



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE ROOSEVELT ISLAND SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M217

PRINCIPAL: MANDANA BECKMAN

EMAIL: MBECKMA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mandana Beckman	*Principal or Designee	
Fay Christian	*UFT Chapter Leader or Designee	
Dawn Price	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jill Feldman	Member/Teacher	
Alison Mermel	Member/Teacher	
Le Diana Harrison	Member/Teacher	
Nikki Leopold	Member/Parent	
Lori Sanchez	Member/Parent	
Laura Bechtel	Member/Parent	
Kristen Rogers	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - Build Teacher Grade Level teams/Middle School Content area teacher's capacity to align units of study with the Common Core Learning Standards (CCLS).
 - Each K-5 grade team will develop 2 units in ELA and 2 units in math to reflect the CIE focus standards. Each 6-8 core-content area teacher (ELA, Math, Science, Social Studies) will develop 2 units to reflect the CIE focus standards.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - *This goal directly aligns with the 2011-12 Citywide Instructional Expectations. PR – our ELA median adjusted growth percentile was 58.5. On our 2011-12 QR, AFIs include: 1.1 Refine curriculum emphasizing rigorous habits and higher order thinking skills to meet the needs of all learners; and 1.2 Strengthen the quality and consistency of differentiated classroom strategies to ensure they are prevalent throughout all classes and targeted to improve instruction.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - All teachers in elementary grade level and MS content areas will implement 2 Common Core units that: align with the CIE focus standards; embed higher-order skills as outlined in the relevant Common Core instructional shifts; and assess student learning with rigorous performance tasks.
 - All teachers will participate in weekly grade level/content areas meetings during their common planning period, professional period, with the support of the Coach, Principal, Network Coach and AUSSIE consultants.
 - Grade teams/ MS content areas will examine student work and data from 2011-12 school year to understand gaps in student knowledge or skill; and to inform revisions to their instructional units.
 - Grade teams/ MS content areas will refine curriculum units and ensure alignment with CIE focus standards and the principles of universal design for learning.
 - Teachers will assess the quality of student work that comes out of the implementation of the first unit to examine performance of subgroups (ELLs, SWDs, lowest 1/3, lowest 1/3 citywide, and Black / Hispanic Males, high-performing including G&T where applicable).
 - Budget permitting, teachers will have additional per session opportunities for curriculum planning and task design.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Offer parent workshops two times per year by each teacher/staff member to support the learning of the curriculum, CCLS or classroom practice.

Budget and resources alignment

✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- ✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Funds allocated for a full time Coach
- Funds allocated for Professional Development Services with AUSSIE and Math Consultant
- Funds allocated for per diem and per session for work on CCLS and assessment data

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - Improve student achievement in literacy as measured by the NYSED ELA exam.
 - At least 50% of our students will demonstrate proficiency on the NYSED ELA exam by scoring at least a level 3.
 - On the January administration of the Acuity Benchmark Assessments, at least 35% of students in grades 3 – 8 will demonstrate that they are on track to score at least a level 3.
 - For each of the two ELA CCLS units, as scored on a rubric, 80% of the students will improve at least 1 level from the pre-assessment to the final performance task.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - *In 2011-12, 43% of our students demonstrated proficiency on the ELA exam with an average proficiency level of 2.85. We believe that more of our students are capable of achieving ELA proficiency.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - All teachers in grades 4-8 will implement a minimum of two CCLS-aligned units that incorporate non-fiction reading and the CIE focus writing standards (standard 1 for grades 4-5 and standard 1 and 2 for grades 6-8).
 - All teachers will meet weekly with the Principal, Coach, Network Coach or AUSSIE consultant during common planning period/professional periods to develop their understanding of the writing process, reciprocal teaching, and text-based questioning.
 - Teacher teams will use a rubric to examine student work to identify if students are learning and implementing the objectives of the lessons; and to make the appropriate revisions to lessons plans when students do not demonstrate proficiency.
 - Middle school content-teachers will continue to implement Hochman Basic Writing Skills in their content classes.
 - Middle school content-teachers will participate in a network-sponsored labsite focused on literacy strategies within secondary content. In addition to the labsite, they will receive bi-weekly on-site coaching from our network literacy coach.
- Response-to-Intervention programs such as Foundations and Just Words will be used with select subgroups to enhance navigating and comprehending

informational texts.

- Based on the winter periodic assessments, students will be assigned to extended day to receive targeted skills support.
 - If the budget permits, teachers will have per session opportunities for curriculum planning and task design.

Strategies to increase parental involvement

- ✓ All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Offer parent workshops two times per year by each teacher/staff member to support the learning of the curriculum, CCLS or classroom practice.

