



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: COLLEGE OF STATEN ISLAND HIGH SCHOOL FOR INTERNATIONAL STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R047

PRINCIPAL: JOSEPH CANALE **EMAIL:** JCANALE2@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|-----------------------------------|--|-----------|
| Joseph Canale | *Principal or Designee | |
| Barbara Niederhoffer | *UFT Chapter Leader or Designee | |
| Denise Taylor | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| Katherine Kelly Victoria Manzo | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| Susan Sullivan | CBO Representative, if applicable | |
| Karolynn Mangiero | Member/UFT | |
| Lena Douris | Member/UFT | |
| Rosario Miano | Member/UFT | |
| Roseann LaFata | Member/Parent | |
| Chevelle Campbell | Member/Parent | |
| Camille Morales | Member/Parent | |
| Michelle Baialardo | Member/Parent | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

At least 18% of all test takers of June 2012 Mathematics Regents will achieve a score of 80% or better

Comprehensive Needs Assessment

Whereas the numeracy skills of all students is a crucial predictor of college readiness and the City University uses the score of 80% as a gage to determine remediation for college entry and that the percentage of students achieving 80% or higher on all June 2011 mathematics regents was 13.6%; CSI High School will realize an increase of students achieving a minimum of 80% of at least 18% for the June 2012 test takers on mathematics regents examinations.

Instructional strategies/activities

1. On June 29 and 30 2011, the Mathematics Department engaged paid Summer days in which an intensive analysis of the mathematics regents, problems, and errors made in the solving of problems on the June 2011 regents occurred. This is how subgroups were identified and targeted support was identified based on group/individual weaknesses. From this review and analysis pedagogical strategies and instructional changes were considered and action ideas slated for implementation.
2. Installation of a special education teacher with advanced mathematics credentials for the September 2011-2012 school year.
3. Initiation and implementation of picture/word diagram-based word walls in the mathematics classroom to support specialized vocabulary and to activate prior learning.
4. Continued Implementation and creation of hands on/visual/tactile activities in math classes including proof block manipulatives for use in Geometry classes to teach proofs (an area identified as challenging for students through exam analysis) - proofblocks.com. Continuing classroom use and expansion of materials to support student achievement specifically geoboards, geoblocks, and reflective mirrors.
5. Expansion of mock predictives in mathematics regents based courses, and analysis of data to isolate trends through careful item analysis of these and responsive targeted instruction to address areas of student struggle.
6. Analysis of uniform two-hour mathematics final examinations and development of targeted re-instruction plans to begin Spring semester of mathematics study.
7. Math teacher teams will utilize C-6 time to create, align, and modify existing curricular materials in response to data collected from assessments.
8. Asia Society will be facilitating content specific professional development on strategies in mathematics.
9. Implement smaller class size initiatives in Geometry and Algebra 2 Trigonometry classes.
10. Purposeful pairing of math teachers to collaborate in CTT setting and employ common planning and co-developed innovative

strategies to raise student achievement in mathematics classes.

11. Create a weekend support program for students struggling in mathematics which is aligned to regents concepts which students have encountered difficulty with as indicated on prior assessments.
12. Utilization of technology to facilitate greater student achievement such as updated installation of smart boards and training offered to staff as well as notebook math tool, airliner slate for smart board, and geometer sketchpad.
13. External professional development for mathematics instructional strategies will be sought and when appropriate teachers will enroll.
14. Exploration of inter-visitation opportunities with other schools with impressive passing and high score achievement.
15. Partnership with CUNY CSI allows for Teacher Educator Honors Academy (TEHA) tutors 3x per week
16. Supplementary workbooks with Regents type questions decided on by mathematics department

Strategies to increase parental involvement

Disseminate strategy sheets to families on test preparation, assisting their children toward earning higher scores on regents examinations.

Every second semester Mathematic course contract notes the importance of achieving an 80%.

Report card messages will reiterate to families the importance of scoring higher grades on regents examinations (ELA in January and Mathematics in June).

All families will be provided with resources for study aids beyond regents books such as regents prep.org

Weekend parent breakfasts by cohort will be held to communicate the importance of college and career readiness and the connection to regents scores.

Some departments will organize workshop evenings focused on subject area regents exams

PTA and Parent Coordinator newsletters will convey the importance of achieving certain scores.

College Corner on the website will highlight the importance of 75-80% on regents exams.

