



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THOMAS A. EDISON CAREER & TECHNICAL EDUCATION HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 28 / Q / 620

**PRINCIPAL:** ANTHONY BARBETTA **EMAIL:** ABARBET@SCHOOLS.NYC.GOV

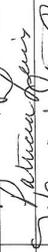
**SUPERINTENDENT:** JUAN MENDEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

| Name                              | Position and Constituent Group Represented  | Signature  |
|-----------------------------------|---|--|
| Anthony Barbetta                  | *Principal or Designee  |   |
| Vivian Nobile-Esposti             | *UFT Chapter Leader or Designee   |   |
| Patricia Lewis<br>Patrick Richard | *PA/PTA President or Designated Co-President  | <br> |
| Rose Funderburk                   | DC 37 Representative, if applicable   |   |
| Puja Roy<br>Rehana Rohman         | Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools) | <br> |
| Funmi Adeonigbagbe                | CBO Representative, if applicable   |  |
| Jackie Grodger                    | Member/ Parent  |    |
| Mariline Silva                    | Member/ Parent  |   |
| Maria Concolino                   | Member/ Parent  |   |
| Angela Munna                      | Member/ Parent  |   |
| Vivian Nobile-Esposti             | Member/ Teacher   |   |
| Pamela Sharma                     | Member/ Teacher   |   |
| Patricia Lewis                    | Member/ Teacher   |   |
| Margaret Savitzky                 | Member/ Teacher   |   |
| Edward Alvarez                    | Member/ Administrator   |   |
| Stephen Fucarino                  | Member/ Administrator   |   |

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

**ANNUAL GOAL #1 AND ACTION PLAN**

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

**Annual Goal #1: By June 2012, our school will implement and infuse the new Common Core Standards in all curriculums. The curriculums and the exams will reflect the CCS.**

**Comprehensive needs assessment**

By the 2013-2014 school year, the State will require that the Common Core Standards be implemented in all curriculums. After a thorough review of our curriculum during the 2010-2011 school year, we feel as a school that although we meet some of the standards, we need to ensure we meet all of the standards by this deadline.

**Instructional strategies/activities**

Beginning in 2010-2011 and continuing this school year, we are holding many professional development sessions that address Common Core Standards. We are also conducting professional conversations to address teacher concerns and challenges. Classroom observations, review of student work and teacher lesson plans and assignments is ongoing. We will also model Common Core Standard lesson plans for all subjects.

**Strategies to increase parental involvement**

During our monthly PTA meetings, there will be information sessions regarding the Common Core Standards. During the monthly Executive PTA Board meetings, these Standards will also be discussed and reviewed.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Although we have over 90% of highly qualified teachers, we will continue to reach out to obtain only those teachers that are qualified to teach in New York City. This includes attending job fairs, as well as reaching out to our Human Resource contact in our Network. We have developed a strong relationship with the local colleges and have increased our student teacher program.

**Service and program coordination**

Through the help of our school support network and other professional development opportunities on the Common Core Standards, we will be well prepared to meet this goal.

**Budget and resources alignment**

FY12 PS

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2: By June 2012, the number of ICT (Integrated Co-Teaching) classes, as well the number of students' passing in these classes will increase by 5%.**

**Comprehensive needs assessment**

Our school received more students with IEPs than in past years. Since our school started ICT, it had a positive effect on the students with IEPs. We hope to increase our success by adding more students with IEPs to our ICT classes. Our school believes in moving kids to a least restrictive environment.

**Instructional strategies/activities**

Our ICT teachers meet on a monthly basis with the school administration to review data, challenges, as well as tools needed for success. ICT teachers meet daily to review the day's lesson, create assessments and conduct ongoing planning to meet the needs of our students. The Inquiry Team monitors the students' progress more closely. There are also professional development opportunities available. Students will be provided with Saturday School tutoring, as well as daily tutoring opportunities.

**Strategies to increase parental involvement**

Regular communication with the parents of students with IEPs, updates at our PTA meetings, parent meetings when reviewing student IEPs.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Although we have over 90% of highly qualified teachers, we will continue to reach out to obtain only those teachers that are qualified to teach in New York City. This includes attending job fairs, as well as reaching out to our Human Resource contact in our Network. We have developed a strong relationship with the local colleges and have increased our student teacher program.

**Service and program coordination**

Our CFN's Division of Special Education, as well as the C4E State program will help us achieve this goal.

**Budget and resources alignment**

C4E Allocation, School Based Budget

**ANNUAL GOAL #3 AND ACTION PLAN**

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

**Annual Goal #3 By June 2012, the number of ELL (English Language Learners) students that will pass the NYSESLAT exam will increase by 10%.**

**Comprehensive needs assessment**

Improving student performance in order to meet the rising effective AMO. Closing achievement gap. The number of ELL students are increasing in our school. It is imperative that our school shows improvement with this population. Our school's academic data is exceptionally high. We want all our students to share this success.

**Instructional strategies/activities**

These students will be programmed together for part of their day. They will be part of one of our Inquiry Teams that will focus on the needs of these students. We will fund a special tutoring program geared to their individual and specific needs.

**Strategies to increase parental involvement**

We have ongoing communication with our ESL parents. Progress reports are translated into their own language. Parents are invited to sit on our ESL committee.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Although we have over 90% of highly qualified teachers, we will continue to reach out to obtain only those teachers that are qualified to teach in New York City. This includes attending job fairs, as well as reaching out to our Human Resource contact in our Network. We have developed a strong relationship with the local colleges and have increased our student teacher program.

**Service and program coordination**

Our CFN ELL team, as well as Title III funding will assist us in meeting this goal.

