



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MICHAEL J. PETRIDES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R080

PRINCIPAL: JOANNE BUCKHEIT

EMAIL: JBUCKHE@SCHCOOLS.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
Joanne Buckheit	*Principal or Designee	
Leah Cetera	*UFT Chapter Leader or Designee	
Lisa DiBenedetto	*PA/PTA President or Designated Co-President	
Nicholas Wang Nicolette Petrouleas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Kara Buzga	Member/Elementary Parent	
Mary DeLorenzo	Member/Elementary Parent	
Lori Fiorito	Member/Middle School Parent	
MarySue Gallo	Member/Middle School Parent	
Lisa Herbert	Member/High School Parent	
Teresa Lombardi	Member/High School Parent	
Alan Doctor	Member/High School Teacher	
Susan Palmieri	Member/High School Teacher	
Theresa Pepe	Member/Middle School Teacher	
Maria Premus	Member/Elementary Teacher	
Franca Wilson	Member/Middle School Teacher	

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

- To expand teachers' expertise in the teaching of reading, thereby improving students' ability to read and understand complex texts.
- By June, 2012, 70% of all 2nd graders will perform at or above grade level as measured by TCRWP assessment.
- By June 2012, 65% of all high school juniors will have achieved a score of at least 75% on the English Regents exam.

Comprehensive needs assessment

- 55% of students in grades 3 through 8 are meeting/exceeding standards as measured by NYS ELA exam results.
- Student progress (as measured by growth percentile) continues to lag behind that of our Peer Horizon schools.
- Our 'Where Are They Now report' indicates 48% of students attending CUNY schools require remediation classes upon entering college.

Instructional strategies/activities

- Secure grant funding from the Staten Island Foundation
- Staff members will participate in a partnership with CFN 409 Network schools and work with literacy experts: Carl Anderson, Larry Ainsworth, and Tony Stead. Professional Development opportunities will include collaborative planning sessions, expert coaching and classroom inter-visitations.
- In house professional development and planning sessions led by Principal and/or Assistant Principal will take place during common prep periods, component meetings, faculty conferences and instructional meetings based on the needs of the staff and students.
- Literacy curriculum will be revised to ensure alignment to the Common Core Learning Standards.
- Teacher Team Inquiry Work will focus on the development of Common Formative Assessments and assessment tasks, and the analysis of student work produced.

Strategies to increase parental involvement

- A series of Parents as Partners workshops on the following topics will be conducted: Understanding the NYS ELA assessment, Understanding the Common Core Learning Standards, Understanding Rubrics.
- School website has been updated to include tips for reading to and with your child, Strategies for good readers, Questions to improve comprehension
- School purchased subscription to Raz Kids (on-line Reading Comprehension program) to ensure appropriate reading material for students at home
- Monthly Class Newsletters
- End of unit writing celebrations

Strategies for attracting Highly Qualified Teachers (HQT)

- New hires will be appropriately licensed for the positions they will serve in. Whenever possible, new hires will be dually licensed in a content area and Special Education.
- Professional learning opportunities will be offered to meet the needs of the current staff members.

Service and program coordination

- The Staten Island Foundation provides grant funding for professional development in Literacy.
- International Dyslexia Association

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Staten Island Foundation Grant funding: \$10,000 contribution towards consultant fees, \$5,000 per diem coverage for teachers attending Professional Development sessions
- Fair Student Funding will be used for additional per diem days to cover teachers attending Professional Development sessions
- Extended Day teacher planning sessions will be used for turn-key training to ensure all appropriate teachers receive information

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

- Classroom teachers will continue to use data to plan for focused, small group strategy instruction in ELA and Math in order to address the needs of specific student populations, including Black and Latino males and students with IEPs.
- By June 2012, 60% of freshman students in identified sub groups (Black and Latino males – 12 out of 20, students with IEPs – 16 out of 27) will earn at least 10 credits (with at least 6 being in the core subject areas: English, Math Science, and Social Studies); ensuring they are on track to meet high school graduation requirements.

