



MICHAEL J. PETRIDES SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: MICHAEL J. PETRIDES
ADDRESS: 715 OCEAN TERRACE, STATEN ISLAND NY 10301
TELEPHONE: (718) 815-0186
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 80 **SCHOOL NAME:** Michael J. Petrides School

SCHOOL ADDRESS: 715 Ocean Terrace Staten Island, New York 10301

SCHOOL TELEPHONE: (718) 815-0186 **FAX:** (718) 556-1994

SCHOOL CONTACT PERSON: Joanne Buckheit **EMAIL ADDRESS:** jbuckhe@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Laurie Daghestani

PRINCIPAL: Joanne Buckheit

UFT CHAPTER LEADER: Leah Cetera

PARENTS' ASSOCIATION PRESIDENT: Wendy Vaphides

STUDENT REPRESENTATIVE:
(Required for high schools) Victoria DellaSalla

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 409

NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Joanne Buckheit	*Principal or Designee	
Leah Cetera	*UFT Chapter Chairperson or Designee	
Wendy Vaphides	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Victoria DellaSalla Anthony Anastasio	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Paula Boulay	Member/High School Parent	
Cara Buzga	Member/Elementary Parent	
Laurie Daghestani	Member/Middle School Parent	
Leslie DeFreitas	Member/Middle School Parent	
Alan Doctor	Member/High School Teacher	
Susan Palmieri	Member/High School Teacher	
Maria Premus	Member/Elementary Teacher	
Theresa Pepe	Member/Middle School Teacher	
Jacquelyn Treglia	Member/Middle School Teacher	

Charles Vaphides	Member/High School Parent	
Joseph Ventrello	Member/Elementary Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The Michael J. Petrides School is committed to creating an environment for learning that nurtures the "Whole child" – mind, body, and spirit. Teachers, parents, administrators, and support staff collaborate to provide an education that celebrates the diversity of our students and recognizes the individuality and creativity of each child. Using alternative strategies as well as the organizational and programmatic approaches of a laboratory environment, we integrate the arts into a rigorous, interdisciplinary curriculum. We engage students in active learning, developing self-esteem and promoting literate, creative, lifelong learners.

The Michael J. Petrides School serves students in grades K through 12. Our unique organizational structure has allowed us to develop a truly seamless curriculum and provides us thirteen years to help our students earn a high school diploma. We are proud of our near perfect 4-year high school graduation rate (since 2001), and pleased that annually more than 90% of our graduates go on to attend 4-year colleges.

Classes are heterogeneously grouped K through 12. Our stimulating learning environment offers an accelerated, rigorous curriculum, including rich arts opportunities for all students. Our Middle School students participate in accelerated courses and take the following Regents exams at the end of 8th grade: Integrated Algebra, Living Environment, and U.S. History. (Historically 70% of them move on to high school with 6 high school credits, and three Regents exams in their pockets!) At the high school level, we offer Advanced Placement courses in most every discipline, with about half of our students taking advantage of the program.

Our distinctive organization allows many chances for intergenerational interaction. Our peer-teaching and peer-tutoring programs are unmatched.

The Petrides School provides a wide array of co-curricula and extra-curricula activities for students, including: (International) trips, competitive academic teams, clubs, musical performing groups, theatrical production, and competitive sports teams.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name: The Michael J. Petrides School
District: 31 **DBN:** 31R080 **School BEDS Code:** 353100011080

DEMOGRAPHICS

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

Enrollment
(As of October 31) **Attendance - % of days students attended:**
(As of June 30)

	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
Pre-K	0	0	0	94.6/92.7	95.1/ 92.1		TBD
Kindergarten		75		75	76		
Grade 1	75		74	74			

Student Stability - % of Enrollment:
(As of June 30)

Grade 2	83	84	83	2007-08	2008-09	2009-10	
Grade 3	84	83	84	99.4	99.5		TBD
Grade 4		96		93		94	
Grade 5		96	97	94			

Poverty Rate - % of Enrollment:
(As of October 31)

Grade 6	99	99	99	2007-08	2008-09	2009-10	
Grade 7	98	95	96	25.3	27.0		40.6
Grade 8		91		97		93	
Grade 9		121	136	146			

Students in Temporary Housing - Total Number:
(As of June 30)

Grade 10	111	120	131	2007-08	2008-09	2009-10	
Grade 11	115	111	116	1	3		TBD
Grade 12		100		113		115	
Ungraded		28	27	19			

Recent Immigrants - Total Number:
(As of October 31)

Total	1272	1304	1320	2007-08	2008-09	2009-10	
1		0			0		

Special Education Enrollment:
(As of October 31) **Suspensions (OSYD Reporting) - Total Number:**
(As of June 30)

# in Self-Contained Classes	29	32	41	32	111	TBD	Principal Suspensions
# in Collaborative Team Teaching (CTT) Classes	0	0	0	6	10	TBD	Superintendent Suspensions
Number all others		125		155		177	

These students are included in the enrollment information above. **Special High School Programs - Total Number:**

2007-08		2008-09		2009-10		<i>(As of October 31)</i>
N/A		0		0		CTE Program Participants
0	0	0				English Language Learners (ELL) Enrollment: (BESIS Survey)
						Early College HS Program Participants

(As of October 31)		2007-08		2008-09		2009-10	
# in Transitional Bilingual Classes	0		0	0			Number of Staff - Includes all full-time staff:
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
# receiving ESL services only	30	22	14	71	73	TBD	Number of Teachers

