



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE ROOSEVELT ISLAND SCHOOL MAIN DRAFT

DBN (i.e. 01M001): 02M217

Principal: MANDANA BECKMAN

Principal Email: MBECKMA@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: YUET CHU

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mandana Beckman	*Principal or Designee	
Fay Christian	*UFT Chapter Leader or Designee	
Julie Nymann	*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 Thomson	Member/ Staff	
Alison Mermel	Member/ Staff	
LeDiana Harrison	Member/ Staff	
Kim Massey	Member/ Parent	
Dalila Messaoudi	Member/ Parent	
Erika Hooper	Member/ Parent	
Kelly Arau	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

Continue to improve teacher effectiveness including those new to the profession with meaningful feedback, next steps and tailored PD from frequent cycles of observations. By June 2014, 50% of the those teachers who have received developing and effecting ratings in Domain 2 and 3 will receive solidly effective ratings in Domain 2 and 3

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.

Last year's Quantity Review identified: "The lack of targeted professional development to address these concerns hinders leadership's ability to clearly articulate expectations for all teachers and support teacher development vertically with a sense of purpose."

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Observe all full time K-8 classroom teachers will be observed 4 or 6 times based on Option selection
 2. Provide staff with PD from Staff Meetings, Teacher Teams, Lunch and Learn, 4 scheduled half Days, New Teacher Mentor , Network and Central PD, Consultants, Inter-visitations
 3. Develop an Observation and Feedback Tracker to identify trends
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal and Assistant Principal will collaborate and conduct observations
 2. Monthly Staff Meetings, a weekly Teacher Team meetings, Monthly Lunch and Learns, Half Days (Nov, Dec, Feb, May), Weekly new teacher mentor meetings, Network and Central PDs when offered, Consultants a minimum of 20 days, Inter-visitations including Administration, Coaches, CFN, Consultants, and Staff
 3. Principal and Assistant Principal will meet to review observation trends follow the 4/6 observation cycles
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. 60% of the teachers will receive effective in Domain 2 and 3 by the end of the 2013-2014 school year
 2. 100% of teachers will receive a minimum of 2 PD sessions related to the observed patterns and trends of the observations
 3. Create, Review, Maintain and Collect from the Observation and Feedback Tracker to impact professional development decisions
- D. Timeline for implementation and completion including start and end dates**
1. Beginning October 2013 and ending April 30, 2014
 2. Beginning October 2013 and ending June 24, 2014
 3. Beginning October 2013 and ending June 24, 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. No cost associated with this activity
 2. Per Diem rate for teacher coverage, Per Session for teachers, OTPS for Consultants
 3. No cost associated with this activity

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).

At the initial PTA meeting of the year, the Principal presented the Advance Rating system and MOSL to parents and guardians.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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.

Continue to improve student achievement in ELA such that by June 2014, 96 students out of 199 will be proficient as measured by 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.

Last year's PR indicated that 38.4% of 185 students tested were at level 3 or 4

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Refine Reading Curriculum to include guided reading, reciprocal reading, close reading, and literacy centers practice/instruction that is driven by F&P and DRP data
2. Refine Writing Units of study to include UDL as well as collect vocabulary data from each unit to be used as an inquiry for developing next year's word study curriculum. Gathering information around vocabulary and content words to be developed for next year's work

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Coach, AUSSIE Consultants and teachers meet to plan lessons, observe lessons, look at student work
2. Principal, Assistant Principal, Coach, AUSSIE Consultants and teachers meet to plan lessons, observe lessons, look at student work

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Small group instruction will happen 3 times per week as evidenced by teacher plans
2. Evaluate curriculum units against Engage rubric

D. Timeline for implementation and completion including start and end dates

1. Beginning October 2013 and ending June 24, 2014
2. Beginning October 2013 and ending Jun 24, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per Diem rate for teacher coverage, Per Session for teachers, OTPS for Consultants
2. Per Diem rate for teacher coverage, Per Session for teachers, OTPS for Consultants

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).

Parental Involvement is provided in the following ways: teachers provide two parent workshops, a Principal State of the School update, home school connection projects, open school week, narrative report card comments, LINKS newsletter, classroom newsletter, ESL progress report, parent sign off on PIPs, Tier1 ,Tier 2 and at home strategies needed.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

Continue to improve student achievement in Math such that by June 2014, 102 students out of 206 will be proficient in NYS Math 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.