Budget and resources alignment

- ✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- ✓ Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- ✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Funds allocated for a full time Coach
- Funds allocated for Professional Development Services with AUSSIE and Math Consultant
- Funds allocated for per diem and per session for work on CCLS and assessment data

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Improve student achievement in mathematics as measured by our median growth percentile.
 - Our adjusted median growth percentile will increase to at least 50.
 - On the January administration of the Acuity Benchmark Assessments, at least 40% of students in grades 4 – 8 will demonstrate that they are on track to score at least a level 3.
 - For each of the two CCLS math units, as scored on a rubric, 80% of the students will improve at least 1 level from the pre-assessment to the final performance task.

Comprehensive needs assessment

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

- *In 2011-12, while two-thirds of our students achieved proficiency in mathematics on the NYSED exam, our median adjusted growth percentile in math was 44, placing us at the bottom of our peer group.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- All teachers of math will implement two Common Core- aligned math units that embed expectations for the Domain of Focus for grade bands and Mathematical practice 3 and 4 (Modeling and constructing viable arguments and critiquing the reasoning of others)
- All teachers will meet weekly with the Principal, Coach, Network Coach or AUSSIE consultant during common planning periods/ professional periods.
- Middle school math teacher will participate in math leaders monthly work-group with network coach.
- Teachers will use a rubric to assess the quality of extended responses and make revisions to subsequent units.
- Teachers in grades 4, 5, and 8 will use the data from the Multi Strand Assessment that will be given 2 times during the year to adjust their planning of subsequent units.

- A cross-grade team will collaborate with administration and coaches to refine the curriculum to ensure CCLS-alignment and clear vertical articulation – including defining “math strategies” to be acquired at each grade in the school.
- Based on the winter periodic assessments, students will be assigned to extended day to receive targeted skills support.
- Budget permitting, teachers will have per session opportunities for curriculum planning and task design.

Strategies to increase parental involvement

- ✓ All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Offer parent workshops two times per year by each teacher/staff member to support the learning of the curriculum, CCLS or classroom practice.

Budget and resources alignment

✓ Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Funds allocated for a full time Coach
- Funds allocated for Professional Development Services with AUSSIE and Math Consultant
- Funds allocated for per diem and per session for work on CCLS and assessment data

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Improve IEP students' achievement in literacy as measured by the NYSED ELA exam.
 - On the 2013 NYSED ELA, at least 20% of our IEP students will achieve proficiency.
 - The Acuity benchmark assessments administered in January/February 2012 will indicate that at least 10% of IEP students are on track to score in Level 3 or 4 on the NYS ELA exam.

Comprehensive needs assessment

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

- *On the 2012 NYSED ELA assessment, only 1 of our IEP students achieved proficiency.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- Network SpEd Instructional Coach will work with Self-Contained and SETSS teachers on a bi-weekly basis to plan accommodations / adaptations and model teaching strategies.
- The assistant principal who has expertise in special education and RTI will work with all staff to provide training in UDL strategies for all students.
- All IEP students will participate in extended day to receive additional support.
- Content-area teachers will push into the self-contained class to ensure students are engaged in adapted but grade-level curriculum.
- Self-contained students will participate in flexible programming to participate in some content subjects with grade-level peers.
- Students will participate in simulations of the state exam so they can build up stamina and practice test-taking strategies throughout the year.

Strategies to increase parental involvement

- ✓ All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Offer parent workshops two times per year by each teacher/staff member to support the learning of the curriculum, CCLS or classroom practice.

Budget and resources alignment

✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Funds allocated for a full time Coach
- Funds allocated for Professional Development Services with AUSSIE and Math Consultant
- Funds allocated for per diem and per session for work on CCLS and assessment data

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Improve teacher effectiveness, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observations.
 - In addition to formal observations as required by the UFT contract, principal will visit each teacher's classroom 3 times over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to Danielson's 3 competencies identified in CIE or the other 3 identified in the 11-12 school year.
 - To ensure timeliness, formative feedback will be provided within 1 week for 2/3 of the observations.

Comprehensive needs assessment

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

- *This goal directly aligns with the 2011-12 Citywide Instructional Expectations. In the 2011-2012 Learning Environment Survey, 36% of teachers disagreed with the statement "School leaders visit the classrooms to observe the quality of the teaching at my school;" and 60% disagreed with the statement, "School leaders give me regular and helpful feedback about my teaching."*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

- In addition to formal observations as required by the UFT contract, principal will visit each teacher's classroom 3 times over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to Danielson's 3 competencies identified in CIE or the other 3 identified in the 11-12 school year.
- To ensure timeliness, formative feedback will be provided within 1 week for 2/3 of the observations.
- In consultation with administration, teachers will identify professional goals to work on in the beginning of the school year. Returning teachers may choose to continue with last year's goals or create new ones.
- Principal will conduct informal teacher observations to give formative feedback aligned to Danielson's 3 competencies identified in CIE and/or additional competencies as co-determined with the teacher.
- Through AUSSIE consultants, the school coach, network PDs, teachers will engage in opportunities to "norm" what effective teaching looks like.