Strategies for attracting Highly Qualified Teachers (HQT)

Currently, all but one staff member is categorized as highly qualified as per BEDS. Our school has made a concerted effort to support our teachers in acquiring the credits and exams necessary to be highly qualified. All teachers receive high quality professional development provided by NYCDOE and our partner organization, Asia Society. Through our intricate hiring process, our community has ensured that teachers beliefs align with the vision, mission and culture of our school. New teachers are supported by collegial mentoring programs and funding for self-identified Professional Development has been allocated to support pedagogical growth.

Service and program coordination

CSIHS has maximized our school schedule to allow for daily common planning time within teachers' schedules and extensive professional development opportunities embedded throughout our week (Wednesdays, 90 minutes). This time allows teachers to engage in professional dialogue about student work, effective instructional strategies, and data. Through purposeful planning of student and teacher programs, teachers have been given daily opportunities to plan with their department, collaborating teachers and meet with "at risk" students to support individual student need. Through our collaborative grade team meeting on Wednesdays, teachers are able to have rich conversations about students and the strategies employed in order to achieve academic excellence.

Budget and resources alignment

Our school currently does not receive funding under Title I or Title III.

Per session for teachers is funded through Tax Levy/Fair Student Funding (\$20, 000)

Special Education Teacher (mathematics) funded through Tax Levy/FSF

Math manipulatives purchased through TL/FSF

Coverages for teacher PDs and school inter-visitations TL/FSF (\$44,475 absent reserve, \$5,000 prep period coverage)

Workbooks/textbooks funded through NYSTL (\$31,590)

Professional Development is funded through TL/FSF (\$7,000)

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

Through the enhancement and the utilization of targeted writing strategies reflective of common core standards students' non-fiction writing skills will improve specifically 75% of 11th grade students taking the United States History Regents will score a 3 or higher on the United States History thematic essay.

Comprehensive needs assessment

Whereas literacy proficiency, written communication skills such as application of supporting/concrete details within writing are student abilities which are a predictor and skill necessary for college and career success; and the percentage of students who earned less than a

three on the thematic essay on the June 2011 Global History Regents was 30% (70% earning a 3 or higher) on the June 2012 United States History Regents at least 75% of all test takers will earn a three or higher on the thematic essay.

Instructional strategies/activities

1. On June 29 and 30 2011, the Social Studies department engaged in paid Summer days in which an intensive analysis of the Global and United States regents exams answered questions, and essays was undertaken for the June 2011 regents.
2. From this review and analysis pedagogical strategies and instructional changes were considered and action ideas slated for implementation.
3. Cross collaboration on the 11th grade team on interdisciplinary CCSS aligned tasks between ELA and United States History will be created that focus carefully on writing and literacy.
4. The entire 11th grade team will focus on the application of concrete details and persuasive writing/supported arguments within their lessons and tasks.
5. Task design and looking at student work (tasks) will be facilitated through weekly grade teams and the teachers will identify patterns and trends and will adjust instruction accordingly.
6. Targeted small group instruction based on data review of mock thematic essays and performance on Global History will be conducted during professional periods
7. Mock Thematic Essays will be administered under testing conditions and ELA teachers and United States History teachers will assess and collaborate on the results and next steps in English and Social Studies
8. Interdisciplinary unit on Civil Rights (a popular thematic essay topic) will be taught concurrently in the English and United States History classes with essay tasks that will be aligned to the CCSS and thematic essay format.
9. Implementation of Jane Schaffer-type method for student drafting will be purposefully incorporated into lessons, homework, and CCSS aligned tasks.
10. Mock exams to serve as indicators and inform instruction- creation of sub-groups for Saturday Regents Prep classes
11. Use of exemplars from State Website to better familiarize students with expectations of rubric and student work

Strategies to increase parental involvement

Disseminate strategy sheets to families on test preparation, assisting their children toward earning higher scores on regents examinations.

Every second semester Mathematic course contract notes the importance of achieving an 80%.

Report card messages will reiterate to families the importance of scoring higher grades on Regents examinations (ELA in January and Mathematics in June).

All families will be provided with resources for study aids beyond regents books such as regents prep.org

Weekend parent breakfasts by cohort will be held to communicate the importance of college and career readiness and the connection to

Regents scores.

Some departments will organize workshop evenings focused on subject area regents exams
PTA and Parent Coordinator newsletters will convey the importance of achieving certain scores.
College Corner on the website will highlight the importance of 75-80% on Regents exams.

