Middle School, purchase books that are of interest to our Hispanic and black population as well as boys and girls. Our classroom libraries are rich with various types of reading materials. In addition we are closely monitoring our full time special education students who are not making progress on State Assessments and we are tailoring instruction to better address their IEP goals.

3. Instruction by highly qualified staff.

We have 100% highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. PS/IS 217 teachers meet with AUSSIE Consultants in both mathematics and literacy. Administration meets with the consultants to support further what is taking place in the classroom. Administrators have gone on numerous

intervisitations to higher achieving schools to bring back ideas. Our teacher teams observe each other and plans are being developed for teacher intervisitations to other schools. Teachers attend Regional Professional Development workshops as do Paraprofessionals when appropriate. As stated above we are invested in a schoolwide goal of differentiation, higher order thinking skills and as a school are working together within a book club and planning lessons in teacher teams and debriefing those lessons in teacher teams.

We are supported by our Network, CFN 103. Within our Network we work with a data specialists every Tuesday, work ongoing with our Budget Manager, Attendance Coordinator and Special Education Specialists. Our Network Leader visits the school regularly to assist administration in making informed school wide decisions.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Overall our teacher retention is high and we believe we have a strong staff. If a vacancy exists we contact other schools for recommendations as well as college programs for recent graduates. We have developed a strong team to review resumes, interview prospective teachers, and observe demo lessons. We debrief with potential candidates. Our goal is to ensure that we hire the right staff member that wants to be a part of a collaborate team.

6. Strategies to increase parental involvement through means such as family literacy services.

We have an active PTA and the executive board meets on an ongoing basis with administration. This year they have developed a system for class parents to assist teachers and administration in communicating with parents by making phone calls and sending emails.

We have a monthly newsletter, LINKS, that is sent home each month highlighting information, activities, units of study, and celebrations from each grade and or subject area as well as important dates coming up and a letter from the administration.

In addition to parent workshops, we have Breakfast with the Principal meetings to discuss topics such as the budget, school goals, and future topics to be determined.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Administration visits and holds tours for the local nursery school programs and families. In addition we have a Pre-Kindergarten half day (am and pm) program in our school. We hold a meet and greet early in the year for those new families. We are prepared for any student entering the school with special education needs or related services.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See 2 (a)

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See 2 (a) and (b)

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We did not receive funding this year for any after school programs..

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ^[1] Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ^[2] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
<i>Title I, Part A (Basic)</i>	Federal			N/A			
<i>Title I, Part A (ARRA)</i>	Federal	✓			\$255,330	✓	5,11,12, 14, 15, 16, 17, 18, 19
<i>Title II, Part A</i>	Federal	✓			\$10,942	✓	5,11,12, 14, 15, 16, 17, 18, 19
<i>Title III, Part A</i>	Federal	✓			\$15,000	✓	5,11,12, 14, 15, 16, 17, 18, 19
<i>Title IV</i>	Federal	✓			\$62,770	✓	5,11,12, 14, 15, 16, 17, 18, 19
<i>IDEA</i>	Federal	✓			\$53,944	✓	5,11,12, 14, 15, 16, 17, 18, 19
<i>Tax Levy</i>	Local	✓			\$1,549,756	✓	5,11,12, 14, 15, 16, 17, 18, 19

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

We currently have 2 students on our roster that are in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We provide at-risk support for students before school and during the school day. Students are given supplies and other resources as needed. The social worker is available to meet with the parents if necessary.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S./I.S. 217 Roosevelt Island					
District:	2	DBN:	02M217	School		310200010217

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	27	26	36		93.2	94.3	94.8
Kindergarten	43	54	62				
Grade 1	50	29	57	Student Stability - % of Enrollment:			
Grade 2	39	52	29	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	71	35	46		90.6	90.8	85.9
Grade 4	53	63	32				
Grade 5	39	46	60	Poverty Rate - % of Enrollment:			
Grade 6	41	25	34	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	42	35	20		42.3	59.2	54.6
Grade 8	39	42	39				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	2	4
Grade 12	0	0	0				
Ungraded	0	2	3	Recent Immigrants - Total Number:			
Total	444	409	418	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					15	17	15