Last year's PR indicated that 39.7% of 189 students were tested at level 3 or 4.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. Refine Math curriculum to include emphasis on mathematical fluency and ongoing assessments beyond unit exams

B. Key personnel and other resources used to implement each strategy/activity

- 1. Principal, Assistant Principal, Coach, K-5 Math Resources Consultant and teachers meet to plan lessons, observe lessons, look at student work

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. Small group instruction will happen 3 times per week as evidenced by teacher plans and assessment checklist and observations notes will be documented

D. Timeline for implementation and completion including start and end dates

- 1. Beginning October 2013 and ending June 24, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Per Diem rate for teacher coverage, Per Session for teachers, OTPS for Consultants

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).

Parental Involvement is provided in the following ways: teachers provide two parent workshops, a Principal State of the School update, home school connection projects, open school week, narrative report card comments, LINKS newsletter, classroom newsletter, ESL progress report, parent sign off on PIPs, Tier1 ,Tier 2 and at home strategies need.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1.

B. Key personnel and other resources used to implement each strategy/activity

- 1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1.

D. Timeline for implementation and completion including start and end dates

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Goal and Action Plan #5

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1.
- B. Key personnel and other resources used to implement each strategy/activity**
1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- D. Timeline for implementation and completion including start and end dates**
1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Tier 1 Interventions: Small group work in all areas of reading – Foundations, Repeated Reading, Reciprocal Reading, Goal driven small group writing Tier 2 Pull Out Interventions: Small Group reading and writing interventions – mixed grades – students group by targeted skills for remediation – Foundations, Wilson, Great Leaps, Repeated Reading, Reciprocal Reading, Teaching Basic Writing	Small Group	During the school day, Before school 37.5
Mathematics	Tier 1 Interventions: Small group targeted number sense and fact drill and practice, review games, ECAM centers Tier 2 Interventions: Small group mixed grades – students grouped by targeted areas for remediation	Small Group	During Class small group, Before school 37.5
Science	Tier 1 focus on ELA skills (note taking, reading comp, outlining, essay format)	Small Group	During Class small group, Before school 37.5
Social Studies	Tier 1 focus on ELA skills (note taking, reading comp, outlining, essay format)	Small Group	During Class small group, Before school 37.5
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-Risk Speech, OT, and Counseling	Small Group combined with mandated students group with same goals and 1 on 1	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 2	Borough Manhattan	School Number 217
School Name PS/IS 217 The Roosevelt Island School		

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

Principal Mandana Beckman	Assistant Principal Jennifer Bartolino
Coach Ursula Fokine	Coach
ESL Teacher Daniel Hirsch	Guidance Counselor Elana Hoffman
Teacher/Subject Area Anouchka Gold/General Ed.	Parent Jessica Steiner
Teacher/Subject Area Mallory Schwartz/ELA	Parent Coordinator Lauraine Rademaker
Related Service Provider Laurie Kolin	Other type here
Network Leader(Only if working with the LAP team) 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	485	Total number of ELLs	39	ELLs as share of total student population (%)	8.21%
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Part II: 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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	1					1
Freestanding ESL														
Pull-out	1	1	1	1	1	1	1	1	1					9
Pull-out						1								1
Total	1	1	1	1	1	2	1	1	2	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	37	0	0	1	0		1	0	1	39
Total	37	0	0	1	0	0	1	0	1	39

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE	0	0	0	0	0	0	0	0	0					0
SELECT ONE	0	0	0	0	0	0	0	0	0					0
SELECT ONE	0	0	0	0	0	0	0	0	0					0
TOTAL	0													

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	3	0	0	0	1	0	0	1					5
Chinese	0	0	0	0	0	0	0	0	0					0
Russian	0	0	0	0	0	1	0	0	0					1
Bengali	0	0	0	0	0	0	0	0	0					0
Urdu	0	0	0	1	0	0	0	0	0					1
Arabic	0	0	0	0	2	2	1	1	0					6
Haitian	0	0	0	0	0	0	0	0	0					0
French	0	3	1	0	1	1	0	0	0					6
Korean	1	0	0	0	1	1	1	0	0					4
Punjabi	0	0	0	0	0	0	0	0	0					0
Polish	0	0	0	0	0	0	0	0	0					0
Albanian	0	0	0	0	0	0	0	0	0					0
Other	2	5	2	1	1	2	1	1	1					16
TOTAL	3	11	3	2	5	8	3	2	2	0	0	0	0	39