Strategies for attracting Highly Qualified Teachers (HQT)

Currently, all but one staff member is categorized as highly qualified as per BEDS. Our school has made a concerted effort to support our teachers in acquiring the credits and exams necessary to be highly qualified. All teachers receive high quality professional development provided by NYCDOE and our partner organization, Asia Society. Through our intricate hiring process, our community has ensured that teachers beliefs align with the vision, mission and culture of our school. New teachers are supported by collegial mentoring programs and funding for self-identified Professional Development has been allocated to support pedagogical growth.

Service and program coordination

CSIHS has maximized our school schedule to allow for daily common planning time within teachers' schedules and extensive professional development opportunities embedded throughout our week (Wednesdays, 90 minutes). This time allows teachers to engage in professional dialogue about student work, effective instructional strategies, and data. Through purposeful planning of student and teacher programs, teachers have been given daily opportunities to plan with their department, collaborating teachers and meet with "at risk" students to support individual student need. Through our collaborative grade team meeting on Wednesdays, teachers are able to have rich conversations about students and the strategies employed in order to achieve academic excellence

Budget and resources alignment

Our school currently does not receive funding under Title I or Title III.

Per session for teachers is funded through Tax Levy/Fair Student Funding (\$20, 000)

US History teacher funded through FSF and 12.03% Legacy Funding

Coverages for teacher PDs and school inter-visitations TL/FSF (\$44,475 absent reserve, \$5,000 prep period coverage)

Workbooks/textbooks funded through NYSTL (\$31,590)

Professional Development is funded through TL/FSF (\$7,000)

CCLS non-fiction history reading material/library books funded by NYSTL (\$3,233)

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

On the January 2012 ELA Regents at least 28% of all test takers will earn a 75% or better.

Comprehensive needs assessment

Whereas literacy proficiency, written communication skills such as application of supporting/concrete details within writing are student abilities which are a predictor and skill necessary for college and career success. Moreover since the score of 75% on the ELA Regents is a metric which determines remediation within the City University; and the percentage of students who earned a 75% or better on the January 2011 ELA Regents was 24% our goal is that on the January 2012 ELA Regents at least 28% of all test takers will earn a three 75% or better.

Instructional strategies/activities

1. On June 29 and 30 2011, the English department engaged in paid Summer days in which an intensive analysis of the ELA regents exam, answered questions, and essays was undertaken for the January 2011 regents.
2. From this review and analysis pedagogical strategies and instructional changes were considered and action ideas slated for implementation.
3. Cross collaboration on the 11th grade team on interdisciplinary CCSS aligned tasks between ELA and United States History will be created that focus carefully on writing and literacy.
4. The entire 11th grade team will focus on the application of concrete details and persuasive writing/supported arguments within their lessons and tasks.
5. Task design and looking at student work (tasks) will be facilitated through weekly grade teams and the teachers will identify patterns and trends and will adjust instruction accordingly.
6. Targeted small group instruction based on data review of mock ELA regents and performance will be conducted during professional periods/after school tutoring.
7. Mock ELA regents will be administered under testing conditions and ELA teachers and United States History teachers will assess and collaborate on the results and next steps in English and Social Studies.
8. Interdisciplinary unit on Civil Rights will be taught concurrently in the English and United States History classes with essay tasks that will be aligned to the CCSS and thematic essay format.
9. Implementation of Jane Schaffer-type method for student drafting will be purposefully incorporated into lessons, homework, and CCSS

aligned tasks.

10. Acuity results will be assessed to develop ELA lessons plans to address student weaknesses.

Strategies to increase parental involvement

Disseminate strategy sheets to families on test preparation, assisting their children toward earning higher scores on regents examinations.

Every second semester Mathematic course contract notes the importance of achieving an 80%.

Report card messages will reiterate to families the importance of scoring higher grades on regents examinations (ELA in January and Mathematics in June).

All families will be provided with resources for study aids beyond regents books such as regents prep.org

Weekend parent breakfasts by cohort will be held to communicate the importance of college and career readiness and the connection to Regents scores.

Some departments will organize workshop evenings focused on subject area regents exams

PTA and Parent Coordinator newsletters will convey the importance of achieving certain scores.

College Corner on the website will highlight the importance of 75-80% on Regents exams.