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	28	26	Principal Suspensions	7	30	15
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	3	2
Number all others	27	28	25				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	41	56	TBD	Number of Teachers	35	33	38
# ELLs with IEPs	1	5	TBD	Number of Administrators and Other Professionals	12	13	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.1	69.7	73.7
				% more than 5 years teaching anywhere	51.4	48.5	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	88.0	89.5
American Indian or Alaska Native	0.7	0.5	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	36.0	34.5	30.1				
Hispanic or Latino	21.4	22.7	21.3				
Asian or Native Hawaiian/Other Pacific	23.6	21.5	9.3				
White	17.3	19.8	22.5				
Male	47.3	45.5	45.7				
Female	52.7	54.5	54.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v	-			
White	v	v	-			
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
Student groups making	7	7	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			P	
Overall Score:	45.4	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data			UPF	
School Environment:	7.8	Quality Statement 2: Plan and Set Goals			P	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals			P	
School Performance:	6.6	Quality Statement 4: Align Capacity Building to Goals			P	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise			P	
Student Progress:	27.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	3.3					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 103	District 02	School Number 217	School Name Roosevelt Island Sch
Principal Mandana Beckman		Assistant Principal Jennifer Bartolino	
Coach Ursula Fokine		Coach type here	
Teacher/Subject Area Daniel Hirsch, ESL		Guidance Counselor Elaine Liu	
Teacher/Subject Area type here		Parent Nikki Leopold	
Teacher/Subject Area type here		Parent Coordinator Lauraine Rademaker	
Related Service Provider Laurie Kolin		Other type here	
Network Leader Yuet Chu		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	421	Total Number of ELLs	43	ELLs as Share of Total Student Population (%)	10.21%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

aste response to questions 1-6 here

- Our school follows all city and state guidelines. All families new to the NYC system (ATS Code 58) receive a Home Language Survey. Mr. Hirsch, a certified ESL teacher, conducts an informal interview with parents/guardians, at the the time of registration, and according to responses on the Home Language Survey, new possible ELL students are evaluated by the ELL Teacher, Daniel. Hirsch, within ten days of enrollment using the LAB-R testing instrument. If students qualify they will receive ELL services based on the degree of their English Language ability level. These new students will take the NYSESLAT in the Spring of 2011 to assess progress in English Language acquisition in the areas of listening speaking, reading and writing. Students will be excused from the NYS ELA exam during their first year.
- Within in one week of enrollment using formatted DOE letters in English and Translation, where available and when needed, parents/guardians are notified of their child's LAB-R assessment results and an orientation meeting is scheduled. The ESL teacher, Parent Coodinator, Program Coordinator all formally describe our ELL program and the alternative citywide ELL programs. Parents/Guardians view the mandated video (in covered languages if needed) which describe ELL options and are then asked to complete the Parent Choice Survey. This is meeting is held a number of times in the fall and then through out the year as needed to ensure that all ELL Parents/Guardians attend and complete the Choice Survey. Our staff includes teachers who speak Hebrew, Chinese, Spanish, German, Romainian, Russian, Turkish, Japanese, Greek and French, they are made available to translate when needed. Funds have been set aside in the school and PTA budget to provide translators when needed. We also use DOE translators for high incidence languages.
- Surveys are collected after the orientation meeting. The parent coordinator/pupil accounting secretary maintains all files and records. Meetings are held until all paperwork has been completed. For parents who are unable to attend any scheduled meetings, individual meetings are arranged. If an individual meeting cannot be arranged, a phone meeting is arranged and documents are sent home for completion. This protocol is followed until all surveys are on file.
- Using the results of the LAB-R screening students are scheduled to receive ELL pullout services. Parents, classroom teachers and the students are notified in writing of the students' ELL pullout schedule. Students are given ELL services based on mandatory NYC & NY State regulations, plus additional 37.5 min. and ELL talent.
- Historically, 100% of our ELL families have opted to remain at our school. Both the Parent Survey & Program Selection forms, as they are received would be carefully reviewed to make sure we are the program of choice and their needs are being met.
- We have received no requests for alternate program models, if the circumstance arises parents/guardians would be refered to another neighborhood school that offers their program of choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0

Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained															0
Push-In	6	4	4	6	4	8	6	3	2	0					43
Total	6	4	4	6	4	8	6	3	2	0	0	0	0	0	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	38	0		2	0	2	3	0	3		43
Total	38	0	0	2	0	2	3	0	3		43

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0					0
Chinese	0	0	0	0	0	0	0	0	0					0
Russian	0	0	0	0	0	0	0	0	0					0
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	0	0	0	0	0	0	0	0	0					0
Arabic	0	0	0	0	0	0	0	0	0					0
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	0	0	0	0	0	0	0	0					0
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Yiddish	0	0	0	0	0	0	0	0	0					0
Other	0	0	0	0	0	0	0	0	0	0				0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: _____ Asian: _____ Hispanic/Latino: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	1	0	2	4	2	1	1					12
Chinese	0	0	0	0	1	0	0	0	0					1
Russian	4	0	2	2	0	1	0	0	0					9
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	1	0	0	0	0	0	0	0	0					1
Arabic	0	2	1	0	1	0	0	1	0					5
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	1	0	1	0	1	1	0	1					5
Korean	0	0	0	0	0	0	0	0	0					0
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	0	0	0	0	0	0	0	0	0					0
Other	0	1	0	4	0	1	3	1	0					10
TOTAL	6	4	4	7	4	7	6	3	2	0	0	0	0	43

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1. The ELL program provides ELL students with pullout services by the ELL teacher. The students are grouped homogeneously by grade groups of K-2, 3-5, and 6-8 and also subdivided by ability level. Students are scheduled to meet with ELL instructor during ELA instruction. The ELL schedule is reviewed and monitored by the ELL Coordinator and Administration to ensure that students receive at the very least the mandated ELL instruction time. Students who reach proficiency, and test out of ELL services, still receive support services through the 3 Tiered intervention model of the building. Additionally, ELLs are invited to attend 37.5 minutes in the morning for additional academic support. The ELL teacher's schedule enables him to cycle in and out of 37.5 min. classrooms on a monthly basis. This supports ELLs by giving teachers an opportunity to pre-teach more challenging lessons with the ELL teacher supporting the ELL students. Middle School ELL's also participate in Writing Talent program designed around their needs.

2. Our school ELL population has students who have been in the ESL entitlement program for less than three years. Among the service and programs provided at PS IS 217 are targeted Instruction where Title 1 personnel offer added individual services to the ELL school population. The ELL teacher also provides, double period of ELL services no matter achievement level on NYSESLAT. School personnel is expected to differentiate lesson plans to address ELL needs. We use running records, miscue analyses, error analyses of writing, reading observations, and interviews to monitor the habits and strategies students can put into practice in literacy to differentiate our ELA component of ESL. Teachers use all of the components of balanced literacy which is called the point of entry model which builds on the students' prior knowledge. We focus on building vocabulary and reading comprehension strategies through shared and guided reading. The ELL classroom uses using Balanced Literacy model just as the classroom teacher. Our ELL teacher will collaborate with classroom teachers to provide students with additional support for content covered in the classroom.

3. Planning for Middle School ELLs includes meeting and planning across content areas through teacher team common planning times. School wide goals such as higher comprehension and skill in nonfiction reading and writing is supported through collaborative planning. Additionally, middle school advisory for ELL's is differentiated and taught by the ELL teacher to help students more successfully meet the

challenges of middle school life and peer issues. Dictionaries and glossaries, in various languages, are provided and the practice of using these supports effectively is preplanned. What's more ELLs are encouraged to bring in materials in their native language as they learn English.