Comprehensive needs assessment

- NYS exam results reveal that our students lag behind their peers in demonstrating yearly progress.
- The performance of sub-group students (Students with disabilities, and Black and Latino males), as measured by NY State exams including 3 – 8 testing and Regents exams, lags behind the performance of all students

Instructional strategies/activities

- Data Specialist positions increased to include data personnel for high school
- Literacy expert Carmen Farina will provide professional development sessions for Middle/High School English and Social Studies teachers. The sessions will include collaborative planning, development of interdisciplinary units and assessment tasks, classroom demonstrations and classroom coaching by Carmen
- Extended Day Teacher Planning sessions, common prep periods and Professional Activity periods will be used for data analysis and

planning of differentiated instruction

- Special Education Inquiry work will focus on identifying the differences between high performing and struggling students
- Special Education teachers will design and implement mini-courses focused on leveling the playing field for our struggling students

Strategies to increase parental involvement

- A series of Parents as Partners workshops on the following topics will be conducted: Understanding the NYS ELA assessment, Understanding the Common Core Learning Standards, Understanding Rubrics.
- School website has been updated to include tips for reading to and with your child, Strategies for good readers, Questions to improve comprehension, and more
- Parent Coordinator will conduct parent workshop: How to Plan a Family Trip to the Museum (and other activities to help parents provide experiences that build background knowledge)

Strategies for attracting Highly Qualified Teachers (HQT)

- New hires will be appropriately licensed for the positions they will serve in. Whenever possible, new hires will be dually licensed in a content area and Special Education.
- Professional learning opportunities will be offered to meet the needs of the current staff members.

Service and program coordination

- Staten Island Foundation grant funding
- Audubon Society partnership with classroom teachers

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- ARRA RTTT Data Specialist: 50 hours per session allocated for Elementary/Middle School Data Specialist and High School Data Specialist to cull data and disseminate to teachers
- Fair Student Funding allocated to OTPS used to purchase novels of interest to sub-group population, and non-fiction books (which support Social Studies curriculum) on a variety of levels to allow for differentiation.
- Fair Student Funding will be used to provide additional tutoring (and Regents exam prep) before and or after-school.
- Teachers will use existing Extended Day sessions on Tuesday and Thursday afternoons to conduct small group targeted skills instruction.
- Teachers will use Professional Activity periods to plan for differentiation.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- To plan and present a rigorous curriculum, ensuring coherent alignment to the Common Core Learning Standards. Teachers will create at least one Literacy and one Math task aligned to strategically selected CCLS. (In Literacy, students will complete a task that requires them to read and analyze informational texts and write opinions and arguments in response. In Math, students will engage in modeling, solving a cognitively demanding task related to real-world solutions.)
- By June 2012, 65% of students will perform at or above grade level as measured by (ELA and Math) task rubric.

Comprehensive needs assessment

- 2011 Quality Review results identify lack of rigor, and development of coherent instruction as areas for improvement.
- 55% of students in grades 3 through 8 are meeting/exceeding standards as measured by NYS ELA exam results.
- Student progress (as measured by growth percentile) continues to lag behind that of our Peer Horizon schools.
- Our 'Where Are They Now report' indicates 48% of students attending CUNY schools require remediation classes upon entering college.

Instructional strategies/activities

- Teachers will collaborate to revise the curriculum to ensure alignment to the CCLS
- Teachers will collaborate with support from Network Instructional Team to create grade level performance tasks and appropriate rubrics.
- Staff members will participate in a partnership with CFN 409 Network schools and work with literacy experts: Carl Anderson, Larry Ainsworth, and Tony Stead. Professional Development opportunities will include collaborative planning sessions, expert coaching and classroom inter-visitations.
- In house professional development and planning sessions led by Principal and/or Assistant Principal will take place during common prep periods, component meetings, faculty conferences and instructional meetings based on the needs of the staff and students.
- Teacher Team Inquiry Work will focus on the development of Common Formative Assessments and assessment tasks, and the analysis of student work produced.

Strategies to increase parental involvement

- A series of Parents as Partners workshops on the following topics will be conducted: Understanding the NYS ELA assessment, Understanding the Common Core Learning Standards, Understanding Rubrics.
- School website has been updated to include tips for reading to and with your child, Strategies for good readers, Questions to improve comprehension, and more.
- Parent Coordinator will conduct parent workshop: How to Plan a Family Trip to the Museum (and other activities to help parents

provide experiences that build background knowledge).