- Teachers and the Principal will engage in midyear conversation and end-of-year conversations – to reflect on the feedback given, self-assess their development within the competencies, and also give feedback to the principal about the efficacy of this process.

Strategies to increase parental involvement

- ✓ All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Offer parent workshops two times per year by each teacher/staff member to support the learning of the curriculum, CCLS or classroom practice.

Budget and resources alignment

- ✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- ✓ Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- ✓ Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Funds allocated for a full time Coach
- Funds allocated for Professional Development Services with AUSSIE and Math Consultant
- Funds allocated for per diem and per session for work on CCLS and assessment data

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Fundations, Just Words, Teaching Basic Writing, direct instruction centers	Small Group	37.5 am, during the school day
Mathematics	Stern, EDM, TERC, Math Games, ECAM centers, Math Steps	Small Group	37.5 am, during the school day
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	counseling	1 to 1 small group	during the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

PS/IS 217 is committed to recruiting, supporting and retaining a staff comprised primarily of Highly Qualified Teachers.

Recruitment is a challenge and we are often told this is due to our location. Therefore we reach out to network schools for recommendations, collaborate with our network HR manager, utilize our staff members as resources and outreach to colleges/universities as well as publicize available positions.

The school has an interview committee made up of administration, a full time coach, three classroom teachers and a related service provider. The team reviews resumes, conducts interviews, observers demo lessons and debriefs.

New teachers are supported by their mentor through one on one coaching as well as group meetings. New teachers work with veteran teachers on grade level. All staff are supported with staff development opportunities: meeting with consultants, grade level meetings, observations, inter and intravisitations. New teachers are also support through our network.

Retention of staff is being examined and there has been an increased emphasis on improving communication based on data from the Learning Environment Survey.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Yuet Chu	District 02	Borough Manhattan	School Number 217
School Name The Roosevelt Island School			

B. Language Allocation Policy Team Composition [?](#)

Principal Mandana Beckman	Assistant Principal Jennifer Bartolino
Coach Ursula Fokine	Coach type here
ESL Teacher Daniel Hirsch	Guidance Counselor Elaine Liu
Teacher/Subject Area Nicole Menschel	Parent Summer Lord
Teacher/Subject Area	Parent Coordinator Lauraine Rademaker
Related Service Provider Laurie Kolin	Other type here
Network Leader Yuet Chu	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	389	Total Number of ELLs	39	ELLs as share of total student population (%)	10.03%
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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.
5. 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.)
6. 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. 

1. Our school follows all city and state guidelines. All families new to the NYC system (ATS Code 58) receive a Home Language Survey from the pupil accounting secretary. After initial consult with parents/guardians, at the the time of registration, by a pedgogue and according to responses on the Home Language Survey, new possible ELL students are given the LAB-R by the ELL Teacher, Daniel Hirsch, within ten days of enrollment using the LAB-R testing instrument. Our staff includes teachers who have conversational and may have reading and writing ability in Hebrew, Chinese, Spanish, German, Romainian, Russian, Turkish, Finnish, Japanese, and French. Mr. Hirsch, our certified ESL teacher, speaks, Spanish, German, Turkish, Japanese, Finnish and French. He is the only teacher who administers the LAB-R. We historically have not, and currently do not offer the LAB-R in Spanish to identify potential Spanish ELL students. If students qualify they will receive ELL services based on the degree of their English Language ability level. We confirm LAB-R is administered to students who appear on the Students Eligible For Revised Lab (LBR) in ATS. These new students will later take the NYSESLAT in the Spring of 2012 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 and will take all other mandated state tests with ELL modifications may include written translate exams, orally translated tests, glossaries, time and 1/2, and separate location. All new ELL's and ELL students already in our ESL program, are administered the NYSESLAT as per the NYSESLAT Eligibility Roster (RLER) in ATS. ELL's already in the program (for a year) will also take the NYS ELA exams, math, science, etc. along with the NYSESLAT.

2. LABR is administered within in 10 days of enrollment, then within 24 hours using formatted DOE letters in English and in translations, where available and when needed, parents/guardians are notified of their child's LAB-R (informal) assessment results. Parents/guardians whose children qualify for ESL are invited to an orientation meeting, by letter home. We offer parents 2 date options, and meetings are held within a week of LAB-R results. This year meetings were held on Sept. 20th and 21st, 2011. Invitation, attendance sign sheets are available for review in our ELL Binder. We will have staff, when needed, make phone to parents conveying information and invitation to ESL orientation meeting. The ESL teacher, Daniel Hirsch, Parent Coordinador, Lauraine Rademaker, Program Coordinator, Ursula Fokine 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 Program Selection Form. 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 have conversational and some reading and writing ability in Hebrew, Chinese, Spanish, German, Romainian, Russian, Turkish, Finnish, Japanese, Greek and French, they are made available to provide oral translation when needed. Mr. Hirsch our certified ESL teacher speaks Spanish, German, Turkish, Japanese, Finnish and French. All other pedgogues who speak second languages are licensed Middle School, or Common Branch or Early Childhood teachers. Additional funds have been set aside in the school and PTA budget to provide additional translators if needed through services like LIS Translators. If parents do not attend orientation, Mr. Hirsch reaches out by phone, sets up a meeting with those parents where they are informed of the choices and can completed Program Selection Form. Currently all ESL families have completed the survey. We continue to invite, provide information, have parents fillout the Program Selection Form throughout the year as ELL's register. As of today, we have no families who opted for TBE/DL in the past or present.