**Budget and resources alignment**

Title III, C4E Allocation, School Based Budget

**ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4: By June 2012, To the number of students taking CTE (Career & Technical Education) certification exams will increase by 5%.**

**Comprehensive needs assessment**

To improve teacher quality and effectiveness. As part of the Mayor and Chancellor's CTE reform initiative, schools are required to have more of their students take certification exams. Ten of our CTE programs are State approved, therefore, students are encouraged to take these certification exams. After a very successful school year in which there was an increase of 20% of students taking these certification exams, we are aiming to increase this number by another 5%.

**Instructional strategies/activities**

We will continue to revise and update curriculums to align with State and industry standards. We will increase post secondary and industry partnerships to help assist with meeting the current industry standards. Professional development is offered to our teachers. This will help train and expose them to more industry expectations. We will continue to provide more certification test preparation and tutoring to our students.

**Strategies to increase parental involvement**

During our monthly PTA meetings, there will be information sessions regarding the Common Core Standards. During the monthly Executive PTA Board meeting, these Standards will also be discussed and reviewed.

**Strategies for attracting Highly Qualified Teachers (HQT)**

Although we have over 90% of highly qualified teachers, we will continue to reach out to obtain only those teachers that are qualified to teach in New York City. This includes attending job fairs, as well as reaching out to our Human Resource contact in our Network. We have developed a strong relationship with the local colleges and have increased our student teacher program. We will continue to work with our industry partners.

**Service and program coordination**

Our CTE teachers receive outside Professional Development services from both our industry partners as well as higher education partners. Through the federal grant of VATAE, our teachers receive ongoing professional development.

**Budget and resources alignment**

VATAE Funding, C4E Allocation, School Based Budget

**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     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 1     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 2     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 3     |                             |                             | N/A                         | N/A                         |                                      |                                       |                                 |                                 |
| 4     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 5     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 6     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 7     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 8     |                             |                             |                             |                             |                                      |                                       |                                 |                                 |
| 9     | 541                         | 541                         | 541                         | 541                         | 541                                  | 3                                     | 20-25                           | 10                              |
| 10    | 574                         | 568                         | 574                         | 567                         | 574                                  | 1                                     | 18-20                           | 32                              |
| 11    | 583                         | 568                         | 542                         | 578                         | 583                                  | 2                                     | 15-18                           | 15                              |
| 12    | 570                         | 313                         | 222                         | 539                         | 570                                  | 0                                     | 12-15                           | 7                               |

**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

| <b>Name of Academic Intervention Services (AIS)</b> | <b>Description:</b> Provide a brief description of <b>each</b> 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.).   |
|---|--|
| <b>ELA:</b>   | <p><b>Ramp-Up Program</b><br/> <b>Ramp-Up is a double period class that meets five days per week during the students' regular school days. Through independent readings, RA/TA/TA, and independent work periods, the students learn to appreciate the written word and its importance in their daily lives. By incorporating study skills into the class, this program carries through to success in other classes and throughout their academic career.</b></p> <p><b>CTT Class</b><br/> <b>The CTT class combines the talents and skills of two experienced, tenured teachers who assist both general education students as well as ISS students. These students are afforded the student/teacher ratio of 17:1. Evidence of individual attention and differentiated instruction is apparent during the 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> periods when the classes meet on a daily basis.</b></p> <p><b>Accelerated Reading/Accelerated Writing Classes</b><br/> <b>To assist all incoming freshmen, an Accelerated Reading/Writing Program is incorporated into each of their school days. In addition to being enrolled in traditional English A class, these supplementary classes offer students additional opportunities to practice their Reading/Writing skills across the content areas. These classes meet one period per day, five days per week during which students are exposed to five months of Accelerated Reading, and five months of Accelerated Writing or vice-versa.</b></p> <p><b>Saturday School</b><br/> <b>In addition to the above services, students are given the opportunity to attend 1 ½ hour tutoring sessions on Saturday mornings. During these sessions, Regents preparation is provided for English Language Learners and SETTS students.</b></p> <p><b>Tutoring</b><br/> <b>Finally, tutoring sessions are held during the students' lunch periods and at the beginning</b></p> |

|  |  |
|--|--|
|  | and end of the school day. Participation is voluntary. However, many students are encouraged to attend in order to improve their skills and/or prepare for exams, including standardized tests.  |
| <b>Mathematics:</b>  | Peer to peer tutoring during the school day in the Student Cafeteria. Tutoring is available for all math courses during the students' lunch periods and at Saturday School for Integrated Algebra, Geometry and Algebra 2/Trigonometry. An extra period of AP Calculus is offered period 1 to help students with this rigorous course.   |
| <b>Science:</b>  | <ol style="list-style-type: none"> <li>1. Collaborative Team Teaching</li> <li>2. Science Honor Society Tutoring</li> <li>3. Saturday School for Living Environment, Chemistry</li> <li>4. Regents Prep for all four sciences</li> <li>5. One to one and small group tutoring in Lunch Room (Circular 6)</li> </ol>  |
| <b>Social Studies:</b>                                       | <ol style="list-style-type: none"> <li>1. One-to-One Tutoring during the school day</li> <li>2. Peer-to-Peer Tutoring during the school day (All lunch periods in Student Cafeteria)</li> <li>3. After School Tutoring</li> <li>4. In class Regents Preparation</li> <li>5. Professional Development Workshops that center on test taking strategies, topics that appear on regents exam</li> <li>6. Two weekends of Intense Regents Preparation</li> <li>7. Accommodate students with resources, sample exams and Regents review books</li> <li>8. After School courses – PM School (credit recovery)</li> <li>9. Edu-game software utilized in the classroom. This program provides students with feedback on questions answered correctly and incorrectly.</li> <li>10. Collaborative Team Teacher</li> </ol> |
| <b>At-risk Services Provided by the Guidance Counselor:</b>  | Ongoing during the school day: AIS services are provided based on assessment of data culled for each student and response to referrals made by other professional staff members. Report cards, transcripts, attendance and deans records are reviewed to identify strengths and weaknesses. Weaknesses are addressed with individual supports such as tutoring during and after the school day. PM School for credit recovery and skill building, Saturday School tutoring, Saturday guidance counseling hours. After and during school support groups.  |
| <b>At-risk Services Provided by the School Psychologist:</b> | Individual counseling on an as-needed basis.   |