- End of unit writing celebrations
- Monthly Class Newsletters

Strategies for attracting Highly Qualified Teachers (HQT)

- New hires will be appropriately licensed for the positions they will serve in. Whenever possible, new hires will be dually licensed in a content area and Special Education.
- Professional learning opportunities will be offered to meet the needs of the current staff members.

Service and program coordination

- The Staten Island Foundation provided grant money for professional development

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- ARRA RTTT Citywide Instructional Expectations - \$6000 allocated to per session funding for grade level and/or subject specific teachers to plan together before and/or after school.
- Grade level/subject specific teachers will use Extended Day teacher planning sessions once per week to develop assessment tasks and to analyze student work generated in response.
- 3 Assistant Principals (assigned to each component: Elementary, Middle, High School) will coordinate the work.

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	5	5	N/A	N/A	0	0	2	0
1	18	18	N/A	N/A	0	0	2	0
2	22	22	N/A	N/A	1	0	4	0
3	26	26	N/A	N/A	0	0	4	4
4	35	30	0	0	0	10	6	4
5	36	21	0	0	0	0	2	0
6	102	102	102	102	0	5	40	0
7	98	98	98	98	0	10	40	0
8	92	92	92	92	0	5	40	0
9	27	27	10	15	5	0	3	0
10	20	20	15	20	8	0	5	0
11	23	23	18	20	6	3	3	0
12	10	12	8	10	5	4	5	0

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<ul style="list-style-type: none"> • Specter Phonics – Small group (3:1) instruction with trained teachers three times per week during the school day and during Extended Day sessions (Grade 2 and Grade 7). • Great Leaps Reading Intervention Program – 1:1 during the school day (Grades K through 5) • Small Group Targeted Skills/Strategies Instruction – Extended Day sessions after school on Tuesday and Thursday afternoons (Grades K through 5) • RAZ Kids – Online Reading comprehension software. Web-based individual student accounts available for use at school and at home. • Extended Day academic program – small group tutoring services provided to at risk students in grades 6 – 12. (Meets Tuesday and Thursday afternoons from 2:20 until 3:10 pm.) • Lunch time tutoring program – small group or one to one tutoring services provided to at risk students in grades 6 – 8, during Middle School lunch period 6 daily. Teachers identify specific students to attend and/or students can request help with specific teachers. • Study Skills pull out program – small group tutoring program provided during period 5 daily to students in grades 6 – 8. Students were identified using 2011 standardized assessment data and in class performance. • Learning Support class – small group tutoring program provided in lieu of a second language for students at risk in grades 6 – 8. Students are identified by the PPT team. • High School Learning Support class (non-credited) class meets one period per day to provide additional resources and time on task to ensure student success in core subjects.

<p>Mathematics</p>	<ul style="list-style-type: none"> • Extended Day academic program – small group tutoring services provided to at risk students in grades 6 – 12. (Meets Tuesday and Thursday afternoons from 2:20 until 3:10 pm.) • Lunch time tutoring program – small group or one to one tutoring services provided to at risk students in grades 6 – 8, during Middle School lunch period 6 daily.. Teachers identify specific students to attend and students can request help with specific teachers. • Study Skills pull out program – small group tutoring program provided during period 5 daily to students in grades 6 – 8. Students were identified using 2011 standardized assessment data and in class performance. • Learning Support class – small group tutoring program provided in lieu of a second language for students at risk in grades 6 – 8. Students are identified by the PPT team. • High School Learning Support class (non-credited) class meets one period per day to provide additional resources and time on task to ensure student success in core subjects.
<p>Science</p>	<ul style="list-style-type: none"> • Extended Day academic program – small group tutoring services provided to at risk students in grades 6 – 12.. (Meets Tuesday and Thursday afternoons from 2:20 until 3:10 pm.) • Lunch time tutoring program – small group or one to one tutoring services provided to at risk students in grades 6 – 8, during Middle School lunch period 6 daily. Teachers identify specific students to attend and/or students can request help with specific teachers. • Study Skills pull out program – small group tutoring program provided during period 5 daily to students in grades 6 – 8. Students were identified using 2011 standardized assessment data and in class performance. • High School Learning Support class (non-credited) class meets one period per day to provide additional resources and time on task to ensure student success in core subjects.
<p>Social Studies</p>	<ul style="list-style-type: none"> • Small Group Targeted Skills/Strategies Instruction – Extended Day sessions after school on Tuesday and Thursday afternoons (Grades K through 5) • Extended Day academic program – small group tutoring services provided to at risk students in grades 6 – 12. (Meets Tuesday and Thursday afternoons from 2:20 until 3:10 pm.) • Lunch time tutoring program – small group or one to one tutoring services provided