6 CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

# ELLs with IEPs	0	0	6	18	15	TBD	Number of Administrators and Other Professionals
7	9	TBD	These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals

Teacher Qualifications:

2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of October 31)	(As of October 31)
0	0	TBD	97.2	91.9		TBD	% fully licensed & permanently assigned to this school
86.1		85.1		TBD			% more than 2 years teaching in this school
66.7		63.5		TBD			% more than 5 years teaching anywhere
(As of October 31)	2007-08	2008-09	2009-10	88.0	89.0	TBD	% Masters Degree or higher
American Indian or Alaska Native	0.4	0.3	0.3	89.9	89.1	TBD	% core classes taught by "highly qualified" teachers (NCLB/SED)
Black or African American		17.1		17.6		18.3	
Hispanic or Latino		17.1		16.6		15.8	
Asian or Native Hawaiian/Other Pacific Isl.		8.1		8.4		8.0	
White		57.3		57.1		56.1	
Male		50.9		50.7		49.5	
Female		49.1		49.3		50.5	

2009-10 TITLE I STATUS

√	Title I Schoolwide Program (SWP)			
Title I Targeted Assistance Non-Title I				
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10
√				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)

If yes, area(s) of SURR identification:

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

Phase

Category

In Good Standing (IGS)	√	Basic	Comprehensive	Focused
Improvement Year 1				
Improvement Year 2				
Corrective Action (CA) – Year 1				
Corrective Action (CA) – Year 2				
Restructuring Year 1				
Restructuring Year 2				
Restructuring Advanced				

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:

Secondary Level

ELA: √
 Math: √
 Science: √

Elementary/Middle Level

ELA: √
 Math: √
 Graduation Rate: √

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

Secondary Level

ELA: √
 Math: √
 Science: √

Elementary/Middle Level

ELA: √
 Math: √
 Grad Rate**: √

Progress Target: √
Student Groups
All Students

Ethnicity

-							American Indian or Alaska Native
√	√	-		-	-	-	Black or African American
√	√			-	-	-	Hispanic or Latino
√	√			-	-	-	Asian or Native Hawaiian/Other Pacific Islander
√		√		√	√		White
-							Multiracial
√	√			-	-	-	Students with Disabilities
-				-	-	-	Limited English Proficient
√	√			-	-	-	Economically Disadvantaged

Student groups making AYP in each subject

7 7 1 2 2 1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09

B/A NR

Quality Review Results – 2008-09

Overall Evaluation: **Overall Letter Grade:**

57.8/ 77.7
 Quality Statement 1: Gather Data
 8.3/ 10.8
(Comprises 15% of the Overall Score)
 14.8/ 23.4
(Comprises 25% of the Overall Score)
 28.7/ 42.5
(Comprises 60% of the Overall Score)
 6.0/ 1.0

Overall Score: **Quality Statement Scores:**
Category Scores:
 Quality Statement 2: Plan and Set Goals School Environment:
 Quality Statement 3: Align Instructional Strategy to Goals
 Quality Statement 4: Align Capacity Building to Goals School Performance:
 Quality Statement 5: Monitor and Revise Student Progress:
 Additional Credit:

KEY: QUALITY REVIEW SCORE

√ = Made AYP
 √_{SH} = Made AYP Using Safe Harbor Target
 √ = Proficient
 - = Insufficient Number of Students to Determine AYP Status

KEY: AYP STATUS

Δ = Underdeveloped
 ► = Underdeveloped with Proficient Features
 X = Did Not Make AYP
 W = Well Developed

KEY: PROGRESS REPORT DATA

NR = Data Not Reported ◇ = Outstanding
 NR = No Review Required

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

- 53% of students (in tested grades 3 through 8) are meeting or exceeding the standards as measured by the NY State ELA assessment. This represents a 30 percentage point drop in the number of students performing at or above grade level as measured by the state exam.
- 63% of students (in tested grades 3 through 8) are meeting or exceeding the standards as measured by the NY State Math assessment. This represents a 28 percentage point drop in the number of students performing at or above grade level as measured by the state exam.
- Elementary/Middle School "Students with Disabilities" continue to be among our lowest performing students.

Performance Trends:

- Our student performance and progress (as measured by NY State test in ELA and Mathematics) continues to lag behind that our peers (as identified in our Peer Horizon schools).

Greatest Accomplishments:

- Our high school statistics (including: graduation rate, SAT scores, and Advanced Placement Exam data) have earned us local and nation recognition, for the second year in a row. (*Newsweek – Top 1500 High School in the country, and Daily News – Top 50 High School in NYC*) This is a credit to the unique educational program we have developed and to our dedicated staff.

Barriers:

- Continued budget reductions hamper our ability to provide additional instructional options and the support services required to ensure all students are successful.

SECTION V: ANNUAL SCHOOL GOALS

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

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

GOAL 1: To expand teachers' expertise in the assessment of writing. By June 2011, 100% of classroom teachers will participate in researched based professional development in order to create genre specific rubrics (expository, narrative, and informational) aligned with the Common Core Standards.

GOAL 2: To deepen school-wide Inquiry work to include teacher and student goal-setting. By November 2010, 100% of classroom teachers will have established a professional learning goal and learning targets for their students.

GOAL 3: Classroom teachers will increase their use of data to plan for focused small group strategy instruction in ELA and Math in order to address the needs of specific student populations including students with IEPs. By June 2011, 100% of classroom teachers will increase their use of assessment data to plan focused small group strategy instruction in ELA and Math (with an emphasis on students with IEPs).