|   |  |
|---|--|
| <p><b>At-risk Services Provided by the Social Worker:</b></p> | <p><b>Facilitate/Participate in Interdisciplinary meetings with teachers, parents and appropriate staff, as relates to individual students.</b><br/> <b>Conduct counseling sessions as needed, individually or in a group.</b><br/> <b>Respond to crisis situations as needed and provide appropriate intervention</b></p>   |
| <p><b>At-risk Health-related Services:</b></p>                | <p><b>Assess records and referrals to identify if student is at risk due to health related issues.</b><br/> <b>Review immunization records, attendance history, medical history (vision, hearing, and special medical alerts). Provide 504 accommodation if requested. Monitor supports needed by student. Provide parent with resource information for outside agencies for long term interventions. For at risk students with social, emotional health related issues, support is provided in 1:1 and group counseling sessions during and after school day.</b></p> |

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

|   |                    |                       |                          |
|---|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader <b>Charles Amundsen</b><br><b>Jie Zhang</b> | District <b>28</b> | Borough <b>Queens</b> | School Number <b>620</b> |
| School Name <b>Thomas Edison CTE High School</b>                          |                    |                       |                          |

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

|  |   |
|--|---|
| Principal <b>Anthony Barbetta</b>                | Assistant Principal <b>Patricia Minogue</b> |
| Coach <b>here</b>                                | Coach <b>type here</b>                      |
| ESL Teacher <b>Peggy Skipitaris</b>              | Guidance Counselor <b>Kristin Bellomo</b>   |
| Teacher/Subject Area <b>Nancy Lavin/ English</b> | Parent <b>type here</b>                     |
| Teacher/Subject Area <b>Nicole Cinque/Math</b>   | Parent Coordinator <b>type here</b>         |
| Related Service Provider <b>Bonnie Dassa</b>     | Other <b>type here</b>                      |
| Network Leader <b>type here</b>                  | Other <b>type here</b>                      |

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

|                                    |             |                      |           |   |              |
|------------------------------------|-------------|----------------------|-----------|---|--------------|
| Total number of students in school | <b>2313</b> | Total Number of ELLs | <b>33</b> | ELLs as share of total student population (%) | <b>1.43%</b> |
|------------------------------------|-------------|----------------------|-----------|---|--------------|

## 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) The initial screening of students is administered by Mr. Ron Williams, Assistant Principal, Pupil Personnel Services; the Home Language Identification Survey is administered by him. The HLIS is completed by a parent at enrollment. When necessary, interpreters are provided during the intake process. Those students whose home language survey indicates that the child speaks a language other than English are administered a LAB-R Exam within ten days of initial enrollment. The names of the new admits are obtained through ATS on the RLER report. The ESL Coordinator, who holds an ESL License, individually tests each newly admitted ELL candidate using the LAB-R. If needed, the Spanish LAB exam is also administered through the Spanish department. The LAB-R is hand scored to determine the placement in beginner, intermediate, or advanced level and the student is programmed accordingly with the required number of periods per day. This is an on-going procedure as new entrants are admitted throughout the year. Each student who is classified as an ELL student is administered the NYSESLAT Exam during the Spring term. This process requires a number of weeks as the ELL coordinator tests the students individually in a separate location for the speaking section of the exam. The listening, reading, and writing segments of the exam are administered on separate days with all accommodations and modifications adhered to. The reading and listening sections are graded by an outside source and the writing section is graded by a team of educational professionals at the school. Additionally, results of the NYSESLAT exam are shared with the content area teachers on the flagging letters. Teachers are made aware of the students' strengths and areas in need of improvement based on the results of this exam. Finally, the students' ratings on the Speaking/Listening sections and the Reading/Writing sections are compared with the results from the prior year.

2) Through a letter sent home to the parents, ELL parents are invited to attend an orientation meeting which is held within the first ten days of the students' initial enrollment. During this meeting, the parents are introduced to the three programs for ELLs through a DVD which is presented in their native language. Based on this information, parents are given the option to select a Bilingual Program, Dual Language Program, or Freestanding ESL Program. This is an ongoing process throughout the school year. This meeting is conducted by Ms. Peggy Skipitaris, the ESL Coordinator. Whenever possible, the principal, Mr. Barbetta and assistant principal, Ms. Minogue are also present at these meetings.

3) As previously stated, parents are encouraged to attend a meeting for newly admitted ELL students and parents. At least one of the parents from the families that were invited attended the meeting. Program Selection Forms and Parent Surveys are distributed at this time. Therefore, Program Selection forms were completed and submitted the night of the meeting. Should a parent not attend the meeting, forms are sent home with the student, and he/she is encouraged to return them the next day. The ESL Coordinator is responsible to store the selection forms in-house.