Part III: Assessment Analysis

Assessment Breakdown

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

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)	2	5	2	0	3	2	1	0	0					15

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4	2	1			3
5					0
6		1			1
7	2				2
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1		1				4
4	1		1		1		1		4
5	1								1
6					1				1
7	2								2
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3		1		1		5
8							1		1
NYSAA Bilingual (SWD)									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	2	2		1
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								0

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS IS 217 uses Fountas and Pinnell to assess early literacy skills. Students instruction is based on F & P results. Students are placed into flexible literacy groups, whose composition and purpose are constantly changing. F & P data is collected 3 times a year along with numerous informal assessments, such as, running records, conferences, writing rubrics, etc. All students are given at least two writing performance tasks each year, when baseline, formative and a final assessment is given and scored. All data collected in F&P, and performance tasks are housed in our school google.docs database for our ELL teacher, service providers and future classroom teachers. The data reveals where the ELLs are and helps to drive future instruction. The data is also shared in order to help the classroom and ESL teacher to work in tandem in creating lessons that appropriate for each student.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
After reviewing the NYSESLAT scores this year we found that all students except for four made marked progress. The students either went up one or two levels or tested out. The four students that did not make progress did not drop a level, but stayed at the advanced level and all but one improved their total score in the advanced level. This one received the exact same score (advanced) in the previous year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
As the modality report is still not available in ATS, we can rely on past data. The data consistently shows us that students perform better in listening and speaking first and reading and writing later. Instructional decisions made based on that information include, oral rehearsal opportunities for ELL's when writing, partnership work in reading, small group instruction for guided reading at students instructional level, emphasis on vocabulary especially in content areas. New ELL's are encouraged to write in their native language and illustrate their writing. Careful planning is done between the classroom teacher and the ESL instructor.
4. For each program, answer the following:
 - a. 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?

ELLs facing standardized tests often do better with translated exams rather than glossaries. We had a struggling Korean student who recently scored a 4 on his math exam, he explained that the, "English was the hard part, not the math." We do try to provide oral translation whenever we have a concentration of students who speak a low incidence language, Arabic for example. Students welcome the opportunity for translation, glossaries were cumbersome and often equally difficult to understand.

ELA & MATH Periodic assessments, are no longer given, we use performance tasks currently. We also use writing rubrics, Fountas and Pinnell and MOSL. We found that data from periodic assessemens was difficult to access and and understand.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
The students who need extra support are given it through various interventions. A team of teachers, support staff, ESL teacher and administrators make up the PPT (Pupil Personal Team)/ RtI (Response to Intervention)/ School Implementation Team. After students' teachers identify ELLs that may need extra support Tier I and Tier II interventions are implemented and discussed at the team meeting. All teachers are trained in specific instructional strategies that will help guide students. Teachers make any necessary accomodations as needed. The PPT team meets weekly to discuss students who have been identified as needing extra support. A plan is made with classroom teachers, PPT, and ESL teacher to accommodate for the ELL. Each student is monitored by the classroom teacher and the PPT. After specific time periods pass students are re-evaluated and discussions begin about moving on the IEP process.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Taking into consideration what level an ELL is in their second language is used to inform classroom and content area teachers of each student's second language development stage and giving them strategies which helps them modify their instruction to encourage students' progeression to the next level. The use of modeling, visual aids, pre-teaching of vocabulary, glossaries, and making

connections between content areas are some of the strategies used.

7. 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?