Strategies for attracting Highly Qualified Teachers (HQT)

Currently, all but one staff member is categorized as highly qualified as per BEDS. Our school has made a concerted effort to support our teachers in acquiring the credits and exams necessary to be highly qualified. All teachers receive high quality professional development provided by NYCDOE and our partner organization, Asia Society. Through our intricate hiring process, our community has ensured that teachers beliefs align with the vision, mission and culture of our school. New teachers are supported by collegial mentoring programs and funding for self-identified Professional Development has been allocated to support pedagogical growth.

Service and program coordination

CSIHS has maximized our school schedule to allow for daily common planning time within teachers' schedules and extensive professional development opportunities embedded throughout our week (Wednesdays, 90 minutes). This time allows teachers to engage in professional dialogue about student work, effective instructional strategies, and data. Through purposeful planning of student and teacher programs, teachers have been given daily opportunities to plan with their department, collaborating teachers and meet with "at risk" students to support individual student need. Through our collaborative grade team meeting on Wednesdays, teachers are able to have rich conversations about students and the strategies employed in order to achieve academic excellence

Budget and resources alignment

Our school currently does not receive funding under Title I or Title III.

Per session for teachers is funded through Tax Levy/Fair Student Funding (\$20, 000)

English Teachers funded through Tax Levy/FSF and CFE monies

Coverages for teacher PDs and school inter-visitations TL/FSF (\$44,475 absent reserve, \$5,000 prep period coverage)

Workbooks/textbooks funded through NYSTL (\$31,590)

Professional Development is funded through TL/FSF (\$7,000)

School-wide events, surrounding Poetry and Regents Prep, funding by TL/FSF (\$1,500)

Library Books funded by NYSTL (\$3,233)

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| 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 | 31 | 31 | 31 | 31 | | | | |
| 10 | 34 | 34 | 34 | 34 | | | | |
| 11 | 30 | 30 | 30 | 30 | | | | |
| 12 | 32 | 32 | 32 | 32 | | | | |

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

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

| Name of Academic Intervention Services (AIS) | Description |
|---|---|
| ELA | Saturday Tutoring Academy, 1 time per week, small group/individual students Tutoring, 3 times per week to small group/ individual students during lunch |
| Mathematics | Tutoring, 3 times per week to small group/ individual students during lunch Tutoring, 3 times per week to small group/ individual students afterschool Saturday Academy, beginning March 2012 |
| Science | Tutoring, 3 times per week to small group/ individual students during lunch Tutoring, 3 times per week to small group/individual students afterschool Saturday Academy, beginning March 2012 |
| Social Studies | Tutoring, 3 times per week to small group/ individual students during lunch Saturday academy, beginning March 2012 |
| At-risk Services provided by the Guidance Counselor | Five days per week during lunch/ small group/ individual (IEP Mandated) |
| At-risk Services provided by the School Psychologist | |
| At-risk Services provided by the Social Worker | 1 day per week/ Individual (IEP mandated) |
| At-risk Health-related Services | |

**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 Chris Groll/Gillian Smith | District 31 | Borough Staten Island | School Number 047 |
| School Name College of Staten Island High School | | | |

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

| | |
|---|---|
| Principal Joseph Canale | Assistant Principal Lauren Torres |
| Coach type here | Coach type here |
| ESL Teacher type here | Guidance Counselor Marie Pastena |
| Teacher/Subject Area Karolynn Mangiero/ SS | Parent Denise Taylor |
| Teacher/Subject Area Lena Douris/ Science | Parent Coordinator Annette Lentini |
| Related Service Provider Eunice Mak | Other type here |
| Network Leader Gillian Smith | Other type here |

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | 532 | Total Number of ELLs | 1 | ELLs as share of total student population (%) | 0.19% |
|------------------------------------|------------|----------------------|----------|---|--------------|

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. 

As part of the admission process, all families new to the DOE complete a Home Language Identification Survey (HLIS) by our pupil accounting secretary. If this survey indicates that the primary language of the student is a language other than English, an informal interview occurs by our Assistant Principal. At that time it is determined as to whether or not the school must administer the LAB-R. If it is deemed that the LAB-R must be administered, our Assistant Principal (or testing coordinator in her absence) administers the LAB-R within 10 days of the student's admittance. If the student does not show proficiency in English AND they have indicated Spanish as their primary language, the Spanish LAB-R is administered by our Spanish Language teachers.