4) During the initial meeting parents are given information in their own native language. The ESL Coordinator speaks individually with the parents, explaining the contents of the placement letter. Parents are then asked to complete the form and submit it to the ESL coordinator. The coordinator keeps a copy of the Parents' Selection Form and Parents Survey in her files; a second copy is also housed with the individual student's academic records. Each year, parents are also sent a Continuation of Services letter. In addition,

guidance counselors reach out to parents, contacting them regarding their child's progress. Also, translators are available when needed. The LAB-R Exam identifies the placement for the student. Depending on the score, the student is placed into the Beginner, Intermediate, or Advanced Level Program. In addition, a letter to all teachers for former ELLs (two years) is sent by the ESL Coordinator about accommodations for ELLs on all content area exams such as extended time and the use of dictionaries and glossaries that are available in each department.

5) As in the past, the parents have requested the Freestanding ESL Program. The school maintains the Parent Survey and Program Selection Forms from parents. To date, only the Freestanding ESL program has been requested by parents. Therefore, programming has focused exclusively on the Beginner, Intermediate, and Advanced ESL classes. However, if a parent should not accept this program, they would be directed to the nearest public high school which houses the program of their choice.

6) As previously stated, the parents have requested that their children be enrolled in the Freestanding ESL program which is offered at our school.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown   |   |   |   |   |   |   |   |   |   |    |    |    |    |         |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|---------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |   |   |   |   |   |   |   |   |   |    |    |    |    | 0       |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |   |   |   |   |   |   |   |   |   |    |    |    |    | 0       |
| <b>Freestanding ESL</b>   |   |   |   |   |   |   |   |   |   |    |    |    |    |         |
| <b>Self-Contained</b>   |   |   |   |   |   |   |   |   |   | 16 | 6  | 7  | 4  | 33      |
| <b>Push-In</b>  |   |   |   |   |   |   |   |   |   |    |    |    |    | 0       |
| <b>Total</b>  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 6  | 7  | 4  | 33      |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |                  |    |
|-----------------------------|----|------------------|----|
| All ELLs                    | 33 | Newcomers (ELLs) | 13 |
| Special Education           | 19 |                  |    |

| Number of ELLs by Subgroups |   |                                  |    |                               |   |
|-----------------------------|---|----------------------------------|----|-------------------------------|---|
|                             |   | receiving service 0-3 years)     |    |                               |   |
| SIFE                        | 5 | ELLs receiving service 4-6 years | 11 | Long-Term (completed 6 years) | 9 |

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 |                  |      |                   |                  |      |                   |                                    |      |                   |       |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                   | ELLs (0-3 years) |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   | Total |
|                   | All              | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE               |                  |      |                   |                  |      |                   |                                    |      |                   | 0     |
| Dual Language     |                  |      |                   |                  |      |                   |                                    |      |                   | 0     |
| ESL               | 13               | 0    | 4                 | 11               | 5    | 9                 | 9                                  | 0    | 6                 | 33    |
| Total             | 13               | 0    | 4                 | 11               | 5    | 9                 | 9                                  | 0    | 6                 | 33    |

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        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

| Dual Language (ELLs/EPs)                       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
| Number of ELLs by Grade in Each Language Group |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
|  | K  |    | 1  |    | 2  |    | 3  |    | 4  |    | 5  |    | 6  |    | 7  |    | 8  |    | TOTAL |    |
|  | EL | EP | EL    | EP |
| Spanish  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Chinese  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Russian  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |

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

**Number of ELLs by Grade in Each Language Group**

|              | K       |    | 1       |    | 2       |    | 3       |    | 4       |    | 5       |    | 6       |    | 7       |    | 8       |    | TOTAL   |    |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
|              | EL<br>L | EP |
| Korean       |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Haitian      |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| French       |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Other        |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| <b>TOTAL</b> | 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  |
| <b>TOTAL</b> | 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: ____                        |
| Native American: ____   | White (Non-Hispanic/Latino): ____  |
|   | Hispanic/Latino: ____              |
|   | Other: ____                        |

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9         | 10       | 11       | 12       | TOTAL     |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|-----------|
| Albanian     |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| Other        |          |          |          |          |          |          |          |          |          |           |          |          |          | 0         |
| <b>TOTAL</b> | <b>0</b> | <b>13</b> | <b>6</b> | <b>7</b> | <b>4</b> | <b>30</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1 a) The ELL students are divided into three self-contained programs, one is for the Beginning ELL student, the second is for the Intermediate ELL student and the third services the Advanced ELL student. The Beginner ELL student is serviced with three periods of ESL instruction, the Intermediate ELL student has a double period of ESL instruction, and the Advanced ELL student has one period of ESL instruction and one period of English instruction provided by a licensed English teacher. In addition to the ESL materials such as English, Yes!, the Globe Literature Series, Voices in Literature, Multi Cultural Workshop, and Reflections, the materials that are incorporated into each English class are also used in the ESL classroom.

b) The program is an ungraded homogeneous program in which the students at the Beginning level sit for three periods of ESL instruction, the students at the Intermediate level take the double period ESL class together and the students at the Advanced level sit for one period together. The grade level for the students in each class varies.

2. In our Freestanding ESL Program the Beginning Level students sit for three periods (135 minutes per day) of ESL instruction. The Intermediate Level students sit for two periods (90 minutes per day) of ESL instruction. The Advanced Level students sit for a single period (45 minutes) of ESL instruction, and a single period (45 minutes) of ELA instruction. ESL classes are conducted by a licensed ESL instructor. ELA classes are conducted by licensed teachers in their field. All classes meet five days per week. Therefore, the Beginning Level students have 675 minutes of ESL instruction per week, while the Instructional Level students have 450 minutes of ESL instruction per week and the Advanced Level students have 225 minutes of ESL instruction and 225 minutes of ELA instruction weekly.

a) Please see above.