NOT APPLICABLE

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ESL program by how well students do during the course of the year in their regular classes and content area classes. We also examine how well they do on NYC performance tasks, school performance tasks, and NYS Assessments (ELA, Math, and Science) We look at these data sources to determine how our program should be modified and shift our delivery of instructional and professional development.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Our school follows all city and state guidelines. All families new to the NYC system (ATS Code 58) receive a Home Language Survey in their home language from the parent coordinator. If the Home Language Survey is not available a person working at the school who speaks the foreign language or the Unit for Translation and Interpretation will be contacted and assist in filling out the form. The ESL teacher and parent coordinator work together to conduct a short interview with the guardians while they fill out the Home Language Survey. The answers are recorded directly to the Home Language Survey. After initial consult with parents/guardians at the time of registration with the ESL teacher and parent coordinator the student, is given the LAB-R according to responses on the Home Language Survey. The ELL Teacher, Daniel Hirsch, within ten days of enrollment administers the exam and reports the results to the classroom teacher, principal, testing coordinator, and parents. Mr. Hirsch 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. In the future the EL SOL could be administered if necessary. 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 (LAB-R) in ATS. These new students will later take the NYSESLAT in the Spring of 2013 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 translated 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. 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.

The LAB-R is administered within 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 in the beginning of October. Invitations, attendance sign sheets are available for review in our ESL Binder. We will have staff, when needed, make phone calls to parents conveying information and invitations to ESL orientation meetings. The ESL teacher, Daniel Hirsch, Parent Coordinator, 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. The parents are invited to ask questions at the meeting about program choice and are given all information before filling out the program choice form. If a program becomes available that is not currently offered at the present time the parent would be contacted and the parent would work with the Parent Coordinator and other staff in order to place the student in the program the parent chose. This meeting is held a number of times in the Fall and then throughout 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, Romanian, 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 pedagogues 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 complete Program Selection Form. Currently all ESL families have completed the survey. We continue to invite, provide information, have parents fill out 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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 meeting. The program choice and parent surveys are distributed at the orientation and filled out on the spot. The forms are then kept in the ESL binder located in the ESL teacher's room. The parent coordinator/pupil accounting secretary maintains all files and records. Initially, we offer two date options, and meetings are held within a week of determining eligibility. This year meetings were in beginning of October. 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 parents have attended the meeting. 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 informed of the options for their child and paperwork is completed.
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.
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
These new students will later take the NYSESLAT in the Spring to assess progress in English Language acquisition in the areas of listening speaking, reading and writing. Students are tested in a separate location with the ESL teacher and other teachers. 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.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If

no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

The ELL program provides ELL students with pullout services by the ELL teacher. The students are grouped homogeneously by grade groups of K-1, 2-4, and 5-8 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. 5th grade and Middle School ELL's also participate in 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. 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)?

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 -1 are pulled out 8 periods a week, Advanced K-1 students are pulled out 4 periods a week. Beginner & Intermediate students in Grades 2-4 are pulled out 8 periods a week, Advanced students are pulled out 4 periods a week. Additionally Grade 5 at all levels are given talent with the ESL teacher for an additional 2 periods. Mr. Hirsch also pushes into grade 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 periods of ELL services no matter achievement level on NYSESLAT. Mr. Hirsch, our certified ESL teacher, teaches all pullouts. When pushing in in Grade 5, he is co-teaching with the classroom teacher. Currently the number of students in each pullout group break down to K-1 groups consists of 7 Beginners, 5 Intermediates, 2 advanced students, a maximum ratio of 14 students to 1 teacher. Grades 2-4 currently consist of 5 Beginners, 0 Intermediate, 5 Advanced a student to teacher ration of 10 to 1. In Grades 5 to 8 we currently have 3 Beginners, 2 Intermediate and 10 Advanced ELL students for a ratio of 15 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. Middle School students receive ELA instruction for the following amount of time: 6th grade, 8 periods per week (368 minutes/weekly), 7th grade 9 periods per week (414 minutes/weekly), 8th grade periods per week (368 minutes/weekly.)

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.

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 foster language development and meet the demands of the Common Core Learning Standards.

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. Additionally, middle school advisory for

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

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

We are able evaluate students in their native languages when translations of tests are provided. Yet, since our ELL population speaks a variety of languages where translations are not available, we are in the process of trying to meet the needs of the variety languages our ELLs speak. On-going school and teacher assessments, periodic assessments and state mandated examinations are among the tools used to help determine ELL level of language proficiency. The NYSESLAT, LAB-R, state exams, Acuity assessments, quarterly Fountas and Penell Assessment data drives the adoption of instructional methodologies that best serve the ESL population. The practices and methodology we implement in supporting our ELLs are: Teachers will work with students on an individual basis: first to figure out what the needs of the student are. Students will be assessed using the LAB-R. They will be placed accordingly in the appropriate level ELL class. Then working with classroom teachers an individualized plan would be made in order to help the student succeed in meeting the grade level standards. At the present time we do not have any SIFE students at PS/IS 217. We will address case by case if a student is enrolled as a SIFE student.