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand teachers’ expertise in the assessment of writing - 100% of classroom teachers will participate in researched based professional development in order to create genre specific rubrics (expository, narrative, and informational) aligned with the Common Core Standards.</p> <p>By June 2011, 80% of Elementary School students (408 out of 510 students) will be meeting or exceeding the grade level standards as measured by the Teachers’ College Narrative Writing Assessment Tool.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Staff members will participate in a partnership with CFN 409 network schools to work with Literacy Support consultant, writing guru, Carl Anderson, (17 sessions) with opportunities for shared professional development, collaborative planning sessions and classroom inter-visitations • Classroom teachers across grades will be invited to attend a series of literacy workshops with Stephanie Harvey. • In house professional development sessions led by Principal, Assistant Principal and/or Literacy Coach will take place during Common Planning Time, component meetings, faculty conferences, and instructional meetings based on the needs of the staff and students

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Fair Student Funding, Title 1 - 5% Highly Qualified, Contract for Excellence: Assistant Principals Supervision, Literacy Coach</p> <p>Staten Island Foundation Grant – Consultant Carl Anderson</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Rubrics, Formal and Informal observations, documented Walkthroughs, Instructional Rounds (CFN 409)</p> <p>Teachers' College Narrative Writing Assessment Results</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve students’ ability to read and understand complex texts. By June, 2011 – 65% of all tested students, grades 3 through 5 (210 out of 276 students) will read at least three levels high than their assessed October 2010 levels in both fiction and non-fiction, thus demonstrating one year of progress as measured by TCRWP assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Revise curriculum maps and unit plans to include more emphasis on non-fiction texts • Teachers will participate in Professional Book Club to learn strategies for improving non-fiction comprehensions skills • Elementary School teachers will participate in Inquiry work focused on improving students’ ability to read and understand complex texts • Grade level representatives will participate in Stephanie Harvey Non-fiction Comprehension Institute and provide turnkey training for their colleagues • Classroom libraries will be expanded to include more non-fiction titles
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Fair Student Funding, Title 1 - 5% Highly Qualified, Contract for Excellence, TL Data Specialist, TL Children’s First Inquiry Team: Assistant Principals Supervision, Literacy Coach, Data Specialist</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Results of TCRWP assessment

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Differentiating Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Classroom teachers will increase their use of data to plan for focused small group strategy instruction in ELA and Math in order to address the needs of specific student populations including students with IEPs. By June 2011, 100% of classroom teachers will increase their use of assessment data to plan focused small group strategy instruction in ELA and Math (with an emphasis on students with IEPs).</p> <p>By June 2011, 60% of all high school freshman with IEPs (16 out of 28) will earn at least 10 credits, ensuring they are on track to meet high school graduation credit accumulation requirements.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Data Specialist will provide data and support as needed • Extended Day Teacher Planning Sessions, Common Planning Time and Professional Activity periods will be used for data analysis and planning of differentiated instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Fair Student Funding, Title 1 - 5% Highly Qualified, Contract for Excellence, TL Data Specialist, TL Children's First Inquiry Team: Assistant Principals Supervision, Literacy Coach, Data Specialist</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Teacher lesson plans which demonstrate the evidence of small group planning, formal and informal observations, documented walkthroughs.

Student credit accumulation records (transcripts)

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	8	8	N/A	N/A	0	0	0	0
1	15	10	N/A	N/A	0	0	0	0
2	29	25	N/A	N/A	1	0	0	0
3	30	25	N/A	N/A	2	0	0	0
4	41	20	0	0	0	0	0	0
5	48	31	0	0	0	6	0	0
6	98	98	32	10	2	0	0	0
7	93	93	10	10	2	0	0	0
8	93	93	10	10	1	0	0	0
9	17	25	15	5	15	3	2	0
10	10	15	7	4	10	2	2	0
11	12	12	3	5	5	4	2	0
12	10	8	2	7	7	2	2	0

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • <u>Reading Recovery</u> – one to one instruction with reading specialist during the school day • <u>Wilson Reading</u> – small group instruction provided by trained Wilson teacher during morning (before school day) sessions • <u>My Skills Tutor</u> - software program which provides skill specific work customized for individual students; used during the school day • <u>Tune Into Reading</u> - software program used during the school day • <u>Lunchtime tutoring</u> – one to one and small group support for students including prepping for exams and homework assistance • <u>Inquiry Team Study Groups</u> – Targeted skills instruction provided to students using researched based strategies provided for small groups during the school day • <u>Small Group Targeted Skills/Strategies Instruction</u> – Extended Day Sessions afterschool • <u>Learning Support Class</u> - small group organization and study skills class (non-credited) for high school students offered during the school day • <u>Regents Review Sessions</u> – focused prep sessions for subject specific Regents exams
Mathematics:	<ul style="list-style-type: none"> • <u>My Skills Tutor</u> - software program which provides skill specific work customized for individual students; used during the school day • <u>Lunchtime tutoring</u> – one to one and small group support for students including prepping for exams and homework assistance • <u>Inquiry Team Study Groups</u> – Targeted skills instruction provided to students using researched based strategies provided for small groups during the school day • <u>Small Group Targeted Skills/Strategies Instruction</u> – Extended Day Sessions afterschool • <u>Learning Support Class</u> - small group organization and study skills class (non-credited) for high school students, offered during the school day • <u>Regents Review Sessions</u> – focused prep sessions for subject specific Regents exams
Science:	<ul style="list-style-type: none"> • <u>Lunchtime tutoring</u> – one to one and small group support for students including prepping for exams and homework assistance • <u>Inquiry Team Study Groups</u> – Targeted skills instruction provided to students using researched based strategies provided for small groups during the school day • <u>Small Group Targeted Skills/Strategies Instruction</u> – Extended Day Sessions afterschool • <u>Learning Support Class</u> - small group organization and study skills class (non- credited) for high school students offered during the school day