## A. Programming and Scheduling Information

3) Content subject areas are given glossaries in each subject area. In addition, dictionaries in each language are available in the various native languages. Computers are housed in the ESL classroom. Students are encouraged to use these computers to research material in all subject areas. Students are permitted to use their native language when researching in the various subject areas. This year, one of Edison's initiatives is to increase students' vocabulary. Therefore, students are required to maintain a vocabulary section in their notebooks for all classes. To complement this, word walls are found in all classrooms. Vocabulary is previewed daily before reading the text. Various methods and instructional approaches used to make content comprehensible and enrich language development are: maps, library research and resource materials in native languages, computers, project reports, stories including fiction and nonfiction as well as level appropriated textbooks and music related to history and social issues. Additionally, graph and charts related to math are studied in the ESL program. Conferencing with content area teachers is also an important component of the ESL program. In addition, students are encouraged to attend lunch-time tutoring as well as Saturday School enrichment classes. Finally, an ESL tutoring program assisting those students who are experiencing difficulty in the content area subjects will begin in November. This will be offered before or after the student's school day.

4) To ensure that all ELLs are appropriately evaluated in their native language, we administer the Spanish LAB exam.

5) a) The instructional plan for SIFE students is to initially administer a diagnostic exam, interview the students as well as interview the parents during Parent-Teacher Conferences. Based on data from ARIS and the task at hand, students are grouped heterogeneously or homogeneously. Differentiation of instruction is task-based. Students are grouped in teams and are supported by the ESL teacher, paraprofessionals, and tutoring.

b) The learning environment for ELLs in school less than three years offers a challenging yet nurturing environment. The teaching materials are relevant. Graphic organizers are used to advance their reading and writing skills. Curriculum planning immerses students in language activities that incorporate listening, speaking, reading and writing on a daily basis. Academic language is used to help students prepare for Regents exams. Weaker students are assigned buddies to facilitate their learning and increase their self-confidence and comfort level. Computers, dictionaries in native languages, word walls that foster word recognition and reference encyclopedias are accessible in the classroom. Additionally, ARIS results are analyzed to determine student strengths and weaknesses in order to design support based areas of need.

c) For ELLs receiving service 4 to 6 years, more writing, advanced reading, and oral presentation of projects to improve speaking skills are integrated into the curriculum. ARIS results from previous grades are considered and collaborative groupings are varied to address the diversity of learning styles, cultural backgrounds, and educational experiences. Tutoring during lunch periods and Saturdays is also available and encouraged. Computers, dictionaries in native languages, word walls, and reference encyclopedias are accessible in the classroom.

d) The curriculum for Long-Term ELLs provides for the teaching of test-taking, study and organizational skills. A further goal of instruction is to familiarize the students with the formal state assessments that measure progress toward English proficiency. Students are encouraged to attend tutoring during lunch periods and on Saturdays. In addition, they will be strongly encouraged to attend after school tutoring in content area subjects beginning in November.

e) Support for ELLs identified as having special needs are addressed through consultation with Guidance Counselors and a review of their IEPs. They are assigned buddies, and are encouraged to use the available reference materials in the classroom as well as the library. Techniques used to enhance communication, comprehension, and critical thinking are: eliciting prior knowledge, role playing, oral presentations, graphic organizers, and scaffolding instruction. Maps, word walls, previewing of vocabulary and visuals are incorporated into the curriculum. Peer Tutoring, in addition to lunch and Saturday tutoring is recommended. The assistance of the students' paraprofessionals is elicited during the ESL classes.

6) Support for ELLs identified as having special needs are addressed through consultation with guidance counselors and a review of their IEPs. They are assigned buddies, and are encouraged to use the available reference materials in the classroom as well as the library. Techniques used to enhance communication, comprehension, and critical thinking are: eliciting prior knowledge, role playing, oral

## A. Programming and Scheduling Information

presentations, graphic organizers, and scaffolding instruction. Maps, word walls, previewing of vocabulary and visuals are incorporated into the curriculum. Peer Tutoring in addition to lunch and Saturday tutoring is recommended. The assistance of the students' classroom as well as on the NYSESLAT Exam, and to provide differentiated instruction, students may be assigned varying tasks or may be required to complete fewer projects than their classmates. This helps to provide a customized differentiated instruction program for these students.

### Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |              |          |
|-------------------------------|--|--------------|----------|
| 100%                          | Dual Language                          |              |          |
| 75%                           | Dual Language                          |              |          |
| 50%                           | Dual Language                          |              |          |
| 25%                           | Dual Language                          |              |          |
| 100%                          | Freestanding ESL                       |              |          |
| 75%                           | Freestanding ESL                       |              |          |
| 50%                           | Freestanding ESL                       |              |          |
| 25%                           | Freestanding ESL                       |              |          |
| TIME                          | BEGINNERS                              | INTERMEDIATE | ADVANCED |

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

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

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

8) ELL students are invited to attend Saturday School tutoring and lunch time tutoring in the various subject areas. Additionally, ELLs are provided with glossaries for each of the content area subjects. Also, based on report card grades, students are strongly encouraged to attend after school tutoring to improve the concepts being taught in those classes. In the ESL classroom the teacher incorporates the use of maps to reinforce geography, stories and music related to history and social issues as well as the use of charts and graphs related to math. This is a personalized program tailored to the students' needs.

9) Continued transitional support for ELL students reaching proficiency on the NYSESLAT Exam is provided when these students are allowed additional time on exams. In addition, students are permitted to use glossaries and dictionaries in their native language to assist them in the content area classes. These accommodations are provided for up to two years after the ELL exited the program.