If students are required to have ESL, there is an informal interview with parents during our freshmen orientation. If an ELL enters CSIHSIS after the orientation, we set up a mutually agreeable time for parents, the parent coordinator and administration to discuss instructional entitlements. Meetings are conducted in the home language, either by staff members who speak the language or by translation services. These meetings include showing parents the orientation DVD in their native language on the services that are available to them (TBE, Dual Language, and Freestanding ESL). Parents are also provided with the brochure "Guide for Parents of English Language Learners" and "Parents Bill of Rights" in their native language. After parents are made aware of their options, they are given the Program Selection Form to be fillout out and stored in our main office. Parents are then made aware of the services that we provide here and are given the option to choose a school that can provide what they feel may be more appropriate or to have their child admitted here. Choices are discussed with parents in their native language and schools that have TBE are provided by our Assistant Principal and parent coordinator. If the parent should decide to pursue a TBE program at another school, we keep record of the family's name and contact information in the event we have enough students to develop the program.

Families of students who do not demonstate English proficiency, either through the LAB-R or incoming NYSESLAT scores, are sent home with an Entitlement/Continous Enrollment/placement letter in the home language by our testing coordinator. The pupil accounting secretary collects these forms and keeps them on file in the main office. If a student shows proficiency on these assessments, non-entitlement letters are distributed.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|--|--|-------------------------------|---|
| All ELLs | 1 | Newcomers (ELLs receiving service 0-3 years) | | Special Education | 1 |
| SIFE | | ELLs receiving service 4-6 years | | Long-Term (completed 6 years) | 1 |

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

| | ELLs by Subgroups | | | | | | | | | Total | |
|---------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|---|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | 0 |
| ESL | | | | | | | 1 | | | | 1 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | | 1 |

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 | | | | | | | | | | | 1 | | | 1 |
| Chinese | | | | | | | | | | | | | | 0 |

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

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

The College of Staten Island High School currently provides instruction for approximately 532 students in grades 9-12. The school is located in the Jerome Parker Campus located at 100 Essex Drive in Staten Island NY. We share a building with three other schools, which means we share the cafeteria, gymnasiums and library with the other schools. Our demographics are as follows: <1% Native American, 11% Asian, 18% Hispanic, 12% Black and 59% White. Approximately 40% of those students are eligible for free or low-cost lunches.

The number of ELL students has historically been small with prior years reflecting no ELLs. As in previous years, we reviewed the HLIF carefully, which also indicated that we have no students with a home language other than English. In running the RLER and RLAT daily at the start of school, we noticed that we had a student who was a long term ELL, also with an IEP, in the 2010-11 school year. We have adopted the Inclusion model with collaborative team teaching and SETSS teachers in the majority of our classrooms, and have capped class size at around 32 students, and where possible have reduced that number even further. We have also developed a Learning Support class for students who are most at risk, to enable targeted support in a small class size led by a licensed Special Educator and paraprofessionals. Currently three of our staff are fluent in Spanish, one in Polish, one in Italian, one in Chinese, one in Arabic and two in Japanese. We believe this is fundamental in providing support for the ELL population of our school. This allows for better modified instruction within regular education classrooms as well as better support of and communication with the families of identified students.

Our student receives special education services in accordance with the requirements of the child's IEPs. In 2006, the child was administered a biligual evaluation mandating intensified processing services as opposed to ESL. Content area teachers are provided with copies of the IEPs so that they may become familiar with the special needs of this student who may have been programmed in their classrooms. Classroom are structured with two licensed teahers in an effort to provide target support around langauge acquistion, learning targets, and individualized education plans.

Although this student is not in need of ESL support, we have programmed this student for content area instruction as well as targeted support in the Learning support class. This student, along with a recent former ELL, recieves testing accomodations and language support 2 days a week (curriculum based on ESL standards) All classes have teachers who are highly qualified and who utilize ESL methodologies. The school is currently in pursuit of a licensed ESL teacher to push in to content area classes and provide language support.