3. Within 24 hours of determining ESL eligibility entitlement letters are distributed by backpack home, in English and in translation (where/when available from the DOE). At the same time students who are eligible also bring home an invitation for Parent/Guardians to attend orientation "ESL Choice" meeting. The parent coordinator/pupil accounting secretary maintains all files and records. We of Initially we offer two date options, and meetings are held within a week of determining eligibility. This year meetings were on Sept. 20 & 21. 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 kept in the permanent file and the Program Selection form is kept on file by the ESL teacher for the time the student is in our school, then placed in their permanent record file. When ELL's arrive throughout the year additional meetings are scheduled so parents/guardians are know choices and paperwork is completed.

4. Placement letters, explaining LAB-R results, amount of ESL services student receive and schedule for ESL services is sent home via backpack. Parents/guardians, classroom teachers and the students are notified in writing of the students' ELL pullout schedule. Our ESL teacher maintains these files. Use RLAT (ATS) report to cross check students who continue to be eligible for ESL services, those families receive notification by letter as well. This year letters provided by NYS with NYSESLAT results were sent home at the same time. Translated letters, when appropriate and available accompanied results. If and when needed pedagogues and the ESL teacher contact families by phone using parent/guardian home language to inform parents of student eligibility. Students are given ELL services based on mandatory NYC & NY State regulations, plus additional 37.5 min., and ELL talent in Middle School.

5. Historically, (over the last 4 years) 100% of our ELL families have opted to remain at our school within our ESL pullout program. Program Selection Forms, when received are reviewed to make be sure we are the program of choice. Completed Program Selection Forms, collected over the past 4 years show that the ESL pullout program we provide continues to be the preferred program.

6. We have received no requests for alternate program models. When the circumstance should arise, the initial step would be to assist families by reaching out to our Network (103) and to the placement office for our district (02) to find sites that align with parent choice. We would also contact the Office of English Language Learners to provide and confirm appropriate schools.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
75%:25%)														
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	1	0	1	0	0	0					2
Total	0	0	0	1	0	1	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	4	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	35			1		1	3		3	39
Total	35	0	0	1	0	1	3	0	3	39

Number of ELLs in a TBE program who are in alternate placement: 0

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

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
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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	2	1		2		2	3	2	2					14
Chinese		1												1

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
Russian		1		1	1	1	1		1					6
Bengali														0
Urdu		1				1								2
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	2	1	2	1	1	1	2	2					15
TOTAL	5	6	1	6	2	5	5	4	5	0	0	0	0	39

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 taught by the ELL teacher. ELLs also periodically attend 37.5 minutes with their classroom teachers, giving teachers an opportunity to pre-teach more challenging lessons to further support the ELL students. Middle School ELL's also participate in

A. Programming and Scheduling Information

a double period of ELL Writing Talent program designed around their specific needs, this meets for the entire school year and offers an additional 90 minutes of ELL instruction for Middle Schoolers.

2. The majority of our ELL population consists of students who have been in the ESL entitlement program for less than three years. Beginning and Intermediate ELL's in lower school Grades K -2 are pulled out 8 periods a week, Advanced K- 2 students are pulled out 4 periods a week. Beginner & Intermediate students in Grades 3 -5 are pulled out 10 periods a week, Advanced students are pulled out 6 periods a week. Additionally Grade 4 & 5 at all levels are given talent with the ESL teacher for an additional 2 periods. Mr. Hirsch also pushes into grade 3 and 5 1 period each a week. Middle School Beginners & Intermediate students have 8 periods of pullout ESL instruction, Advanced students have 4 periods of pull out instructions. Additionally all ELL's in Middle School have 2 talent periods with the ESL instructor. Periods are 46 minutes each Additionally all ELL's receive additional 37 1/2 minutes 3 mornings per week, some with ESL teacher (others with classroom or content speciality teacher). 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. Mr. Hirsch, our certified ESL teacher, teaches all pullouts. When pushing in in Grade 5 and 3, he is co-teaching with the classroom teacher. Currently the number of students in each pullout group break down to K-2 groups consists of 8 Beginners, 2 Intermediates, 2 advanced students, a maximum ratio of 12 students to 1 teacher. Grades 3-5 currently consist of 4 Beginners, 1 Intermediate, 5 Advanced a student to teacher ration of 10 to 1. In Grades 6 to 8 we currently have 2 Beginners, 2 Intermediate and 10 Advanced ELL students for a ration of 14 students to 1 instructor.