	<ul style="list-style-type: none"> • <u>Regents Review Sessions</u> – focused prep sessions for subject specific Regents exams
Social Studies:	<ul style="list-style-type: none"> • <u>Lunchtime tutoring</u> – one to one and small group support for students including prepping for exams and homework assistance • <u>Inquiry Team Study Groups</u> – Targeted skills instruction provided to students using researched based strategies provided for small groups during the school day • <u>Small Group Targeted Skills/Strategies Instruction</u> – Extended Day Sessions afterschool • <u>Learning Support Class</u> - small group organization and study skills class (non-credited) for high school students offered during the school day • <u>Regents Review Sessions</u> – focused prep sessions for subject specific Regents exams
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • <u>Grief counseling</u> • <u>One to one counseling sessions</u> • <u>Small group counseling sessions</u>
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • <u>One to one counseling sessions</u> • <u>Small Group Counseling Sessions</u>
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • <u>One to one counseling sessions</u> • <u>Small Group Counseling Sessions</u>
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) K through 12 Number of Students to be Served: 22 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Michael J. Petrides School offers a free-standing ESL program to all our entitled students. A certified ESL teacher provides push-in and pull-out services according to the CR Part 154 instructional requirements. Our ESL teacher uses a wide range of ESL resources and materials to address the four modalities. Both ELA and ESL teachers differentiate instruction and use the following instructional strategies: total physical response methods, engaging students in the writing process by responding to audio and video, pictures, films, etc. The ESL teacher also collaborates with teacher of ELLs by sharing instructional strategies at regularly scheduled common planning time meetings. Our school has embraced Balanced Literacy and the EveryDay Mathematics curriculum. All of our students, including our English Language Learners are engaged in reading and writing workshops daily. Our curriculum includes a rich arts program, also available to all students. After-school activities allow our students to participate in sports such as swimming, soccer, and cheerleading.

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

Professional Development will be ongoing throughout the school year. Our certified ESL teacher will present best practices to classroom teachers during scheduled weekly common planning meeting for teachers of grades K through 5, and at Wednesday Extended Day Teacher Planning sessions as needed. Professional Development opportunities will also be scheduled for the Chancellor’s Professional Development Days – November 2, 2010 and June 9, 2011.

Section III. Title III Budget

School: **Michael J. Petrides School**

BEDS Code: **353100011080**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	0	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	0	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional	0	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)

materials. Must be clearly listed.		
Educational Software (Object Code 199)	0	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - *Outreach was made to identify families in need of receiving translated documentation.*

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.
 - *Few families are in need of translation services (Spanish/Chinese)*
 - *Parent Coordinator maintains database of families and ensures translated notices are sent home.*
 - *Assistant Principals and teachers were notified of translation needs*

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.
 - *Parent Coordinator will mail DOE communications to identified parents in appropriate languages*
 - *Written translation for individual parent communication will be provided as needed*

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.

- *Oral translation services will be provided (by an outside contractor) for Parent Teacher Conference dates and for other parent meetings as needed*
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>.
- *Translation signage is posted in the main lobby and the main office*
 - *Announcements are made in other languages explaining translation services are available at the start of Parent Teacher Conferences*

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$450,289	\$450,289
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$4,502	\$4,502
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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

- *Appropriate placement of staff members within license area*
- *New hires within appropriate license area*

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

A comprehensive analysis of all available student performance/progress data was conducted by the Instructional Team. Results of NY State assessments in English Language Arts and Mathematics (Grades 3 through 8), Regents Exam results, Learning Environment Survey, Progress Report Data, and credit accumulation information was used.

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

Our school-wide Inquiry work encourages and supports teachers in planning data driven instruction that targets the needs of their students. Individual student goal setting based on subject/skill specific assessments will support student learning.

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

Our well planned, seamless, K through 12 curriculum ensures high expectations for all of our students. All middle school students take 3 Regents level courses and corresponding Regents exams – with approximately 70% of our middle school students entering high school with 6 high school credits and 3 of the 5 Regents exams required for graduation already passed. We have 13 years to help a student earn a high school diploma, and earn a college acceptance.

3. Instruction by highly qualified staff.

Hiring practices ensure only highly qualified teachers join our staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development opportunities are sought, planned, and offered to improve the quality of instruction and thereby the performance/progress of students.

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

We work hard to maintain a collaborative, stimulating learning environment for staff and students.

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

Staff members have worked hard to invite and involve parents in their child's learning. Parents have been invited into classrooms for the following activities: Publishing parties, Poetry Jams, Science Labs, Mock Predictive exams, math manipulative lessons and on-line study skills practice.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our reflective practice encourages and supports teachers in reviewing and revising curriculum. Our focus on data driven instruction has highlighted the importance of appropriate, accurate data.

