



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ELEANOR ROOSEVELT HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M416

PRINCIPAL: MR. DIMITRI SALIANI EMAIL: DSALIANI@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dimitri Saliani	*Principal or Designee	
None – Election to follow	*UFT Chapter Leader or Designee	
Susan Carr-Malatzky	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Gabriella Carr-Malatzky Danielle Raskin Matthew Resnick Danielle Talmoore	Student Representatives (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tony Cacioppo	Member/Teacher	
Patrick Curran	Member/Teacher	
Jill Korber	Member/Teacher	
Neela Chandramouli	Member/Parent	
Cathy Chester	Member/Parent	
Judith Guberman	Member/Parent	
Mary Lish	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative 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 Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

During the 2011-12 school year, to have increased opportunities of professional faculty collaboration through weekly faculty, departmental, and advisory grade meetings, as well as periodic extended professional development which will result in sharing of best practices, as per CCSS, and additional interdisciplinary interaction, curriculum mapping/planning and student projects.

Comprehensive needs assessment

- To optimize student performance by increasing opportunities for faculty collaboration, common planning and examination of student work through consistent meetings that incorporate the CCSS expectations in multiple disciplines.
- To increase opportunities for interdisciplinary and departmental collaboration and conversation amongst the faculty.
- Teacher, student and parent/guardian feedback

Instructional strategies/activities

A)

- Increased faculty dialogue, collaboration and examination of students will be used to identify student subgroups that need additional supports, including but not limited to in-class instructional attention (including differentiation), mandated extra help or attendance to *ERHS Learning Center* to support students through faculty and peer tutoring opportunities Monday-Thursday.
- Interim progress reports, report cards, teachers/advisors/guidance staff will communicate with ERHS families (in-person and electronically) to enable communication of concerns and recommendations for school-based academic support programs to be maximized.
- All faculty members are assigned to meet in weekly departmental meetings to develop curricular materials, support services across grades and collaborative examination of student work as per CCSS. Rubrics and other common grading tools are developed in meetings.
- Focus on teacher effectiveness through informal and formal visits with time dedicated in meetings to sharing of best practices.
- Advisory faculty teachers (Grades 9-11) are assigned to weekly advisory grade meetings to develop curricular materials, including discussion topics that support year-long thematic goals, and reflection on student activities. Advisory teachers in the 11th grade are piloting an advisor-advisee weekly open hours time for students to access their advisor in a 1:1 setting. Periodic usage of this strategy is being used in all grades.
- Monday morning faculty meetings scheduled each week, to include sharing of best classroom practices by principal and faculty members through demonstrations based on informal principal observations, also to focus on students in need of support services and school-wide announcements.
- Periodic (2-3 per semester) extended professional development meetings focus on examination/revisiting of all CEP goals.
- Restructuring and reorganizing of faculty collaboration website to encourage faculty contribution for use as a resource, including school-wide writing rubrics, students identified with academic concerns for intervention and advisor-teacher meeting notes.
- Creation of faculty collaboration opportunities through principal walkthroughs once a month, leading to additional intervisitations amongst member of the faculty. Low inference feedback is generated and shared with teachers.

B) Professional periods are dedicated to weekly departmental/advisory grade meetings, to allow for consistent interaction amongst the faculty.

C) Teachers will work collaboratively with one another in departments and grade level advisory meetings. Agendas and notes will be taken in meetings to chronicle progress and communicate with the administration. Administration will periodically attend meetings to allow for direct communication between teachers and the principal. Academic assessments will be reviewed by faculty/administration to evaluate the effectiveness of the strategies/activities employed in the classroom.

D) September – June

Strategies to increase parental involvement

- Web-based communication is supported through the ERHS website that includes a letter from the principal, selected member of the community and upcoming news and information in the weekly calendar.
- New monthly web-based ERHS PTA Newsletter highlighting school information, school initiatives, class projects and trips, faculty information and alumni serves to allow for school-based news and initiatives to be distributed and disseminated by ERHS community.
- Monthly PTA meetings attended by the general parent population and principal, which include a themed topic of interest.
- Interim progress reports are distributed at 5-week intervals to inform families of current progress and areas of concern.

Strategies for attracting Highly Qualified Teachers (HQT)

DOE staffing regulations are followed through use of open market process to fill vacancies and attract HQT. Utilization of CFN services, networking with colleagues and outside institutions are also employed to attract highly qualified teachers.