	<p>to at risk students in grades 6 – 8, during Middle School lunch period 6 daily. Teachers identify specific students to attend and/or students can request help with specific teachers.</p> <ul style="list-style-type: none"> • Study Skills pull out program – small group tutoring program provided during period 5 daily to students in grades 6 – 8. Students were identified using 2011 standardized assessment data and in class performance. • High School Learning Support class (non-credited) class meets one period per day to provide additional resources and time on task to ensure student success in core subjects.
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Grief counseling – individual and/or small group sessions conducted as circumstances warrant • Individual college/career planning meetings
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Leadership group to combat bullying for 4th grade boys once per week • Small group and one to one group sessions provided during period 6 lunchtime (Middle School).
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Small group and one to one sessions provided as need throughout the day. • Banana Splits group (for children of divorce) • Bereavement Group • Advisor/Advisee – small group rap sessions • Grade level boy talk group • Grade level girl talk group • Anger-management Sessions
At-risk Health-related Services	<ul style="list-style-type: none"> • Open Airways (Asthma) Training Sessions

**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/Neal Opromalla	District 31	Borough Staten Island	School Number 080
School Name Michael J. Petrides School			

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

Principal Joanne Buckheit	Assistant Principal Allison O'Donnel
Coach	Coach
ESL Teacher Susana Held	Guidance Counselor Jeannine Troost
Teacher/Subject Area Lisa Hagsis, ELA	Parent Lisa DiBenedetto
Teacher/Subject Area Rita Bollini, 1st Grade	Parent Coordinator Holly Bonner
Related Service Provider Andrea Rethorn, Speech	Other
Network Leader Neal Opromalla	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1316	Total Number of ELLs	21	ELLs as share of total student population (%)	1.60%
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Part II: ELL Identification Process

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

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

1. New students to the NYC school system are provided with a home language survey at registration that is completed by the parent/guardian. If another language is identified on the HLS the ESL teacher conducts an informal oral interview with the student in English and the native language. The LAB R exam will be administered to identified students within the first 10 days of school. The ESL teacher, Susana Held, is state certified, holds a Masters degree in ESL, speaks fluent Spanish, and has been teaching ESL for many years. The NYSESLAT exam is administered to all students currently identify (and confirmed by ATS reports) as English Language Learners. The Assistant Principals (Allison O'Donnell and BettyAnn Souffrin) who serve as testing coordinators for their components create a schedule for the administration of exams ensuring all components of the NYSESLAT are administered to all appropriate students. The ESL teacher verifies the schedule includes all students receiving service. The ELL students are annually evaluated by the ESL teacher based on their scores on the NYSESLAT exam. The students' progress is compared to last years socres. Instruction/lesson plans are developed based on the identified needs of the students lie, for example: reading, writing, listening or speaking.

2. The ESL teacher, Susana Held, (along with the administration - Assistant Principal BettyAnn Souffrin) conducts a parent orientation meeting. At that time all of the ELL options are discussed, parents view the video explaining all the programs: Transitional, Bilingual, Dual and Freestanding Programs, and submit the program selection. ESL information is also mailed out to the parents and/or phone calls are made home to the parents to ensure they understand their options. Outreach by (phone or letter home) continues until all parents have returned a response.

3. Entitlement letters, parent surveys and program selection forms are distributed at the Parent Orientation meeting, or mailed hme with follow up phone calls to ensure their return. The letters are created by Assistant Principal BettyAnn Souffrin and distributed and collected by ESL teacher Susana Held. Outreach continues to be made (by phone or letter home) until all parents have responded. All documentation is maintained on file by the ESL teacher.