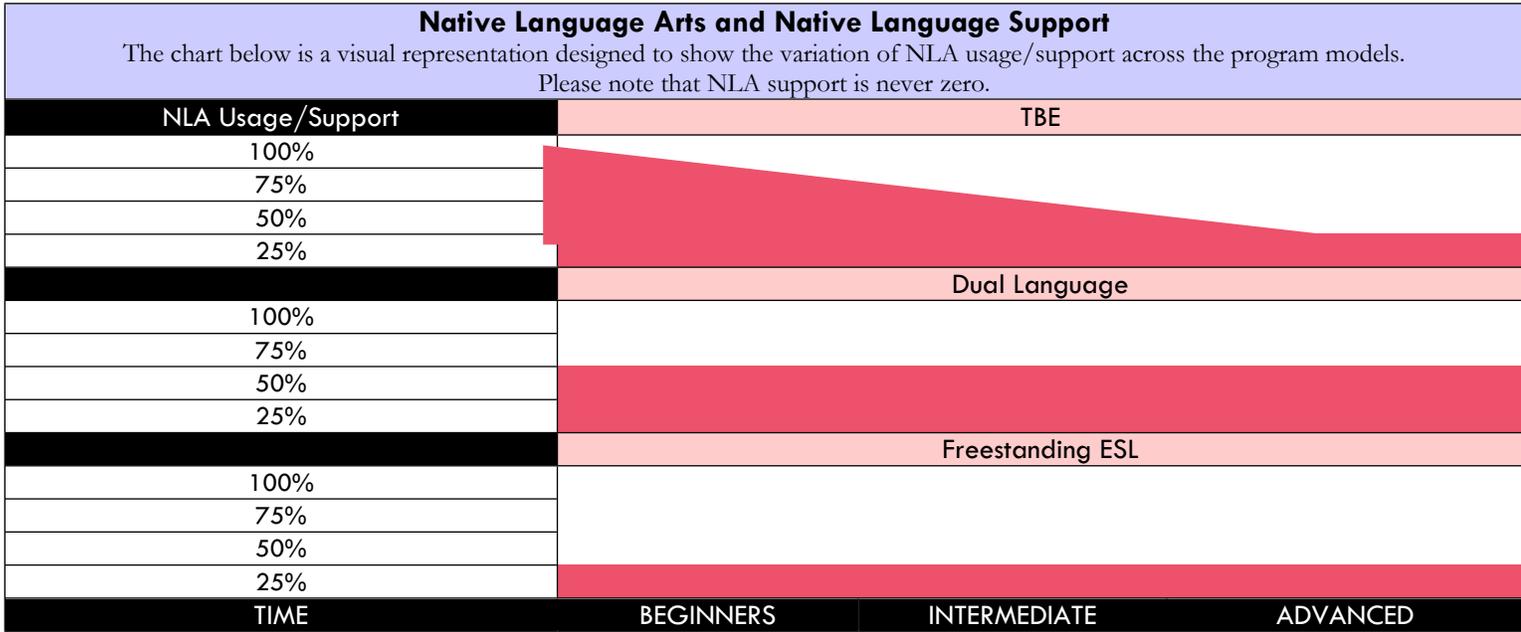
4. On-going school and teacher assessments, periodic assessments and state mandated examinations are among the tools used to help determine ELL level of language proficiency. The NYSESLAT, LAB-R, state exams, Acuity assessments, quarterly Fountas and Penell Assessment data drives the adoption of instructional methodologies that best serve the ESL population. The practices and methodology we implement in supporting our ELLs are: Teachers will work with students on an individual basis: first to figure out what the needs of the student are. Students will be assessed using the LAB-R. They will be placed accordingly in the appropriate level ELL class. Then working with classroom teachers an individualized plan would be made in order to help the student succeed in meeting the grade level standards. At the present time we do not have any SIFE students at PS/IS 217. We will address case by case if a student is enrolled as a SIFE student. Both short-term and long-term ELLs are in regular classrooms throughout the day except for when they receive their ESL instruction. For students who have been in a US school for less than 3 years we offer them the mandated ELL classes. First students are given the LAB-R and if they do not pass, they are immediately placed in level appropriate ELL classes. Students are instructed in all content areas in accordance with the minimum time allowances depending on their levels taken from the results of the LAB-R. Students are offered the following instruction in their regular classes: For writing, students are given individual focused instruction and put into small groups for guided writing. They practice listening comprehension using multi-media tools. They practice written reproduction and written response, analyze text by word level, they use word boxes and word families to improve vocabulary, they practice questions both written and orally, and explore different types of genres both fiction and non-fiction, including poetry. In reading ELLs are also offered individual focused instruction and put into small-guided reading groups. Students also practice speaking and listening in both ESL and regular classes using books on CD, listening comprehension exercises, music, and accountable talk. Students then take the NYSESLAT, and depending on their scores are kept in the ELL program or are offered an additional year of support by the classroom teacher. This support depends on the need of each individual student. Long-term ELLs, students being served for 4-6 years, have difficulties with reading and writing therefore they are given instruction the following ways. For writing, students are given individual focused instruction and put into small groups for guided writing. They practice listening comprehension using multi-media tools. They practice written reproduction and written response, analyze text by word level, they use word boxes and word families to improve vocabulary, they practice questions both written and orally, and explore different types of genres both fiction and non-fiction, including poetry. In reading ELLs are also offered individual focused instruction and put into small-guided reading groups. They are given multiple-choice questions on tests. As mentioned above students will be accommodated by using the various teaching techniques to support their needs even when a level of proficiency has been met. Students may also receive additional support from ESL instructors during 37.5 minutes. Since class sizes are small and classroom teacher are supportive finding the time to teach all students has not posed a problem at this point. All students currently receive at the very minimum the mandate hours of instructional time.