Providing extensive onsite professional development as well as, encouraging faculty to participate in offsite PD workshops, seminars, college programs.

Service and program coordination

- Faculty created Google Docs of selected “in jeopardy” students are used for monitoring student academic progress. Attendance is monitored through the use of ATS and CAASS systems. This data/information will be provided to families through interim reports, report cards and school outreach.
- PPS prevention and intervention services, in line with federal, state, and local youth development guidelines, will be tailored to student needs.
- Administration, counselors and faculty attend workshops and mandated training to adhere to the regulations of the DOE, state and federal government.

Budget and resources alignment

- CFN #201 Instructional Specialist works consistently (biweekly) with Social Studies department to pilot the honing and developing of best practices to scaffold and align Argumentative Writing Instruction to the CCSS.
- Use of per-session funding for teachers leading the Learning Center, after school faculty and peer tutoring in the academic subjects.
- Use of Circular 6 assignments to enable both department and advisory grade-level meetings.
- Inquiry team funded monies will be used to examine through development of community feedback tools, such as surveys designed to measure effectiveness of selected goals.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, all students will be assessed, in multiple disciplines (at least four), to gauge mastery skills and concepts to produce effective and engaging persuasive, informative, analytic, and research essays.

Comprehensive needs assessment

- Faculty examination of formal and informal student writing.
- SLT Members, from all constituencies identified this as a need and priority.

Instructional strategies/activities

A)

SCHOOL-WIDE

- Writing standards will be introduced and established across all academic disciplines with consistent rubrics used for instruction and assessment.
- Presence of Learning Center to assist students after school with writing needs.
- Encourage sharing of polished student writing both within classes, and between sections of classes that share the same curriculum.
- Use of CCSS grade-level Writing goals 1-10 to develop lessons and grading rubrics to improve student writing.

ENGLISH

- Creation and implementation of mandatory one-semester Freshman composition course to focus on identified areas of concern, grammar, and essay writing to address college preparedness CCSS initiative.

SOCIAL STUDIES

- Students will develop analytic essays pertaining to historical, political, social, or economic topics which are supported by documentary evidence.
- Each Global History student will produce a research paper on a selected historical topic.
- Each American History student will write a review of one nonfiction history book.

MATH

- Topics in mathematics will be explored through several methods including essay and research writing.

SCIENCE

- Students will produce formal written lab reports in all Regents and AP courses.
- Students in non-Regents or AP courses will produce various pieces of writing such as publications and written component to debates.

ARTS

- Students will produce introspective writing across the curriculum.
- Courses will incorporate writing to help students express personal opinions about creative output, using research skills in music and art history classes, and

reflecting upon compositions in studio art and music performance classes.

FOREIGN LANGUAGE

- Students will produce compositions, which reflect complex thought in the target language.

B) English faculty members (4) are piloting a semester-long writing/grammar class for underclassmen to focus in needed areas of writing. All 9th and 10th grade students will take this course to support them as developing writers.

C) Teachers were integral to the creation of the writing course and they will take part in examining its effectiveness as they are currently some of the teachers of the students in both English literature and the writing class.

D) September-June

Strategies to increase parental involvement

- Web-based communication is supported through the ERHS website that includes a letter from the principal, selected member of the community and upcoming news and information in the weekly calendar.
- New monthly web-based ERHS PTA Newsletter highlighting school information, school initiatives, class projects and trips, faculty information and alumni serves to allow for school-based news and initiatives to be distributed and disseminated by ERHS community.
- Monthly PTA meetings attended by the general parent population and principal, which include a themed topic of interest.
- Interim progress reports are distributed at 5-week intervals to inform families of current progress and areas of concern.

Strategies for attracting Highly Qualified Teachers (HQT)

DOE staffing regulations are followed through use of open market process to fill vacancies and attract HQT. Utilization of CFN services, networking with colleagues and outside institutions are also employed to attract highly qualified teachers.

Providing extensive onsite professional development as well as, encouraging faculty to participate in offsite PD workshops, seminars, college programs.

Service and program coordination

- Use of CFN #201 instructional specialists to support school professional development, attendance at department meetings and observation of teaching and assessing of student work.