We do not offer NLA instruction. All instruction both ESL are delivered in English. ELA instruction by classroom/ content area teachers are delivered in English.

School personnel are expected to differentiate lesson plans to address ELL needs. We use running records, miscue analysis, error analysis 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. ELL

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 and weekly teacher team meetings that review student work/data. 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. 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

A. Programming and Scheduling Information

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.

5. We currently have no SIFE students, if SIFE students enrolled we would assess to determine their reading and math ability. We would place them in the appropriate ESL grouping and we would offer them extra instruction through 37 1/2 minutes. They would have materials that are age appropriate but at accessible levels.

We have a high focus on reading and writing, for less than 3 years and take the ELA exam. Collaboration between the classroom teacher and the ESL teacher in order to help students to prepare for the ELA exam. After the first we give the CTB McGraw Hill predictives to all Els in ELA and we give the math one during student's first year. This helps to assess their needs and provides additional learning opportunities around specific skills and content areas. We also use the NYSESLAT data to focus instruction in reading writing listening or speaking.

For ELLs in the program from 4 to 6 years , we use the extended services data, and focus in on their deficits according to the NYSESLAT scores as well as teacher in put. We also practice the NYSESLAT to familiarize students with the format of the exam.

6.

7. Not only do these students receive ESL with all other gen ed ELL's at their level, they also participate in the ESL talent program for all ELL's .

Courses Taught in Languages Other than English ⓘ

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

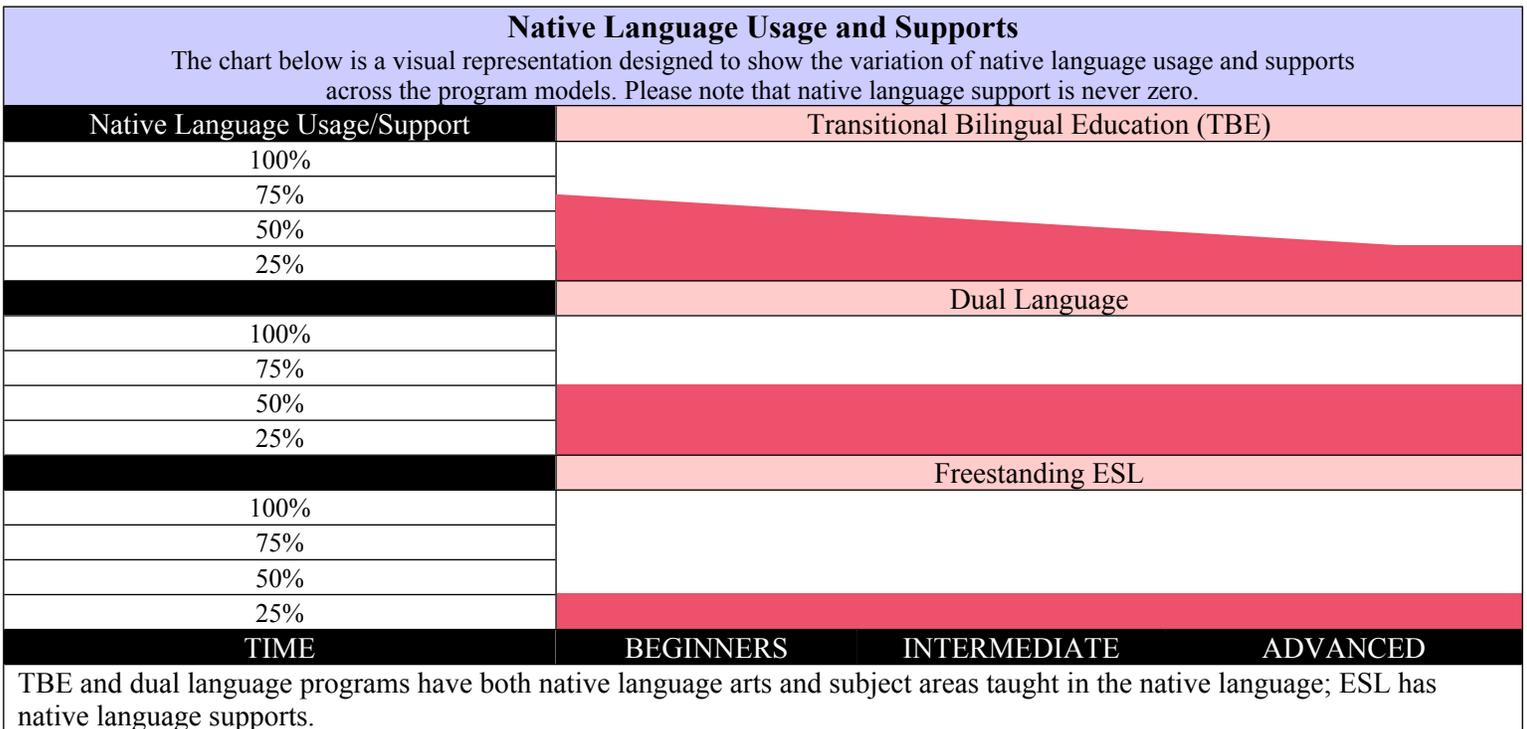
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	0
Social Studies:	English
Math:	English
Science:	English