In order for our students to succeed our ELL teacher constantly reinforces vocabulary by using word walls, students create their own vocabulary dictionaries, constant repetition and review of new words and phrases is done to reinforce newly gained knowledge. Modeling is done using manipulatives to make ideas concrete for students to understand. All students are served by the ELL teacher pulling them out for instruction. Additional push in instruction will be offered as needed.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. All intervention services are offered in English by a certified ESL instructor. Students are mandated to attend 37.5 min. In addition, the ESL instructor provides additional support through teaching the talent program, providing additional ELL services beyond the mandated hours of instruction.

6. One of our school goals has been to provide differentiated instruction for all students, including ELL's. Transitional ELL's receive testing modifications of extra time and separate location during classroom exams. Former ELL's still use glossaries, dictionaries, etc. as needed. Middle School former ELL's are scheduled for writing talent class, specifically designed for ELL's, to continue to support their efforts in writing, which according to NYSESLAT data is the most challenging area. Students will be given testing modifications on the NYS ELA exams as allowed by the NYS Department of Ed.

7. School-wide implementation of components of the new core curriculum in ELA & Math. School wide book studies by the staff will impact ELL instruction. These instructional texts are Asking Better Questions, Reading & Writing in Kindergarten, and Non Fiction Matters: Reading, Writing and Research in Grades 3-8. Using the Roundabout Theater's Strategies for ESL Learners which focuses on dramatic role playing to promote reading comprehension and spoken language fluency and confidence during ELL pullout program. Training and implementation of Sheltered Instruction Observation Protocol (SIOP), which focuses on the key factors of second language acquisition.

8. After school HAWK clubs, which offered, writing, poetry, cooking, travel and spanish have been discontinued because of lack of funding. This clubs had offered targeted instruction in specific content areas and hands on activities, which were highly beneficial to ELL's. We hope in the future to offer the HAWK program again. No services during school hours will be discontinued.

9. ELL students are programmed to move with their class, they are regularly pulled out of ELA, and Science and Social Studies on a rotating basis. Students have access to all programs including Music, technology, PE, Spanish during the school day. All ELL's are mandated to attend 37.5 min. before school, and MS school students are welcome to tutoring after school. ELL's are also free to join the sports teams after school including basketball and wrestling.