10) The new programs being considered for the upcoming school year include using the Smart Board in addition to introducing individual IPADS to facilitate listening to the spoken language, pronunciation, visualizing the spoken language and using the internet to access a dictionary.

## B. Programming and Scheduling Information--Continued

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

8) ELL students are invited to attend Saturday School tutoring and lunch time tutoring in the various subject areas. Additionally, ELLs are provided with glossaries for each of the content area subjects. Also, based on report card grades, students are strongly encouraged to attend after school tutoring to improve the concepts being taught in those classes. In the ESL classroom the teacher incorporates the use of maps to reinforce geography, stories and music related to history and social issues as well as the use of charts and graphs related to math. This is a personalized program tailored to the students' needs.

9) Continued transitional support for ELL students reaching proficiency on the NYSESLAT Exam is provided when these students are allowed additional time on exams. In addition, students are permitted to use glossaries and dictionaries in their native language to assist them in the content area classes. These accommodations are provided for up to two years after the ELL exited the program.

10) The new programs being considered for the upcoming school year include using the Smart Board in addition to introducing individual IPADs to facilitate listening to the spoken language, pronunciation, visualizing the spoken language and using the internet to access a dictionary.

11) At this point in time, no programs will be discontinued.

12) The goal of the ESL program is for the students to meet with success in a nurturing environment while learning the intricacies of the English language. All ELL students are afforded access to all after school activities and scholastic sessions such as PM School and Saturday School Tutoring. Title III supplemental programs include tutoring in the content area subjects as well as preparation for standardized exams. These sessions take place outside of the students' school day. Through the ESL Coordinator, they are encouraged to attend these activities. In addition, students are encouraged to participate in various clubs, sports, and other activities that are offered in the school. These include: baseball, softball, basketball (boys and girls), volleyball, poetry club, film club, etc. Finally, a number of former ELL students are enrolled in Advanced Placement Programs.

13) The ESL classroom houses three computers and a printer in which the students are encouraged to research information for their ESL classes as well as other content areas. Computer programs that allow material to be translated from English to the student's native language are available for the English Language Learners. Glossaries are also supplied for the various content areas. Dictionaries in the various native languages are provided in the ESL classroom. Students often visit the library during the ESL periods and during their free time such as lunch periods or before or after school. In addition, the use of IPADs in the ESL classroom is encouraged. Classroom and library computers are available for all subgroups. Beginners use picture dictionaries with CD ROMs, cassette and CD player, as well as DVDs to enhance comprehension. Level appropriate fiction and nonfiction literature accompanied by visuals and songs are also available. Intermediate and Advanced ELLs use all of the above including an overhead projector to enhance level appropriate literature.

14) Native Language support is provided through glossaries as well as dictionaries in the native languages. In addition, students have access to information in their native language through the use of the computers. For example, various articles that the students may use to research for projects may be translated into their native languages. Bilingual paraprofessionals are also encouraged to assist the students by explaining concepts being taught in the students' native language.

15) All support for ELL students is grade-level appropriate and age-level appropriate. Aside from reading texts that are designed for the ELL student, the ELL students also read material from the English Department book list.

## B. Programming and Scheduling Information--Continued

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

8) ELL students are invited to attend Saturday School tutoring and lunch time tutoring in the various subject areas. Additionally, ELLs are provided with glossaries for each of the content area subjects. Also, based on report card grades, students are strongly encouraged to attend after school tutoring to improve the concepts being taught in those classes. In the ESL classroom the teacher incorporates the use of maps to reinforce geography, stories and music related to history and social issues as well as the use of charts and graphs related to math. This is a personalized program tailored to the students' needs.

9) Continued transitional support for ELL students reaching proficiency on the NYSESLAT Exam is provided when these students are allowed additional time on exams. In addition, students are permitted to use glossaries and dictionaries in their native language to assist them in the content area classes. These accommodations are provided for up to two years after the ELL exited the program.

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## 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) At the beginning of the school year, the Parent Coordinator contacted the homes of the ELL students regarding workshops and school community functions that were taking place at the school. All parents are encouraged to attend monthly PTA meetings at the high school. In addition, they are contacted on a daily basis regarding attendance, cuts, discipline, etc. They are also invited to attend special workshops to promote their child's education. The School Based Leadership Team discussed the CEP and its support of the ELL community. Finally, parents will also be contacted regarding the Title III tutoring services.

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## B. Programming and Scheduling Information--Continued

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

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## 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

## 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 ESL Coordinator meets with the teachers of her ELLs to determine how they can best implement programs and strategies that will help the ELL students in their content areas. Also, each Faculty Seminar and department meeting discusses professional topics such as the use of assessments and students' varied learning styles. Recently, the ESL Coordinator along with members of the administration addressed the faculty explaining the ESL Program. All members of the staff are required to attend these meetings. This includes assistant principals, content area teachers, special education teachers, psychologists, and therapists. Attendance is taken at these meetings. The ESL coordinator also meets individually with content area teachers at their request. In addition, two assistant principals attended a professional development session regarding supervising the ESL program; this was sponsored by ELI. The ESL coordinator also attended a NYSESLAT scoring workshop at Forest Hills High School on May 25, 2011.

2) There are many programs offered to help the ELL student transition to the high school. These include participating in orientation, Orientation to Edison High School for the parents, Welcome Back to School Day, as well as inviting families to learn more about the ESL Programs. In addition, students are strongly encouraged to participate in after school tutoring. Attendance is taken and parents are contacted when students do not attend the program.