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

The variety of Academic Intervention Services described previously in this document describe examples of how students are consistently and continuously assessed. As assessment results are analyzed, individual student goals are defined. Programs and processes are in place to encourage and ensure students are taking steps to demonstrate mastery in all skill areas.

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

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			√			
Title I, Part A (ARRA)	Federal	√			\$450,289	√	Pages 15, 17, 18
Title II, Part A	Federal	√			\$126,855	√	Pages 15, 17, 18
Title III, Part A	Federal			√			
Title IV	Federal			√			
IDEA	Federal			√			
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currently, we have 0 students in temporary housing.

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Michael J. Petrides School						
District:	31	DBN:	31R080	School		353100011080	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.6/92.7	95.1/	94.5 /
Kindergarten	75	76	75				
Grade 1	74	74	82	Student Stability - % of Enrollment:			
Grade 2	84	83	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	83	84	85		99.4	99.5	99.5
Grade 4	93	94	96				
Grade 5	97	94	97	Poverty Rate - % of Enrollment:			
Grade 6	99	99	98	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	95	96	93		25.3	40.6	43.7
Grade 8	97	93	93				
Grade 9	136	146	119	Students in Temporary Housing - Total Number:			
Grade 10	120	131	133	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	111	116	129		1	3	4
Grade 12	113	115	118				
Ungraded	27	19	12	Recent Immigrants - Total Number:			
Total	1304	1320	1315	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	41	27	Principal Suspensions	32	111	67
# in Collaborative Team Teaching (CTT) Classes	0	0	22	Superintendent Suspensions	6	10	8
Number all others	155	177	192				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	71	73	72
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	15	10
# receiving ESL services only	22	14	TBD				
# ELLs with IEPs	0	6	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	7	9	26

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	3	% fully licensed & permanently assigned to this school	97.2	91.9	97.0
				% more than 2 years teaching in this school	86.1	85.1	87.5
				% more than 5 years teaching anywhere	66.7	63.5	76.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	89.0	90.3
American Indian or Alaska Native	0.3	0.3	0.3	% core classes taught by "highly qualified" teachers	89.9	89.1	89.3
Black or African American	17.6	18.3	18.3				
Hispanic or Latino	16.6	15.8	16.3				
Asian or Native Hawaiian/Other Pacific	8.4	8.0	8.2				
White	57.1	56.1	56.9				
Male	50.7	49.5	49.2				
Female	49.3	50.5	50.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
----------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-	-	-	-	
Hispanic or Latino	v	v		-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	v	v	-	-	-	-	
White	v	v		v	v		
Multiracial	-	-					
Students with Disabilities	v	v	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		-	-	-	
Student groups making	7	7	1	2	2	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C / A	Overall Evaluation:	WD
Overall Score:	18.8 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	6.9 / 11.1	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	1.7 / 23.6	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	10.2 /		
<i>(Comprises 60% of the</i>			
Additional Credit:	0 / 6		

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

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

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

The Michael J. Petrides School
715 Ocean Terrace
Staten Island, NY 10301

Joanne Buckheit
Principal

Telephone (718) 815-0186
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SCHOOL-PARENT COMPACT

The Michael J. Petrides School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Michael J. Petrides School will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - *In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life long learners. Anthony Alvarado states, "How well the teachers are learning determines how well the students are learning." Our teachers will meet weekly with coaches and the administration for study groups to discuss professional texts. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.*
 - *Teachers on each grade level/subject area will follow a curriculum map which was developed by appropriately licensed classroom teachers, using State Standards as a guide.*

- *Teachers will use assessments to plan instruction according to their students' needs. Our students will be instructed within their "zone of proximal development." Academic intervention will be provided to support the struggling students.*
- *The students will be given many resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, access to laptop computers, etc.*
- **Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
 - *On November 16, 2010 and February 17, 2011*
- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**
 - *Official report cards will be distributed in November (All students), February (Middle and High School students), March (Elementary students), April (Middle and High School students) and June (All students).*
 - *Kindergarten students will progress reports in November, and official report cards in February and June.*
 - *Parents will be provided access to ARIS and Edline as a means of monitoring their child's performance and progress.*
- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with the teacher.*
 - *The Principal and Assistant Principals have an open door policy.*
- **Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:**
 - *Curriculum Conferences will be conducted by classroom teachers (Grades K through 6) during the month of September.*
 - *After each unit of study in Writing, the parents will be invited to a Publishing Party (celebration in the classroom).*
 - *During Open School Week (November), parents will be invited to participate in classroom activities such as Science Labs, Math lessons, and such.*

- *Staff will present pertinent curricula information to parents as follows: Instructional focus at monthly PTA meetings, Kindergarten Parent Workshop on February 10th and Middle School Parent Workshop on February 11th..*

Parent Responsibilities

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

- **Supporting my child's learning by making education a priority in our home by:**
 - *making sure my child is on time and prepared everyday for school;*
 - *monitoring attendance;*
 - *talking with my child about his/her school activities everyday;*
 - *scheduling daily homework time;*
 - *providing an environment conducive for study;*
 - *making sure that homework is completed;*
 - *monitoring the amount of television my children watch;*
- **Participating, as appropriate, in decisions relating to my children's education;**
- **Promoting positive use of my child's extracurricular time;**
- **Participating in school activities on a regular basis;**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;**
- **Reading together with my child every day;**
- **Providing my child with a library card;**
- **Communicating positive values and character traits, such as Play Fairly, Act Responsibly, Work Together, Show Respect;**
- **Respecting the cultural differences of others;**
- **Helping my child accept consequences for negative behavior;**
- **Being aware of and following the rules and regulations of the school and district;**
- **Supporting the school discipline policy;**
- **Expressing high expectations and offering praise and encouragement or achievement**