10. The components of language; listening, speaking, reading writing and thinking are interconnected. Teachers use a wide variety of instructional materials to support ELL's. The materials include: The School Library, Fiction and Nonfiction books and textbook in all classrooms, Leveled Guided Reading books in ELA, Multileveled books in Social Studies and Science classrooms. Leveled Independent Reading books, Big Books, Scholastic & Que Tal Magazines, Picture and word dictionaries, Bilingual and Monolingual Dictionaries, Glossaries and Thesauri, books, songs and poetry on CD & Tape, Everyday Math Student Journals and Home Links in Spanish, Everyday Math Assessments in Spanish, counting blocks, number grids, number charts, clocks, fake money and other math manipulatives, Number, Time & Money Deck Cards, scales, rulers, thermometers, protractors, triple balance beams, microscopes, and other science and math tools, maps, board games, word walls, posters, charts, calendars, overhead projectors, puppet theater, 2 computer labs, desktop computers for students in the classrooms, white boards, Promethean Boards, software & Internet resources for classroom computers, 2 computer labs and all promethean boards.

11. We provide students with glossaries in the content areas of math, social studies, and science. These glossaries are available in high incidence languages from the New York State Department of Education. We also provide dictionaries in classrooms and we encourage students to bring and use dictionaries for all low incidence languages. Our school library has a modest collection of foreign language books for lending. Our staff speaks Hebrew, Chinese, Spanish, German, Romanian, Russian, Turkish, Japanese, Greek and French. Teachers are available to assist students who speak those languages.

12. Yes, students are programmed to receive ELL instruction based on their NYSESLAT or LAB-R test results. Students receive the mandated hours, plus additional 37.5 min. and talent periods in ELL instruction.

13. At the beginning of the school year returning ELL students meet with the ELL instructor. Students are advised of their NYSESLAT scores and their ELL level. Students are given letters to take home describing their NYSESLAT results and if they and how they will be continued to be served by our ELL program. After new ELL's have been tested and leveled, meet with the ELL instructor who describes the ELL program and their individual schedules.

14. We offer Spanish as the middle school foreign language requirement. All 6th graders including ELL students take Spanish in 6th grade, for 2 periods a week. In lower school all students including ELL's receive Spanish Foreign Language instruction for 1 period a week.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is held for ELL and classroom teachers throughout the school year. To further English Language acquisition for the ELL child, our teachers have/or will continue to participate in in-house professional development focused on the stages of language acquisition, ELL differentiation, and implementation of instructional ESL strategies during the literacy block, making content comprehensible for our ELLs and using assessment data to inform instruction. ELL educators met in the fall to review NYSESLAT data analysis instructional implications with the teaching of reading and writing for ELLs. Teaching strategies for the NYS ELA exams which are aligned to the new National Core ELA standards, with an emphasis on ELL strategies. Balanced Literacy components: literature circles, independent reading, leveled libraries, and author studies. PS/IS 217 will also participate in QTEL professional development when our budget allows for it.

PS/IS 217 will also participate in SIOP professional training and turnkey training to staff. Working with AUSSIE staff developers to refine curriculum maps. Three books for school wide book study: Asking Better Questions, Reading & Writing in Kindergarten, Non Fiction Matters Reading, Writing and Research in Grades 3-8 support school wide goal for greater academic achievement in reading and writing non-fiction Roundabout Theater's Strategies for ESL Learners using dramatic role playing to promote reading comprehension and spoken language fluency and confidence during ELL pullout program. We will also continued use of last years' book study of English Language Learners: A Differentiated Approach.

2. Our ELL pullout program allows students who have transitioned from lower to middle school receive additional targeted instruction over and above the mandated instructional hours. Middle school students participate in a year long ELL talent program that focuses on writing. This additional instruction has also provided time for social skills building and our ELL's to form a strong social network. All middle school ELLs also share the same advisory time and teacher. Advisory focuses on peer issues and middle school transitions.