Both short-term and long-term ELLs are in regular classrooms throughout the day except for when they receive their ESL instruction. For students who have been in a US school for less than 3 years we offer them the mandated ELL classes. First students are given the LAB-R and if they do not pass, they are immediately placed in level appropriate ELL classes. Students are instructed in all content areas in accordance with the minimum time allowances depending on their levels taken from the results of the LAB-R. Students are offered the following instruction in their regular classes: For writing, students are given individual focused instruction and put into small groups for guided writing. They practice listening comprehension using multi-media tools. They practice written reproduction and written response, analyze text by word level, they use word boxes and word families to improve vocabulary, they practice questions both written and orally, and explore different types of genres both fiction and non-fiction, including poetry. In reading ELLs are also offered individual focused instruction and put into small-guided reading groups. Students also practice speaking and listening in both ESL and regular classes using books on CD, listening comprehension exercises, music, and accountable talk. Students then take the NYSESLAT, and depending on their scores are kept in the ELL program or are offered an additional year of support by the classroom teacher. This support depends on the need of each individual student. Long-term ELLs, students being served for 4-6 years, have difficulties with reading and writing therefore they are given instruction the following ways. For writing, students are given individual focused instruction and put into small groups for guided writing. They practice listening comprehension using multi-media tools. They practice written reproduction and written response, analyze text by word level, they use word boxes and word families to improve vocabulary, they practice questions both written and orally, and explore different types of genres both fiction and non-fiction, including poetry. In reading ELLs are also offered individual focused instruction and put into small-guided reading groups. They are given multiple-choice questions on tests. As mentioned above students will be accommodated by using the various teaching techniques to support their needs even when a level of proficiency has been met. Students may also receive additional support from ESL instructors during 37.5 minutes. Since class sizes are small and classroom teacher are supportive finding the time to teach all students has not posed a problem at this point. All students currently receive at the very minimum the mandate hours of instructional time.

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

The assessments in F & P (quarterly), the writing performance tasks, on going conferences, running records, and unit exams, as well as other teacher made assessments all help to evaluate students in all four modalities. etc. All of these provide on an ongoing evaluation of the students' ELA acquisition.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. 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.

b. We have a high focus on reading and writing, for less than 3 years and must 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 ELLs 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.

c. For ELLs in the program for 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 input. Any classroom interventions are evaluated and modified as necessary. We also practice for the NYSESLAT to help students to become familiar with any changes to the exam.

d. Students in our program currently who are in the program 6+ years equal one student who is in Special Ed Self Contained. We continue to use Response to Intervention as well as looking closely at the IEP for any modifications. We also offer extra services for the student and have set him up with a special after school tutoring program. We also work closely with his classroom teacher to help him improve.

e. Students who after testing proficient still receive all state mandated modifications for state and city tests. They also invited to 37 1/2 minutes as needed. The ESL teacher also pulls them out as needed to help them with classroom work and any additional help they might need.

7. 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?

In order for our students to succeed our ESL 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. The ESL teacher also meets with other service providers and consults with the IEP in order to follow mandated accommodations and services. The ESL teachers also meets with classroom teachers to consult, advise make any necessary accommodations to meet the needs of all ELL-SWD's. The ESL teacher also meets with parents and participates at IEP meetings and is a member of the PPT.

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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Not only do these students receive ESL with all other general education ELLs at their appropriate level, they also participate in the ESL Talent Elective. Students also participate in school activities with general education students.