PART II OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Come to school ready to do our best and be the best;*
- *Come to school with all the necessary tools of learning-pens, pencils, books, etc.*
- *Listen and follow directions;*
- *Participate in class discussions and activities;*
- *Be honest and respect the rights of others;*
- *Follow the school's/class' rules of conduct;*
- *Follow the school's dress code;*
- *Ask for help when we don't understand;*
- *Do our homework every day and ask for help when we need to;*
- *Study for tests and complete assignments;*
- *Read every day outside of school time;*
- *Read at home (with our parents, if appropriate);*
- *Get adequate rest every night;*
- *Use the library to get information and to find books that we enjoy reading;*
- *Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.*

Other Responsibilities

The Michael J. Petrides School:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

School Staff-Print Name	Signature	Date
Parent(s)-Print Name(s)		
Student (if applicable)- Print Name		

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN409	District 31	School Number 80	School Name Petrides
Principal Joanne Buckheit		Assistant Principal Allison O'Donnell	
Coach Lisa Hagis		Coach	
Teacher/Subject Area SusanaHeld/ESL		Guidance Counselor Elizabeth Mazes	
Teacher/Subject Area Rita Bollini /Reading		Parent Wendy Vaphides	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider Kim Cacese/Setts		Other	
Network Leader Neal Opromalla		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1320	Total Number of ELLs	22	ELLs as Share of Total Student Population (%)	1.67%
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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. As per the CR Part 154 when students are new admits to the NYC School system, a Home Language Survey is administered during the registration process. If another language is identified on the HLS, the ESL teacher conducts an oral interview with the parent and child.

The parent interview includes the following questions:

What languages are spoken in your home?

What language does your child respond to?

What language(s) can your child read, and/or write?

Based on the interviews with parent and child, a determination is made if the LAB R will be administered. The ESL teacher administers the LAB r and other formal assessments. Our ESL teacher is State Certified, has a Masters in TESOL, has been teaching for over 20 years and is bilingual (Spanish). Gathering and analyzing data provided by the NYSESLAT annually, allows us to individualize instruction and focus on where each student needs extra support.

Administrative staff along with ESL and classroom teachers review school-wide data (including results of the NYSESLAT) regularly to inform instructional planning and practice. Results of the LAB-R and NYSESLAT assessments are used to identify school-wide trends as well as individual student strengths and weaknesses; academic intervention services and enrichment opportunities are assigned accordingly.

2. Within the first 10 days of admission, ELL parents are invited to a orientation meeting at the school, hosted by the ESL teacher and the administration. During the Parent Orientation meeting, the parents view the video and are given literature describing transitional, bilingual, dual language and freestanding programs. Translators are available to answer questions and ensure parents understand their choices. Additional outreach is made to the parents who were unable to attend the orientation meeting (outreach continues until all parents have responded.)

3. At the beginning of the school year, letters are sent home to inform the parents if their child is continuing in ESL. Parent Surveys and Program Selection Forms are distributed (translated versions where appropriate) during the Parent Orientation meeting, and mailed home, if necessary, to ensure responses are received. Follow-up phone calls are made as needed, too. The ESL teacher is responsible for ensuring (and documenting) that every parent has responded.

4. Students are placed in bilingual or ESL instructional programs as selected by their parents. The school maintains copies of the parent selection form on file. Currently we offer ESL services. Any requests for different programs are noted and on file. If the need becomes apparent, we will make other programs available. Continuation letters are sent home to students continuing to receiving ESL services. Parent surveys and program selection forms are kept on file.

5. Our parents have constantly selected ESL services for their children, this information is maintained on file.

6. The program model offered at our school is aligned with parent requests. Our parents have consistently selected a freestanding ESL program. We will implement different and/or additional programs as needed.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	1	1	1	1	1	1	1	0	1	1	0	1	1	11
Total	1	1	1	1	1	1	1	0	1	1	0	1	1	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11		0	7	0	1	4	0	1	22
Total	11	0	0	7	0	1	4	0	1	22

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														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
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	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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	4		1		1	1						1	1	9
Chinese														0
Russian		1	1	1		1								4
Bengali														0
Urdu					1									1
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi									1					1
Polish	2		1											3
Albanian							1			1				2
Other			1											1
TOTAL	6	1	4	1	2	2	1	0	1	2	0	1	1	22

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a. Our school provides push-in/pushout models of ESL services. The ESL teacher creates her schedule by grouping ELL students at the same grade and/or proficiency level together to ensure they are allotted the appropriate time for their mandated services. This also allows the ESL teacher to be flexible in her delivery of service, combining push-in and pull-out models, to best support the instruction provided by the classroom teachers.

1b. The newcomers will receive the mandated amount of instruction based on the CR 154. The ESL teacher will work collaboratively with the general education teacher to monitor student progress. ELL students will receive identified test modifications including extended time on all State exams.

2. The children are receiving the mandated minutes of instruction (as noted in CR154) based on their level of proficiency as identified by the NYSESLAT. We are able to provide small group instruction for our few ELL students (22 total K through 12). The ESL teacher creates her schedule by grouping ELL students at the same grade and proficiency level together to ensure they are allotted the appropriate time for their mandated services. This also allows the ELL teacher to be flexible in her delivery of service, combining push-in and pull-out models, to best support the instruction provided by the classroom teacher.