Courses Taught in Languages Other than English ⓘ

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

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

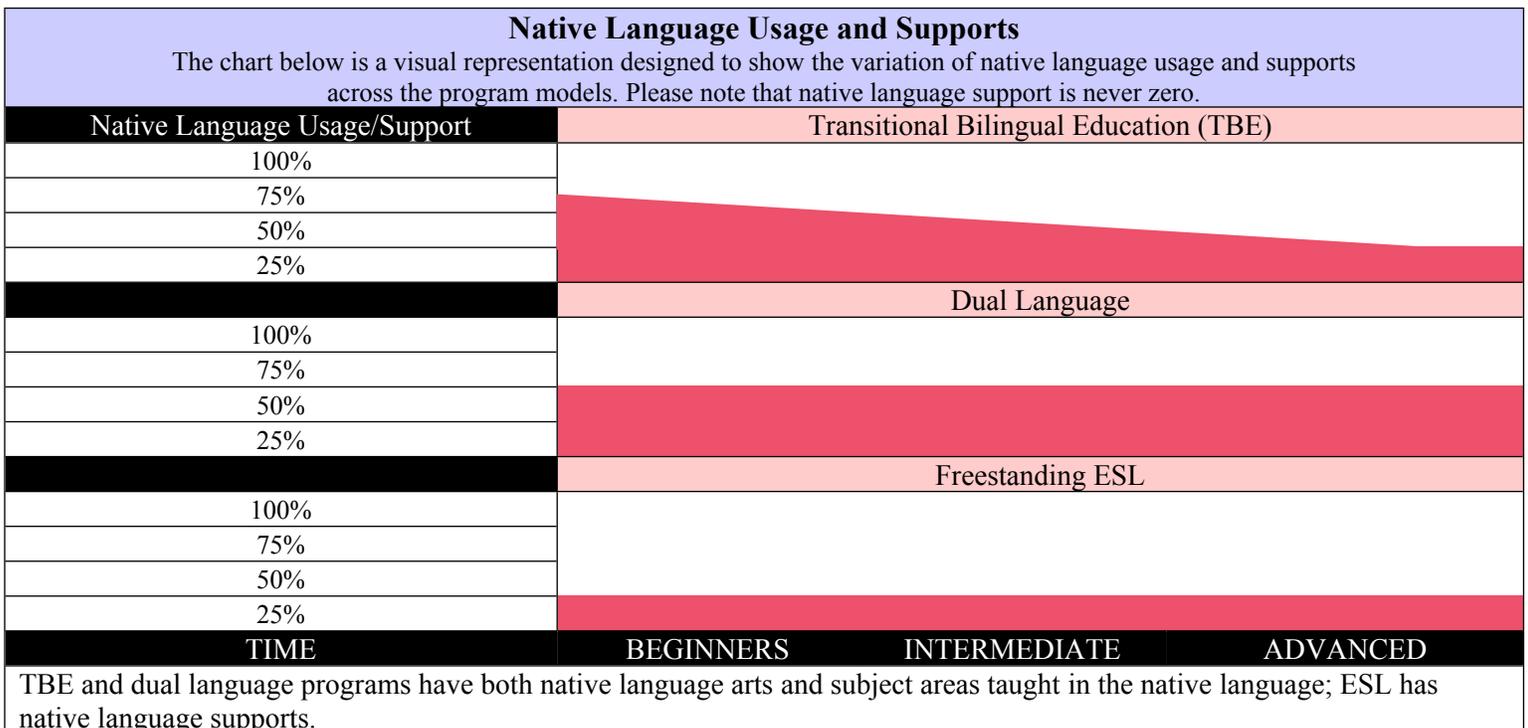
| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts | N/A | | |

| | |
|-----------------|---------|
| Social Studies: | English |
| Math: | English |
| Science: | English |
| | |
| | |
| | |
| | |

| | |
|--|--|
| | |
| | |
| | |
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| | |
| | |
| | |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

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

Our main objective is to assist ELLs to achieve proficiency in literacy and academic English for success on Regents exams and the NYSESLAT. The student is a fluent speaker of the English language, and has been identified as a long term ELL (8 YOS). The students parents have articulated that they do not condone ESL services and would like the service terminated however we continue to support proficiency of the language. Furthermore, recent assessments performed by a school psychologist indicate that ESL services are no longer mandatory. Our obligations, as a school, are to provide students who are entitled to services the supports they need to be successful.

We are utilizing the freestanding ESL model will we recruit a licensed ESL teacher to fully support the program. Content area teachers are currently supporting our ELL through the use of visuals, repetition, glossaries in native language, small group instruction, extended time on exams, and technology such as SmartBoards.

C. Schools with Dual Language Programs

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

Not Applicable

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.