Budget and resources alignment

- Four teachers will have alternating semester-long writing courses for the 9th and 10th grade in their schedule to support writing related needs.
- Freshman Composition course will use *Writers Inc.* for instruction of writing skills and concepts. Books will be purchased using textbook allocation.
- CFN #201 Instructional Specialist works consistently (biweekly) with Social Studies department to pilot the honing and developing of best practices to scaffold and align Argumentative Writing Instruction to the CCSS.
- Use of per-session funding for teachers leading the Learning Center, after school faculty and peer tutoring in the academic subjects.
- Use of Circular 6 assignments to enable both department and advisory grade-level meetings.

- Inquiry Team, using funded monies, will review and reflect on effectiveness of selected goal.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

To enhance students' experience through quarterly reading and examination of non-fiction texts, and current event news articles aligning to CCSS goals.

Comprehensive needs assessment

- Student from the SLT team raised a concern for additional attention placed on the incorporation of current events into the school curriculum. The SLT agreed that this goal was substantial and important to pursue. Anecdotal feedback to teachers and administration was also considered in selecting the goal. CCSS mandate of increased reading of non-fiction to support student college-readiness.
- All students will have the opportunity through their advisory class and other classes to read an increased number of mandated non-fiction books (3+) in the 2nd-4th quarters of the school years. Advisors will review student advisory book lists to verify compliance, offer advice on suggested titles and use 1:1 meeting times to discuss student reading selections.
- All students will have the opportunity to discuss current event articles and news items (e.g. *New York Times* Op-Ed articles) in class and online using "sharing" websites to promote student dialogue and discussion of current events.

Instructional strategies/activities

A)

- All students will experience the implementation of this goal. Incorporation of periodic visits of 12th grade students to lead advisory discussions on current events in the 9th, 10th and 11th grade advisories, starting in December 2011. Suggested age-appropriate articles will be used to facilitate the discussion.
- There will be bi-weekly featured news articles embedded into the ERHS Weekly Calendar, to be used for in class and online discussions of current events, starting in December 2011.
- Students will read the timely news articles in advisory and discuss its implications and relation to topics being studied in history classes.
- Students will read one non-fiction book, at minimum, a quarter as a part of the CCSS initiative to increase the number of non-fiction texts read.
- Students will discuss books read (fiction and non-fiction) in periodic book talks with entire advisory.
- School Librarian has created groups of topic/subject specific, vetted online resources using the social-bookmarking tool Diigo. Many of these resources contain nonfiction content, as well as sites that can help facilitate advisory discussions. Students, and teachers must register Diigo to access these resources.
- Library's webpage on school website provides bibliographic instruction, access to online ready reference, directories, portals, research guides, etc.
- School librarian highlights current event topics through Google Sites "Timely Topics From Your Librarian," and on the bulletin board. Library materials that cover particular subject modules are displayed regularly.

B)

- Principal will use weekly letter to community to support the initiative. He will suggest articles to be discussed in advisory class meetings.
- Teachers and students will select and lead advisory class discussions on important news articles and topics.

- Student logging of non-fiction books into advisory reading lists.
- Class discussions of non-fiction texts/topics and current events in advisory classes.
- Examination of non-fiction data from checked out books in library.
- Examination of data from students and faculty interim surveys.

C) Administration, teachers and students will co-plan and implement the strategies

D) December to June

Strategies to increase parental involvement

- Parents will have access to current event articles through visiting the ERHS Weekly Calendar (PTA emails weekly calendar to parents that have provided emails as well.)
- Advisors will share progress of non-fiction readings in advisory class with parents through P-T conferences in Fall and Spring semesters, report cards and interim progress reports.
- Information on status of goal will be shared periodically at SLT and PTA meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

DOE staffing regulations are followed through use of open market process to fill vacancies and attract HQT. Utilization of CFN services, networking with colleagues and outside institutions are also employed to attract highly qualified teachers.

Providing extensive onsite professional development as well as, encouraging faculty to participate in offsite PD workshops, seminars, college programs.