3. Instruction in the content areas is presented in English. The strategies used include using the four modalities: listening, speaking, reading and writing. They are incorporated with Balanced Literacy, Reading/Writing Workshop, and the Everyday Math curriculum. Students are engaged in listening during the read alouds and use "books in a bag," and journal writing.

4a. Admission to our school is through a blind lottery process. The lottery takes place months in advance of the school year, therefore we don't have SIFE students. But if we did, we would look up that child's test history, speak to the family, and reach out to other schools that child might have attended. The ESL teacher would assess the student to see how much the child knows and to gather information about the child's reading and writing levels, so that differentiated instruction could begin for that child.

4b. The newcomers will receive the mandated instruction as identified on the CR154; using instructional practices and academic interventions to meet the individual needs of the student as identified by student progress/performance data. The ESL teacher will work collaboratively with the general education teacher to monitor student progress. ELL students will receive identified test mods, including extended time on all standardized exams they have to take.

4c. ELL students receiving 4-6 years of service fall under the Extension of Services. Along with the mandated minutes of instruction, the children will receive differentiated instruction based on individual student needs as identified by student performance/progress data. They will also receive additional instruction in the reading/writing/speaking/listening as identified as not yet proficient by the NYSESLAT. Additional small group instruction may be provided during Extended Day sessions by both the classroom teacher and ESL provider as well.

4d. Long term ELLs will still receive their mandated minutes of instruction, and receive academic intervention services (including Reading Recovery, where necessary) as identified as needed based on student performance/progress data (including NYSESLAT results.) The ESL teacher will conference with the general education teacher on a daily basis to monitor student progress.

4e. Our special needs ELLs will receive mandated ESL services in conjunction with other services identified as necessary on their IEP. Individual student performance/progress data (including NYSESLAT results) will be used to identify targeted skill areas. Instruction will be delivered using strategies deemed appropriate for students and as suggested on their IEP.

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

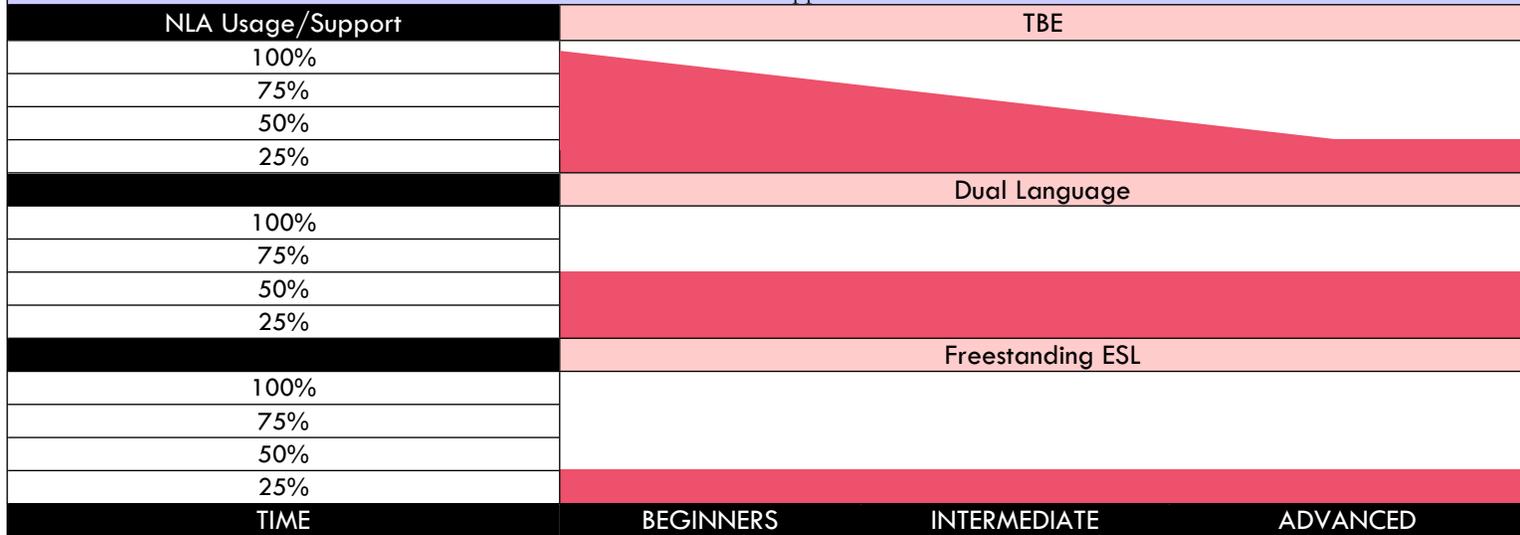
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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



B. Programming and Scheduling Information--Continued

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

5. Our school offers a variety of academic intervention services including: Reading Recovery, Wilson Reading Program, Extended Day tutoring sessions, Inquiry Team study groups and lunch-time tutoring session. Instruction is given in English and in Spanish when needed. The ELL subgroups receive intervention in areas identified through individual student performance/progress data. The school purchased the Headsprout program for additional Literacy support.