At the College of Staten Island HS, development for teachers, administrators, guidance counselors, special educators, psychologists and related service providers is provided by the administrative staff, an outside QTEL trained pedagogue as well as personnel from the Children First Network 403.

Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Scaffolding instruction in Math and Science through experiments and the use of manipulatives.
- Sessions on sharing of online resources that can make instruction more effective.

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Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Scaffolding instruction in Math and Science through experiments and the use of manipulatives.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs.
- Q-TEL
- Item analysis and use of data gained from ARIS, ACUITY, and prior NYSESLAT to inform instruction.
- Writing strategies that target our bottom third population

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?

Parental involvement workshops held 10 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs.

- PTA meetings once a month with outreach to parents of ELLs.
- Parent volunteers are encouraged to spend time and assist in school.
- Weekly newsletter to parents generated by our parent coordinator
- Monthly newsletters generated by our PTA
- Open invitation to all parents to our monthly School Leadership Meetings
- Constant communication with families through phone calls from teachers and phone master, emails and the use of an on-line grading system (Engrade)
- Data from the Learning Environment Survey helps the school identify needs of parents
- School wide activities to include parents in school community- ex. Freshman/sophomore/ junior and senior Luncheons, Dessert Social, College Night, NHS, Open school week, Simulated school night, student led conferences, Junior Rite of passage
- Translation of school notices available upon request and all PD opportunities are maintained on file

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) | | | | | | | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|----|----|----|--|-------|
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | L |
| | | | | | | | | | | | | | | |

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

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

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

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

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

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | 1 | 0 | 0 | 0 |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | 1 | 0 | 0 | 0 |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other RCT Sci | 1 | 0 | 0 | 0 |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

- 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:

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.

Part VI: LAP Assurances

| School Name: <u>CSI High School</u> | | School DBN: <u>31R047</u> | |
|---|----------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Joseph Canale | Principal | | |
| Lauren Torres | Assistant Principal | | |
| Annette Lentini | Parent Coordinator | | |
| | ESL Teacher | | |
| Denise Taylor | Parent | | |
| Karolynn Mangiero/SS | Teacher/Subject Area | | |
| Lena Douris/ Science | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| Marie Pastena | Guidance Counselor | | |
| Gillian Smith | Network Leader | | |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R047 **School Name:** CSI High School

Cluster: 4 **Network:** 403

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At the beginning of every school year, we send out the language preference survey which asks parents to identify a language in which they would like to receive written and oral communication from the school. We also analyze blue cards which are distributed at Freshman orientation. Based on that data, we secure translators (either from our school community or from translation and interpretation unit) for events that involve such parents. Written communication from the school and/or parent coordinator provide options for varied languages as indicated on this survey. These surveys are kept on file and families that indicate languages other than English are documented.

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.

Teachers are made aware of family need via ARIS and emails from administrators. Documentation of families that chose communication other than English is kept on file and distributed to the school community. Current data indicates that two families request oral communication in Spanish, one requested oral communication in Mandarin.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We currently have 13 staff members that are bi-/tri- lingual. They are capable of performing translation services in languages such as Arabic, American Sign Language, Spanish, Japanese, Portuguese, Madarin, Cantonese, Italian, and Polish. Although requests for translated services in written form has not been made, in-house staff members are available to make such translations if need be. If requests outside of the 7 in-house listed above are made, we will reach out to NYC DOE Translation and Interpretation Unit

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We currently have 13 staff members that are bi-/tri- lingual. They are capable of performing translation services in languages such as Arabic, American Sign Language, Spanish, Japanese, Portuguese, Madarin, Cantonese, Italian, and Polish. For those parents who request oral commincation in Spanish or Mandarin, we utilize in house translators (3 teachers on our staff speak Spanish, 1 speaks Mandarin) for PTC, school events in which these parents will be present. When coverage is needed for such translation, or a commitment afterschool, we compensate teachers using prep coverage and Title III translation funding (\$995)

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>.

Please see above, questions #2 and #3 in Part B

Section VII-

- A. Parents whose survey indicates a language other than English, are mailed home the Bill of Rights and Responsibilities of Parents
- B. Translation Services signs are posted in main entrance (security desk), main office entrance, and by Parent Coordinator's office
- D. Our school does not have more than 10% of parents who soeak a language other than English, however, we are in the process of purchasing a website through EChalk which has a tranlations options