Class/Content Area	Language(s) of Instruction
ELA	English
Talent	English
PE/HEALTH	English
Spanish	English

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. We have different levels of intervention, 3 tiered interventions are offered including our at risk services provided by the classroom teachers, speech teacher, SETTS teacher, OT, PT, school psychologist and counseling.
9. Former ELLS, who have achieved proficiency level on the NYSESLAT, are given the mandated additional supports, through testing modifications on both class exams and state mandated tests. Students receive time and 1/2, separate location, use of glossaries, oral translation when it can be provided by staff and hearing listening passages 3 times. Middle school ELLS also are invited to participate in the ELL talent program, which focuses on writing and meets for 2 periods each week with the ESL certified instructor. Additionally they receive differentiated instruction, work with buddies, and students and parents are provided with learning materials in native languages where available.
10. We are considering set up our after school clubs, which includes Creative Writing, Math Club, Cooking Club, Multicultural Club, Chorus/Drama Club and others. Depending on budget we are considering having the PEP, the Parents English Club, open to all ESL parents giving them instructions on how to assist their students academically, learn to navigate the school system, improve their daily communication skills and network with other ELL families.
11. We are hoping not have to discontinue any programs, as they have been the mainstay of our ELL program outreach. The ESL instructor
- 12a/b ELLs are expected and welcomed to participate in all programs offered to non-ELL students. Except for the ELL talent periods students are programmed just as non-ELL's. The ESL teachers helps to communicate the expectation of participation. This includes participation in language electives, talents programs, field trips, science lab work, science fairs, school concerts, etc. Through work with ESL teacher, differentiated instruction and buddy system students are able to fully participate. We are not able to offer after school programming this year due to budget reductions. Middle School ELL's are invited to 37 1/2 minutes with ESL teacher 2x per week and 1 x with the content area teacher of their choice. Lower school students are invited to 37 1/2 minutes with their classroom teacher.
13. Instructional materials to support ELL's include online access through PC's and smartboards, listening centers, CD players, and software in native languages. Both lower and upper school ELL's have access to language materials in native languages in content areas such as math, science, social studies primary resources. Math textbooks and consumables are available in Spanish, portions of the science textbooks and social studies primary documents are also available in Spanish.
14. As mentioned above we offer a large variety of materials in Native Languages to our ESL students in the ESL classroom and in the school Libraries. We currently have books on CD and in print and access to internet resources in Spanish, Russian, French, Korean, Chinese and other languages.
15. Yes, these materials are available at appropriate age and grade levels, offering ELL's stimulating, challenging and peer learning opportunities. Our ESL classroom and library have books, books on CDs and software in English, Spanish and several Native Languages. Efforts are made to acquire new materials in more languages as need.
16. We are unable to identify with certainty new ELLS before the school year. However, students and parents are welcomed and given information about our ESL program when they inquire or register before school begins. Our Parent Coordinator, and Administrators are

available to assist and answer questions. When school begins, our ESL teacher assesses students, reaches out to parents, by phone or in person to welcome new families. Students meet with the guidance counselor and dean for a tour and a review of their schedules. Students are also buddied up to help them acclimate.

17. Spanish language is offered as the language elective in grade 8. Budget cuts have limited Spanish to 1 year of Middle School. It has been challenging to teach students Spanish who are non-Spanish speakers who are already struggling to acquire English. ELL's are often programmed for ESL pullout instruction during Spanish. Heritage learners, already fluent in Spanish, often find this level of Spanish so fundamental that this offers little language instruction, but offers these students and opportunity to mentor non-Spanish speakers.

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)?

Not applicable, we are not a dual language school.

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. We continue to use 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. We use 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 research, content rich vocabulary and writing. This additional instruction has also provided time for social skills building and our ELL's to form a strong social network and a unified presence in our school community. All middle school ELLs also share the same advisory time and teacher. Advisory focuses on peer issues and middle school transitions. ELLs are expected to attend 37.5 min for small group tutoring/instruction given by ELL teacher and all content area middle school teachers.