3) Teachers are encouraged to discuss information with the ESL Coordinator regarding the education of ELLs in the content areas. Professional Development regarding the ELL students was provided for members of the staff. The teachers were asked to read and interpret the poem, "Jabberwocky". After reflecting on this activity, the staff discussed the difficulty of communicating in a "language" that is unfamiliar to them. This was then applied to the former and present members of the ELL community; the difficulties they experience in the classrooms was then discussed. The staff was then introduced to various ELL subgroups such as SIFE and the 0-3 years, 4-6 years, and long-term ELLs. Teachers were then asked to complete a 3-2-1 Exit Card to reflect on the day's work. Finally, the ESL Coordinator is kept abreast of all professional development courses that are offered through oell.

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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## 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)   |   |   |   |   |   |   |   |   |   | 2  |    |    |    | 2     |
| Intermediate(I)   |   |   |   |   |   |   |   |   |   | 8  | 2  | 5  | 4  | 19    |
| Advanced (A)  |   |   |   |   |   |   |   |   |   | 7  | 4  | 1  |    | 12    |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 6  | 6  | 4  | 33    |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| LISTENING /SPEAKING | B                 |   |   |   |   |   |   |   |   |   |    |    |    | 1  |
|                     | I                 |   |   |   |   |   |   |   |   |   | 1  | 1  | 5  | 1  |
|                     | A                 |   |   |   |   |   |   |   |   |   | 3  | 1  |    | 1  |
|                     | P                 |   |   |   |   |   |   |   |   |   | 13 | 3  | 1  |    |
| READING/ WRITING    | B                 |   |   |   |   |   |   |   |   |   | 2  |    |    |    |
|                     | I                 |   |   |   |   |   |   |   |   |   | 7  | 2  | 5  | 3  |
|                     | A                 |   |   |   |   |   |   |   |   |   | 7  | 3  | 1  |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |    |    |    |    |

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        | 2                          | 0               | 0                           |                 |
| Integrated Algebra           | 5                          | 0               | 1                           |                 |
| Geometry                     | 0                          | 0               |                             |                 |
| Algebra 2/Trigonometry       | 0                          | 0               |                             |                 |
| Math <u>RCT</u>              | 5                          | 0               | 4                           |                 |
| Biology                      | 0                          | 0               |                             |                 |
| Chemistry                    | 0                          | 0               |                             |                 |
| Earth Science                | 0                          | 0               |                             |                 |
| Living Environment           | 6                          | 0               | 0                           |                 |
| Physics                      | 0                          | 0               |                             |                 |
| Global History and Geography | 1                          | 0               | 0                           |                 |
| US History and Government    | 0                          | 0               |                             |                 |
| Foreign Language             | 1                          | 0               | 1                           |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    | 0                          | 0               |                             |                 |
| NYSAA Mathematics            | 0                          | 0               |                             |                 |
| NYSAA Social Studies         | 0                          | 0               |                             |                 |
| NYSAA Science                | 0                          | 0               |                             |                 |

**Native Language Tests**

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

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

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

1) The teachers use ARIS to locate information regarding the ELL population. The results of the Acuity and Regents Exams are reviewed. The ESL teachers work with the native language students and EPs on the English Language Proficiency tests. In addition, the

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## Part VI: LAP Assurances

| <b>School Name: Thomas Edison CTE High School</b>                                 |   | <b>School DBN: 28Q620</b> |                 |
|---|---|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |   |                           |                 |
| Name (PRINT)  | Title                                       | Signature                 | Date (mm/dd/yy) |
| Mr. Anthony Barbetta  | Principal                                   |                           | 10/28/11        |
| Ms. Patricia Minogue  | Assistant Principal                         |                           | 10/28/11        |
|   | Parent Coordinator                          |                           |                 |
| Ms. Peggy Skipitaris  | ESL Teacher                                 |                           | 10/28/11        |
|   | Parent                                      |                           |                 |
| Ms. Nancy Lavin/English   | Teacher/Subject Area                        |                           | 10/28/11        |
| Ms. Nicole Cinque/Math  | Teacher/Subject Area                        |                           | 10/28/11        |
|   | Coach                                       |                           |                 |
|   | Coach                                       |                           |                 |
| Ms. Kristen Bellomo   | Guidance Counselor                          |                           | 10/28/11        |
|   | Network Leader                              |                           |                 |
| Ms. Bonnie Dassa  | Other <u>Related Service</u><br><u>Prov</u> |                           | 10/28/11        |
|   | Other                                       |                           |                 |
|   | Other                                       |                           |                 |
|   | Other                                       |                           |                 |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 28Q620      **School Name:** Thomas Edison CTE High School

**Cluster:** 02      **Network:** CFN

**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**

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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.

When the child first enters the New York City Public School System, parents or guardians view a video that explains the programs available to ELLs. This is presented in the parent's or guardian's native language. A Parent's Selection Form and Parent's Survey are also discussed with the parents. These forms are printed in both English and the parent's/guardian's native language. The surveys were reviewed. Based on the data, it was determined that translation services would be needed for parents of ELL students. In some cases, translation services are also needed for parents of non-ELL students whose primary language is not English. Should a parent contact a staff member via phone or request an interview, a Spanish, Chinese, or Bengali translator is available during the day. Interpreters are also provided during Parent Teacher Conferences. Finally, Progress Reports with comments written in the parent's/guardian's native language are mailed to the students' home five times during the school year.

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.

Most translations are in the Spanish language. Should a child be listed as an ELL or former ELL, this information will appear on the ARIS class roster. Teachers are informed of the ELL and former ELL population through ARIS. In addition, the ESL coordinator contacts teachers of ELL's with a brief summary of the NYSESLAT exam results. Teachers are encouraged to work with the ESL coordinator to help the ELL to maintain his/her strengths while developing the area in which the student needs improvement.