Service and program coordination

N/A

Budget and resources alignment

- School will purchase additional non-fiction titles to supplement library offerings and advisory libraries to increase number of titles available for students to examine.
- School funds used to pay for part-time school librarian.
- Inquiry Team, using funded monies, will review and reflect on effectiveness of selected goal.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	0	0	0	0	7	0	0	0
10	0	0	0	0	10	0	0	0
11	0	0	0	0	10	0	0	0
12	0	0	0	0	14	0	0	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	
Mathematics	
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Individual and group counseling during the school day; family counseling as needed; coordination with external counseling services.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

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

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
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jie Zhang	District 2	Borough Manhattan	School Number 416
School Name Eleanor Roosevelt High School			

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

Principal Dimitri Saliani	Assistant Principal type here
Coach None	Coach type here
ESL Teacher Rachel Kosberg (as needed)	Guidance Counselor Laurie Bernstein
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Marty Trachtenberg
Related Service Provider None	Other type here
Network Leader Jie Zhang	Other type here

C. Teacher Qualifications [?](#)

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


Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	508	Total Number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1 & 4. We follow the traditional LEP identification process. Every new student who applies to our school from a different state or country is provided an HLIS form, and the parents are interviewed by the guidance counselor. During this process, we are able to determine if the student presents as an eligible ESL candidate. The certified ESL teacher then interviews the student and requests a writing sample to determine the level of proficiency. If the student is subsequently accepted into our program, (s)he is administered the LAB-R exam within the prescribed time frame and before finalizing any academic program. Prior to accepting an ESL student into the building, we inform the child's parent or guardian as to the educational options available. Since our school is a screened program and relatively small [fewer than 500 students], we offer only ESL support via free-standing ESL classes. We have, in the past, provided support for newcomers, even though they have passed the LAB-R exam. Communication is ongoing between the guidance counselor, the faculty, and the families, who are fluent in English and prepared to provide feedback regarding any language or cognitive weaknesses that they perceive at home.

2. At the beginning of the school year, the RLER report is run on ATS to double check the status of all new entrants and to ascertain which students require the LAB-R exam. We are open to accepting ESL students into the school and take all the normal steps to administer the NYSESLAT. We register our ESL teacher in any professional development meeting scheduled regarding its administration as a procedural refresher.

Prior to accepting an ESL student into the building, we inform the child's parent or guardian as to the educational options available. Since our school is a screened program and relatively small [fewer than 500 students], we offer only ESL support via free-standing ESL classes. We have, in the past, provided support for newcomers, even though they have passed the LAB-R exam. The content of the ESL support has, however, been partly established in conjunction with their academic teachers to supplement and reinforce concepts and vocabulary in Science and History in particular.

3. N/A

5 & 6. Since we have never had true ESL students in this school before, we have no historical data regarding program choices from parents.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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 (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is delivered using a pick a model and a form of grouping.
2. Students are programmed based on their level of proficiency performance as indicated on the RLAT Report as measured by the NYSESLAT and LAB-R. Students who are at the Beginners level have 3 classes daily every week; Intermediate level have 2 classes daily every week; Advanced level have 1 ESL Class and 1 ELA Class daily every week.
3.
 - Content areas deliver instruction following the Standards
 - instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping, practice opportunities and expectations for independent applications to help students meet and/or exceed New York State and City Standards.
 - Leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues
4. Students are identified through examination of writing sample and through interview.
5.
 - Integrate technology to support writing instruction and motivate students to use written language to communicate.
 - Draw on their background experiences and encourage connections between academic concepts and students' own lives.
 - Connect with students' families and culture. Use engaging instruction.
 - Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners.
 - Vary assessment strategies.

At Eleanor Roosevelt HS, the ESL program is self-contained. We currently do not have any ELL students at the school. When we have had ELL students in the past, the student program was adjusted to reflect his/her ESL level and the student was not registered for any foreign language or ELA class for the year. We adhere to the program requirements stipulated in CR Part 154.

Ongoing consultations with academic area teachers provide concept and vocabulary for future lessons and units which are introduced, discussed and practiced in the ESL class. An attempt is made to express these elements in multiple formats to enable the student to internalize and reinforce the notions, vocabulary and concepts through their multiple intelligences portals. The objective is to provide the necessary background and basic concepts prior to facilitate content area comprehension. A needs assessment based upon interviews with the student and her teachers leads to additional supports in identified content areas.

Although we have do not have SIFE (Students with Interrupted Formal Education), special needs, or long term ELL students at the present time, the LAP team is preparing itself for this contingency. Age appropriate, high interest and appropriate leveled reading materials would be ordered to address the needs of the students.