3. Continuous professional development is given to teachers throughout the year that goes over the 7.5 minimum hours as per Jose P. In addition to this we are offering the professional development in the Language Allocation Policy LAP Tool Kit Facilitators Guide from the Office Of Language Learners, Spring 2011 to the staff by the ESL teacher. The ESL instructor attends professional development throughout the year as per the Network and the DOE.

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, SLT meetings and other meetings with staff and administration including our Annual International Dinner and other scheduled social and cultural events. Parents are encouraged to participate in information meetings here at the school and join in High School tours and the district Middle School Fair so they are more fully aware of educational options for their children. The PTA reaches out to get parents involved in planning, as well as, participating in these events. Parents and other trained members of the Roosevelt Island community are trained to volunteer as learning leaders in classrooms throughout the building. Parents are kept informed by letters and updated calendars sent home by packback and through our PTA Hawk Happening on line newsletter. In addition we reach out to parents through notices in our local community "Main Street Wire" weekly publication. Parents are invited to attend all PTA meetings, parent teacher conferences, classroom events, concerts, fairs, information meetings and graduation ceremonies. They are notified by phone, letter, PTA HAWKS happenings, information boards & bulletin boards, etc. Translation is provided by ESL teacher, other teachers, fellow parents and DOE translators. MS report cards in translation are becoming available this year in STARS, we intend to use them where available.

2. Our PTA offers informal chat sessions and coffee hours 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. Parent Coordinator provides reachout services to all new families, and uses DOE translators for correspondence whenever available. Parent Coordinator hosts along with Early Childhood specialists, parent workshops about parenting all families are invited to attend. Guidance and Parent coordinator hold high school and middle school applications process meetings for all parents, especially ELL families new to NYC.

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. Title III funding allows us to offer a Saturday English Conversation class for parents/guardians to help them network. This is run by our ESL teacher who is fluent in many languages. This is an opportunity for parents to network and assist each other to adjust to their new community. 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)	5	3		2		2			2					14
Intermediate(I)		2		1		1	1		1					6
Advanced (A)		1	1	2	2	3	4	4	2				0	19

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	5	6	1	5	2	6	5	4	5	0	0	0	0	39

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. We use Fountas and Pinnell to assess our students in reading and end of unit assessments in math from Everyday Math and Impact Math to assess math understanding. Data drives our planning, it enables us to accommodate the needs of all our subgroups including ELL students. Fountas Pinnell levels are available from each classroom teacher as are math outcomes.
2. Students generally do better in listening and speaking, compared to reading and writing. We also find that students test out in the lower grades earlier than those in grades 4 and up. Because of our student population, we find that many students leave our school before NYSESLAT testing and we do not get accurate data. We also get students who enroll just before the exam and the data may not reflect their ability levels. We have also noticed that the students who linger the longest in our ESL program are often Spanish speakers who have been classified special education students at some point after being designated as ELL.
3. The emphasis in instruction is on writing through the day, especially for Middle Schoolers in all content area courses.
4. We only have a pullout program. We tend to find most students move from levels at a steady pace, moving from B to I or A. We are also weary that it takes three years to move through the program. We have had some students who move from beginning to proficient in one year, but this is often the exception. We do not test them in their native language, except for translated tests in high frequency languages. We do not have EL SOL testing as we do not have certified EL SOL teachers. We are using the data from the ELL periodic assessments and the regular periodic assessments to determine student deficiencies. Work is assigned to students from the Aquity item banks. Item bank items are used for general instruction, small instruction and individual instruction. Students use glossaries to decipher unfamiliar vocabulary.
5. Does not apply, we do not have a dual language program.
6. We have a 47% proficiency rate last year on the NYSESLAT. All students generally move at least one level, if not two. We also evaluate the success by monitoring their progress through the year and comparing their NYSESLAT and RLAT scores.

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.

Paste additional information here

ESL schedule will be attached to this EMAIL.

Part VI: LAP Assurances

School Name: PS IS 217

School DBN: 02M217

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mandana Beckman	Principal		10/14/11
Jennifer Bartolino	Assistant Principal		10/14/11
Lauraine Rademaker	Parent Coordinator		10/14/11
Daniel Hirsch	ESL Teacher		10/14/11
Summer Lord	Parent		10/14/11
Nicole Menschel	Teacher/Subject Area		10/14/11
	Teacher/Subject Area		
Ursula Fokine	Coach		10/14/11
	Coach		
Elaine Lui	Guidance Counselor		10/14/11
Yuet Chu	Network Leader		10/14/11
	Other		