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	Class/Content Area	Language(s) of Instruction
Native Language Arts:		ELA	
Social Studies:		Talent	
Math:		PE/Health	
Science:			

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

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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	45 minutes per day	45 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.
- We have different levels of intervention, 3 tiered interventions are offered including at risk services provided by the classroom teachers, speech teacher, SETTS teachers, OT, PT, school psychologist and counseling. All teachers also follow protocol with Response to Intervention (RTI) using various strategies in the classroom in order to help students who are experiencing academic difficulties. All services are offered in English. Any students who may need extra services listed above are dealt with following state protocol.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current ESL program helps students to learn English through content based instruction. The students are exposed to texts that are used in the home room or content classes depending on the grade level and subject. Students are encouraged to experiment with the English language and encouraged to try, even if they make a mistake. Students are also supported back in the classroom when not in the ESL class by their homeroom/content teachers. Language development focuses on a variety of methods including: TPR, grammar learning activities, open discussion, pair-work, projects, and group activities all which encourage all four modalities; reading, writing, speaking and listening.
11. What new programs or improvements will be considered for the upcoming school year?
- 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.
12. What programs/services for ELLs will be discontinued and why?
- We are hoping not have to discontinue any programs, as they have been the mainstay of our ELL program outreach.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

ELLs in the lower school participate in Music, Computer Literacy, Spanish, Art, Gardening and other programs such as dance and yoga and movement. Upper school and 5th grade ELLs are placed in a specific ESL Writing and Art program taught by the ESL Teacher. All Ex-ELLs participate in tennis, music or Computer Literacy classes.

19. For schools with dual language programs:

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

NOT APPLICABLE

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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.

2. PS/IS 217 will also participated in SIOP professional training and turnkey training to staff. Working with AUSSIE staff developers to refine curriculum maps. Many of the professional development sessions focus specifically on delivering Common Core-aligned instruction. Information gathered and learned at these PDs is later included in lesson planning. Also, we continue to use three books for school wide book study: Asking Better Questions, Reading & Writing in Kindergarten, Non Fiction Matters Reading, Writing and Reseach in Grades 3-8 support school wide goal for greater academic achievement in reading and writing non-fiction. 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.

3. 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.

All staff are given access to a variety of supports that they can offer their students to prepare them for middle school and high school. Such resources include: glossaries for content in the students' native languages, they also receive various mini-packets through the year where they can access information to help their students. The guidance counselor also meets with students in families to prepare them for the high selection process and how to select schools that have strong supports for ELLs and former ELLs.

4. All staff will receive the minimum of 7.5 hours of ELL training as per Jose P. Such training includes: Lunch and Learn for teachers throughout the year about ESL, specialized workshops training held at the school, outside of school workshops and individual and group meetings throughout the school year as professional development. Records of school wide meetings and ESL Professional development are kept in the ESL teacher's binder and all staff maintain a professional development record on GoogleDocs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Traslations services are used when necessary in communicating with parents. These services have been used for the following: interpreting of parent-teacher conferences, registration process, lunch forms, administration contact with parents, workshop interpreters and other school based activities.
 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. We partner with the Salvadori Center, Studio in a School, Ballroom Dancing, Colombian Dancing, Yoga and Movement, the Living Library, I DIG 2 Learn, the New York Historical Society and China Institute are also working with our school.
 3. We use the feedback from the learning environment survey to evaluate and better address the needs of our ELL families. We also use feedback fromr used at any parent workshops to gather information and evaluate the success of the workshops. We also use the feedback to create new workshops and learning opportunities for parents in the future. Our parent coordinator also reaches out to parents and ask for feedback by use of surveys after any parent workshops are presented. The parent coordinator also distributes letters and invitations about any city-wide parent workshops. When available she also distributes them in various languages of the parents. Our PTA reaches out to new families and parents are encouraged to attend PTA meetings to inform the PTA of their needs and concerns. We also look at parent workshop feebck forms to see if there are any particular topics or questions parents may have.
 4. 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. Every teacher and service provider in the school also organizes two parent workshops to discuss and inform parents about resources available and how parents can help their students at home and school in being successful.

E. 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 response to question here:

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		11/15/13
Jennifer Bartolino	Assistant Principal		11/15/13
Lauraine Rademaker	Parent Coordinator		11/15/13
Daniel Hirsch	ESL Teacher		11/15/13
	Parent		11/15/13
Mallory Schwartz/ELA	Teacher/Subject Area		11/15/13
Anouchka Gold/General Ed.	Teacher/Subject Area		11/15/13
Ursula Fokine	Coach		11/15/13
	Coach		11/15/13
Elana Hoffman	Guidance Counselor		11/15/13
Yuet Chu	Network Leader		11/15/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M217 School Name: PS/IS 217 The Roosevelt Island

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 and RHLA reports 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		