6. Students who have passed the NYSELAT continue to be monitored by the ESL teacher to ensure continued academic success. The child will continue to receive other interventions including small group targeted skills instruction provided as needed. These students will continue to receive test modifications permitted for ELLs.
7. We will implement the use of additional technology (SmartBoard and SmartTable) and additional computer software programs that provide practice in areas of need.
8. None of our programs will be discontinued this year. We offer ESL freestanding push-in/pull-out instruction.
9. Our school offers a wide range of co and extra curricula activities, including a rich arts program, with instrumental and vocal music classes as well as fine arts and computer graphics opportunities, which are available to all of our students, including ELLs. After-school sports activities such as swimming, soccer, and cheerleading are available to our students, too. Small group targeted skills instruction is provided for at-risk students (including ELLs) in our Extended Day program. All opportunities are advertised and translated when needed to ensure inclusion of all students.
10. We use a variety of instructional materials to meet the needs of our students, for example we use the Headsprout program which has content and ELA based software, national geographic software, scholastic readers workbooks, Steck Vaughn Building English Proficiency workbooks, Contential Press Writing Strategies workbooks, Pearson Longman Picture Dictionary and much more.
11. The native language support is delivered in English and Spanish in our ESL model.
12. All of our services and support resources correspond to ELL's age and grade level.
13. Newly enrolled students and their parents can attend a welcome to school orientation: a tour of the school with the parent coordinator. Letters are sent home about important dates and information in the child's native language. In class, the child will be given a buddy to help out with classroom activities and instruction.
14. All students in our middle and high school are offered Spanish or Italian as a language elective.

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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The ELL teacher collaborates with and provides staff development for teachers during scheduled weekly Common Planning Time meetings, (grades K through 5) and, Extended Day Teacher Planning Session, and other identified Professional Development Days (November 2, November 12, June 9). Staff Development provided for classroom teachers includes: methods for modeling activities non-verbal communication (hands, fact, body language), ways to activate prior knowledge using pictures, introduction to web-sites that can be used to provide inactive instruction in a variety of languages, and ideas for modifying and adapting curriculum.

2. We are a seamless K-12 school. The administration hosts orientation sessions for Kindergarten, middle and high school parents and

students annually, prior to the start of the new school year. In our seamless environment, we prepare all students well, including our ELLs as they move from one component to the next. Preparation for transitioning includes visits to the classrooms and presentations by the teachers and students of the next grade so that students learn the new expectations.

3. As mentioned above professional development is collaborative and ongoing through the school year. The ESL teacher also attends a variety of workshops and training sessions offered by the DOE and our Network support team to improve her practice and thereby the services we offer for English Language Learners.

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. Staff provides a variety of activities for parents to be meaningfully involved in the learning process, including invites to participate in the following: publishing parties, hands-on Science labs, math manipulative lessons, parent Literacy workshops, etc. We have planned and conducted a series of "Parents As Partners" workshops to arm parents with information on how to best help improve the reading, writing, and math skills of their children. Translation is provided as needed to ensure all parents can participate.

2. The parent coordinator maintains database of families in need of translation services and ensures that translated notices are sent home. We also keep a listing of free agencies that offer ESL classes to parents. School recommends outside organizations offering opportunities for parents to learn English (such as neighboring schools, NYC Public Library, Red Cross).

3. During the beginning of the school year we survey parents to identify the need for translation services/translated notices.

4. Our parent activities address the needs of the parents in many ways, for example: how they can help their child be better readers, understanding the expectations of the State testing program, how to help their child in math, etc. We conduct curriculum conferences at the beginning of the year for elementary/middle school parents. We offer an on-line service which allows parents to check on student progress. Written and/or oral translation is provided as needed to ensure all parents can participate. School staff recommends programs at other agencies including community Based Organization where appropriate as well.

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)	1		1											2
Intermediate(I)	1	1	1	1	1				1	2		1		9
Advanced (A)	4		2		1	2	1						1	11
Total	6	1	4	1	2	2	1	0	1	2	0	1	1	22

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		1											
	P			4	1	2	2	1		1	2			1
READING/ WRITING	B		1	1										
	I				1	1				1	1			1
	A			3			2	1			1			
	P													

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4		1		1			2
5				2			2
6				1			1
7							0
8		1					1
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			2						2
5			1				1		2
6					1				1
7									0
8					1				1
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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

Paste response to questions 1-6 here

1. We use the TCRWP assessment and teacher observation and conferences to assess the early literacy skills of our ELLS. Our data shows that students (including ELLs) continue to struggle with writing; inferencing was identified as an area of weakness for our students. Classroom teachers are participating in professional development sessions to improve their ability to teach writing. Our Inquiry Teams are investigating strategies to be used for improving inferencing skills.
2. Most of our English Language Learners are performing at advanced levels as measured by the NYSESLAT. Improving student writing and comprehension of non-fiction texts (identified as school-wide areas of weakness) are noted as schoolwide goals. Professional development is provided to expand teacher expertise in these areas.
3. An analysis of student performance across NYSESLAT modalities identifies the need to improve students' writing ability. The school secured grant funding and is currently working with writing guru Carl Anderson to improve the teaching of writing by involving teachers in monthly professional developments sessions on the topic.
4. Results of ELLs Periodic Assessments are used establish individual student goals and provide small group targeted skills instruction in the areas of need. Our ELLs students continue to struggle in the area of writing. Improving student writing continues to be a school-wide goal.
5. Not applicable
6. We evaluate the success of our ESL program by monitoring the progress of participating students. Our record demonstrates that our ELLs and former ELLs are successful in meeting (current grade level benchmarks) as well as the requirements to earn a high school diploma.

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		