Requirement under Chancellor's Regulations – for all schools

DBN: 02m217 **School Name:** The Roosevelt Island School

Cluster: 1 **Network:** 103

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.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS IS 217	DBN: 02M217
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: during school
Total # of ELLs to be served: <u>14</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input 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 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: On the 2012 ELA exam 1 student made progress and scored in the 75th percentile or higher. We are a K-8 school, but have a small number of ESL students at each grade level and at each performance Level (Beginner, Intermediate, and Advanced). We believe that grades 3-5 ESL students learn best when they have the opportunity to transfer their learning to activities that reflect real life scenarios. We want ESL students to have the opportunity to apply their knowledge socially, as well as, academically so create a greater sense of belonging to the larger community. We believe that grades 6-8 ESL students need time to communicate with peers as a group and use social studies based content to have more meaningful interactions. ESL students receive the mandated number of hours through the pullout ESL program and then spend additional time with the ESL teacher for this supplemental program. Direct instruction is given by the ESL teacher, Daniel Hirsch, during the school day, more specifically during the lower school and upper school talent periods. For two periods a week the ESL teacher teaches tennis to grades 3,4,5 and teaches middle school (grades 6,7,8) social studies/writing talent to ELL's and former ELL's for 2 periods. In grades 3,4,5, tennis talent all ELL's students are serviced at the same time as general education students. Instruction is given in English only. In lower school tennis, sports equipment is used along with written copies of the instructions of how to play tennis and the rules of good sportsmanship. The grade 3-5 program is focused on listening and speaking. Learning activities include understanding instructions and following directions, working with others collaboratively, the usage of formal language vs. informal language, and appropriate social and academic behavior in varying situations. The grades 6-8 program involves reading, writing and speaking. Learning activities include communication, working within a group, grammar, and the mastery of content based vocabulary. During the middle school talent English, social studies textbooks, trade books, primary and secondary sources are used along with dual language glossaries and dictionaries. Mr. Hirsch, in addition, provides oral translation as he is fluent in Spanish, French, Turkish, Finnish, Russian and Japanese.

The Mandated/ Title III Schedule is as follow:

Monday: 1.B/I/A K-2, 2. B/I/A K-2, 3. B/I/A 6-8, 4. B/I/A 6-8, 5. Lunch,6. Prep, 7. B/I/A 3-5, 8.601 Push in
Tuesday: 1.B/I/A 3-5, 2. B/I/A 3-5, 3. B/I/A K-2, 4. B/I/A 6-8, 5. Lunch,6. Prep, 7. Title III 6-8,8.Title III 6-8
Wednesday: 1.B/I/A K-2, 2. Testing Pushing (where needed), 3. B/I/A 6-8, 4. B/I/A 3-5, 5. Lunch, 6. Prep, 7. B/I 3-5, 8. B/I 6-8
Thursday: 1.B/I K-2, 2. B/I K-2, 3. B/I 3-5, 4. B/I 6-8, 5. Lunch, 6. Prep, 7. Title III 3-5, 8. Title III 3-5
Friday: 1.B/I K-2, 2. B/I K-2, 3. B/I 3-5, 4. B/I 3-5, 5. Lunch, 6. Prep, 7. B/I/A 6-8, 8.B/I/A 6-8

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Our ESL teacher for Title III instruction receives professional development from the Network Coach monthly. They focus on reading, listening, speaking and writing techniques for ELLs, how to support various types of learners, and aligning the Common Core Learning Standards to ESL teaching. The ESL teacher for Title III instruction regularly attends grades 3-5 local workshops . The topics so far have included: Aligning the ESL Curriculum with the Common Core provided by our Network 103, Using Grammar Markers in Teaching Reading and Writing provided by DOE Speech Dept. , and Teaching Language Other Than English (upcoming to be provided by Network 103). The ESL teacher for Title III instruction will participate in Teacher Team Meetings on Thursdays, Mr. Hirsch is looking at ESL student work and discussing key strategies to improve student performance at all grade levels.

Part D: Parental Engagement Activities

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

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

Begin description here: The ESL teacher, of the Title III program, provides monthly 45 minutes workshops for the parent's of Title III students. The ESL teacher sends home notices in different languages (when possible) to contact parents about these workshop opportunities. The majority of our ESL parents are proficient enough in English to participate. We have teachers in the building who speak, Spanish, French, Greek, German, Hebrew, Japanese, Russian, Turkish, Chinese, Finnish, Hindi and Romanian. If needed these teachers are able to provide translation. We will be engaging translators for Vietnamese, Arabic and Serbian parent meetings and student testing. Topics for parents workshops have included, Helping Your Student with the English Language: Internet Resources to Make Home Connections; Reading Strategies to Help Students at Home; Writing Strategies to Help Students at Home, and teacher led workshops to support learning according to the Common Core Standards. Upcoming workshop will be Helping Your Student with the NYSESLAT. Additional workshops may be added. Workshops are held during 37 1/2 min. (7:52 a.m.- 8:30 a.m.).

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	11,200	The cost of this program is approximately 11% of the ESL teacher's salary.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		