3. ELL training for all staff as per Jose P. is scheduled for Spring 2011.

E. Parental Involvement

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

1. We have a strong, involved PTA, consisting of ELL and nonELL parents/guardians. All parents/guardians including the parents/guardians of ELL's are invited to attend parent curriculum workshops, PTA meetings, Breakfast with the Principal and our Annual International Dinner and other scheduled social and cultural events. Parents participate in High School tours and the Middle School Fair. The PTA reaches out to get parents involved in planning, as well as, participating in these events. Parents also trained to volunteer as learning leaders in classrooms throughout the building.

2. Our PTA offers informal chat sessions for all parents/guardians including ELL families to voice their concerns. Roosevelt Island is a highly diverse community, which has a long tradition of hosting ELL families from all over the world.

3. We use the feedback from the learning environment survey to evaluate and better address the needs of our ELL families. Our PTA reaches out to new families and parents are encouraged to attend PTA meetings to inform the PTA of their needs and concerns.

4. We offer a Saturday English Conversation class for parents/guardians to help them network. ELL parents/guardians are always invited to

school concerts, publishing parties, end of unit celebrations, cultural performances, math and science fairs and much more. Classroom teachers ask ELL parents/guardians to volunteer to read aloud and share their cultural heritage in the classroom.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	3	2	3	2	1	0	0	0	0	0	0	0	17
Intermediate(I)	0	1	2	0	1	3	4	2	2	0	0	0	0	15
Advanced (A)	1	0	0	3	1	3	2	1	0	0	0	0	0	11
Total	7	4	4	6	4	7	6	3	2	0	0	0	0	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	3	0	2	1	1	1	0	1	0				
	I	0	2	2	0	0	1	1	0	0				
	A	1	1	0	2	2	3	4	2	2				
	P	0	2	2	2	2	4	1	1	3				
READING/WRITING	B	3	3	2	1	1	1	0	0	0				
	I	0	1	2	1	0	2	4	2	2				
	A	1	0	0	2	2	4	1	0	0				
	P	0	1	2	1	2	2	1	2	3				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	2	0	0	2
6	2	1	0	0	3
7	1	1	0	0	2
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	0		3		0		1		4
5	2		1		2		1		6
6	0		2		2		0		4
7	0		2		0		0		2
8	0		0		0		0		0
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		0		1		1		3
8	0		4		5		0		9
NYSAA Bilingual Spe Ed	0		0		0		0		0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		0		4		0		5
8	0		4		5		0		9
NYSAA Bilingual Spe Ed	0		0		0		0		0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>ALGEBRA</u>	3	0	3	0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language	0	0	0	0
Other	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Reading levels are assessed quarterly by the classroom teacher using Fountas and Pinnell. Fountas & Pinnell independent and guided reading levels determine independent book choices by the student and teacher guided reading level groupings. ELA & Math Acuity assessments also provide ELA data. NYSESLAT scores, both listening & speaking, and reading & writing provide planning data. Former ELA exams, in particular item analysis of those exams are utilized in planning. Data from formal assessments and informal assessments drives instruction through out the school.

2. Data patterns on the NYSESLAT show that reading and writing are consistently less advanced than listening and speaking. Students in grades K,1 2, generally make the greatest progress in one year, and can move from beginner to advanced or proficient in one school year. A

understanding of content areas in English, especially for upper grades. Who, when taking the test are limited by their understand of content and language. In the future more appropriate ELA periodic assessments will be administrated to generate more meaningful data.

6. NYSESLAT results from June 2010 show that a majority of students advanced, some progressed more than one NYSESLAT level in a single school year. Students who have been in the program the longest are full time special education students, who receive ELL services according to their IEP, they remain in the program the longest and show the least amount of progress. Students are working on writing during ELL pullout to develop their writing. Judging from the NYSESLAT results we have made progress in moving students through the ELL program. Historically, our students also perform better on the NYS Math Exams and the Science tests, where there is less reading and writing required.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/22/10
	Assistant Principal		11/22/10
	Parent Coordinator		11/22/10
	ESL Teacher		11/22/10
	Parent		11/22/10
	Teacher/Subject Area		11/22/10

	Teacher/Subject Area		
	Coach		11/22/10
	Coach		
	Guidance Counselor		11/22/10
	Network Leader		11/22/10
	Other		