## Part B: Strategies and Activities

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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.

As stated, progress reports are translated into the parent's/guardian's native language. This service is provided by an outside vendor. In addition, translation services are provided during the school day by school staff, these include Spanish, Chinese, and Bengali.

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 interpretation services are provided by the school on a daily basis. These services include Spanish, Chinese and Bengali interpreters. Oral interpretation in the above mentioned languages are provided by the school staff. The translators assist parents to better understand the school's academic policies, discipline code, and assessments that are used to evaluate the student's progress. These services are extended beyond the school day for Parent Teacher Conferences.

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

Parents/Guardians are encouraged to participate in their children's education. So that parents of ELL's can fully participate in their children's education, the school assists in many ways to provide both interpretation and translation services. During the school day, Spanish, Chinese, and Bengali translators are available should the parents require their services. Often, they are called upon to assist staff members with phone contacts to the students' homes. Their services are also available during interviews and/or meetings in which the parents of ELL's might participate. Assistance during Parent Teacher Conferences is also available during the Fall and Spring Conferences. In addition, translation of school documents is available, most notably documents that pertain to students' scholastic performance and behavior. This is particularly evident in Progress Reports that are mailed home five times per year.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information   |                           |
|--|---------------------------|
| Name of School:  | DBN: 28Q620               |
| Cluster Leader: Chuck Amundsen   | Network Leader: Jie Zhang |
| This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below)<br><input type="radio"/> NOT conceptually consolidated (must complete part E below) |                           |

| Part B: Direct Instruction Supplemental Program Information   |
|---|
| The direct instruction component of the program will consist of (check all that apply):<br><input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:  |
| Total # of ELLs to be served:<br>Grades to be served by this program (check all that apply):<br><input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 8<br># of certified ESL/Bilingual teachers: 1<br># of content area teachers: 7   |

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Based on the students' report card grades, the ELLs were assigned to small group content area tutoring sessions. These sessions meet four times per week - one for each content area. Hence the science session meets on Tuesday, social studies on Wednesday, math on Thursday, and English on Friday. These sessions will meet until the students sit for the June final exams. All grade level ELL students are serviced in this program, and all instruction will take place in English. The instruction is conducted by certified teachers who are licensed in the content areas of instruction. In addition, these students meet with a licensed ESL instructor on Mondays to further develop their listening, speaking, reading and writing skills in the English language. These sessions will remain in effect until mid-May. Finally, some former ELL students are preparing for the Regents Exams on Saturday mornings by attending a special Regents Preparation session for one and a half hours. These sessions meet weekly until the Regents Exams in June. In all classes, attendance is taken and the students' work is carefully monitored.

### Part C: Professional Development

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

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

Begin description here: Professional Development is ongoing at Edison High School. The sole ESL teacher and coordinator meets with teachers on an ongoing basis. She informs them of various strategies that can be used to help the ESL student succeed in his/her class. In addition, the ESL coordinator recently attended a Professional Development workshop at Long Island City High School. This workshop focused on teaching strategies for ELL's as well as students who are learning a foreign language. In addition, last spring the ESL coordinator attended a workshop on grading the NYSESLAT exam. Two assistant principals also attended a workshop on the ELL student; this was sponsored by ELI. In the past, the ESL Coordinator has presented workshops to the members of the staff. Information such as how the ELL is identified, communication between the ELL teacher and content area teachers, and general information regarding strategies that can be incorporated into the classroom that will assist the English Language Learner were discussed. In addition to the above, professional development topics presented at various seminars included: the use of technology to identify ELLs, Questioning Techniques to assist the teacher while scaffolding, the use of high level critical thinking questions in the classroom, engaging the students in learning, and analyzing student work.

### Part D: Parental Engagement Activities

### Part D: Parental Engagement Activities

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

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

Begin description here: Before the school year officially begins, the parents are invited to participate in a meeting in which the various aspects of school life at Edison are presented. This meeting was held on Thursday, August 25, 2011. During the first ten days that a student has entered the New York City Public School System and identified as an ELL student, the parents or guardians of the student are invited to attend an orientation meeting in which the various programs for ELL students are presented. Parents view a DVD which is presented in their native language. Parents then ask questions about the three programs - Transitional Bilingual Education, Dual Language, and Free Standing ESL. The Parent Surveys and Program Selection Forms are then carefully reviewed with the parents. Generally these meetings are held at night to accommodate parents' schedules. Translators are available if needed. Another meeting takes place on September 10, 2011, when parents are invited to accompany their children to a "Welcome Back to School Day". Students and family members participate in all-day workshops which offer guidance and assistance to help all meet with success during the school year. Parents are notified of these events via letters, phonemaster messages, and reminders during the school day. In addition, the PTA meets on the second Tuesday of each month.

### Part E: Budget

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

Allocation Amount: \$11200

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title.  |
|---|-----------------|--|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul> | \$11,200        | This represents the per session salaries of the tutors for the ELL students. Under this program, students attend small group instruction sessions, which help them with basic communication skills, content areas subjects and Regents preparation. The students' progress is monitored on an ongoing basis by the ESL Inquiry Team. |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>                         |                 |  |
| Supplies and materials  |                 |  |

**Part E: Budget**

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

Allocation Amount: \$11200

| Budget Category  | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul> |                 |   |
| Educational Software (Object Code 199)   |                 |   |
| Travel   |                 |   |
| Other  |                 |   |
| <b>TOTAL</b>   |                 |   |