A. Programming and Scheduling Information

6. This is determined on a case by case basis as there have been very few ELL students at our school. Teaching strategies are determined based on the discussions with content-area teachers, student(s) and families.
7. Through additional meetings with certified ESL teacher to support classroom instruction and curriculum.

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				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

N/A

E. Parental Involvement

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

1. There is strong parent involvement at our school including as exhibited by attendance at our PTA meetings, family-centered special event attendance and contributions to the PTA (especially due to the budget crisis - over 40% of parents have made contributions). Outreach is made through weekly calendar on school website. All content on the school website can be translated to over 25 languages, including our most frequent first-home languages of Mandarin-Chinese, Polish and Spanish. Parents are called using automated calling

E. Parental Involvement

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

1. There is strong parent involvement at our school including as exhibited by attendance at our PTA meetings, family-centered special event attendance and contributions to the PTA (especially due to the budget crisis - over 40% of parents have made contributions). Outreach is made through weekly calendar on school website. All content on the school website can be translated to over 25 languages, including our most frequent first-home languages of Mandarin-Chinese, Polish and Spanish. Parents are called using automated calling system to inform them of school events and student attendance concerns. Families of absent students are called by the Pupil Accounting Secretary on a daily basis. Additional interim progress reports are backpacked and emailed home (from child's advisor) to inform and encourage an open dialogue regarding progress.

2. Network Team assistance is used to identify workshops and services to ELL parents. (Currently there are no ELL students at ERHS).

3. Examination of Learning Environment Surveys, feedback from PTA and individual parents and through SLT meetings.

4. Identified parental "high interest topics" have been the focus of our monthly PTA meetings, including "specialist" guest speakers to inform and advise parents in identified areas. Additional evening meetings have been added to support parents in college preparatory areas. Through our SLT meetings and in informal discussions we have confirmed that parents have found these meetings to be beneficial to their needs as parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A													
	P													

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

This is not applicable to our school at this time as we do not have any ELL students in attendance. In the past, services, strategies and supports were determined by the needs of the individual ELL student(s) since we have only had 1-4 ELL students at a time.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Eleanor Roosevelt High School

School DBN: 02M416

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dimitri Saliani	Principal		12/14/11
	Assistant Principal		1/1/01
Marty Trachtenberg	Parent Coordinator		12/14/11
Rachel Kosberg	ESL Teacher		12/14/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Laurie Bernstein	Guidance Counselor		12/14/11
Jie Zhang	Network Leader		12/14/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M416 School Name: Eleanor Roosevelt High School

Cluster: 13 Network: 201

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.

We identify home language through ATS in September. Based on the data, language translation outreach to families is determined. In addition, during a survey issued this year, students were asked in advisory class if they require translated information for their families.

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.

Through this data analysis, we ascertained that the most common primary foreign home languages spoken in our school community were Chinese, Spanish and Polish. Some of these families preferred oral and/or written communications in their primary language. This information was shared with staff. Although we found a limited number of students requiring the need for translation services, we continue to offer such services for the latter languages mentioned.

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.

Our website, which hosts our weekly communications to the community and school-related documents, translates all content into twenty-five languages, and other key documents are translated through the legal interpretation services translation unit. We have teachers that speak Portuguese, Mandarin, Greek, Russian and Spanish to assist with written communication. When matters are confidential or those teachers are unavailable, we use the translation service provided by the Department of Education for written letters. We encourage teachers to have their most commonly used letters of communication translated into Spanish and Chinese, leaving blank spaces for names, grades, and dates.

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 used Chinese and Polish language translators from the legal interpretation services translation unit at PTA meetings and parent-teacher conferences. Our parent coordinator translates for Spanish-speaking families. Staff and community members provide further support in translation. We often use our teachers that speak Portuguese, Mandarin, Greek, Russian and Spanish to assist with oral communication. When matters are confidential or those teachers are unavailable, we use the translation service provided by the Department of Education for pre-arranged conferences.

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>.

We backpack and / or mail translated school documents directly home, including the Parents' Bill of Rights. To let parents know about important meetings and upcoming events we are offering students translated versions of information. Teacher's have also been informed to use key contact numbers in their handbooks should he/she require translation services. Administration also offers teacher's translation services for commonly used letters forwarded to parents to facilitate the process.