4. Our school only has ESL programs. But copies of the parent choices are kept on file. If/when we have the mandated number of parents choosing a Bilingual program, the school follows the State mandates. If a parent chose a program not offered at our school, they have the right to go to another school that offers the program they want. Placement letters are created by Assistant Principal BettyAnn Souffrin and diestrubted and collected by ESL teacher Susan Held. Outreach continue to be made (by phone or letter home) until all parents have responded. All documentation is maintained on file by the ESL teacher.

5. Currently, 100% of our parents have requested Freestanding ELS program.

6. Yes, our program models are aligned with our parents' requests.

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				0		0	0	0	0	0	0	0	0
Push-In		5	1	5		2	1			4	2		1	21
Total	0	5	1	5	0	2	1	0	0	4	2	0	1	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	5
SIFE	0	ELLs receiving service 4-6 years	7
		Special Education	10
		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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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																		
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	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

**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
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		4		1		1				2			1	9
Chinese														0
Russian			1	1			1							3
Bengali														0
Urdu						1								1
Arabic										0	2			2
Haitian														0
French														0
Korean														0
Punjabi										1				1
Polish		1		1						1				3
Albanian														0
Other				2										2
TOTAL	0	5	1	5	0	2	1	0	0	4	2	0	1	21

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

A. Programming and Scheduling Information:

1. a. Our school provides an ESL push in/pull out model of instruction.
 - b. Our school is structured using block programming. Students are grouped heterogeneous, based on grade level.
2. Students receive their mandated minutes of instruction based on their Proficiency level from the NYSESLAT. The allotted minutes of instruction as noted in the EPIC tool kit (Beginners 360 minutes per week, Intermediate 360 minutes per week, and Advanced students 180 minutes per week.) We are currently using 0 period (before the start of the school day, and Extended Day sessions to ensure students are receiving required instruction.
 - a. All instruction is delivered in English. ELL students are also provided service throughout the school day. The ESL teacher's program is created to ensure all students receive required service. Minutes of service is determined by the results of the proficiency levels on the NYSESLAT. Students are serviced based on the allotted minutes of instruction needed by the EPIC tool kit. Beginners need 360 minutes per week, Intermediate level students need 360 minutes per week and Advanced level students require 180 minutes per week. All ELL student receive ELA instruction by a general education teacher. Students in grade K-8 receive 360 minutes of ELA instruction per week. Students in grades 9 through 12 receive 225 minutes of ELA instruction per week. All instructional programs, including AIS, SETSS, Learning Support, and small group tutoring, present instruction in English.
3. Instruction in the content areas is delivered in English by a general education teacher. Native language support of content area instruction is provided by the ESL teacher, Susana Held. Ms. Held shares common professional and prep periods with content area teachers where she reviews curriculum and pupil progress, so she can provide support in the content area subjects. The ESL teacher uses a wide variety of materials to differentiate instructional strategies using the four modalities ex: listening, reading, writing, speaking. Other strategies are used along with Balanced Literacy such as the Reading/Writing workshop model.
4. At the time of enrollment if the child does not speak English, an evaluator that speaks the child's language is requested by the school.
5. Instruction is differentiated for each student based on the NYSESLAT results and identified strengths and weaknesses.
 - a. Admission to our school is through a blind lottery process. Therefore we don't have any SIFE students. If we did, we would look up

A. Programming and Scheduling Information

that students test history, speak to the family regarding the child's education and speak with other schools that the child attended. The ESL teacher would also give that child an assessment exam to see how much the child knows, to inform placement decisions for the child. Support to SIFE students would include: small group instruction provided by content area teacher during Professional Activity, tutoring sessions provided by teachers during Extended Day sessions, use of Reading Specialist (and reading intervention strategies) where appropriate.

b. Newcomers will receive the mandated amount of instruction based on the CR154. The ESL teacher will also collaborate with the general education teacher to monitor student progress.. The ELLs will also receive instruction during extended day and will offered additional help from the AIS teacher.

c. Students identified as in need of Extension of Services will receive additional instruction in the writing process and learning how to decode words and understand context clues better. These additional services will be delivered during extended day sessions.

d. Long term ELLs will still receive their mandated minutes of instruction as well as support from the Academic Intervention Service provider. They will also receive tutoring and attend extended day sessions.

6. Our school uses the following instructional strategies/materials to provide access to academic content and accelerate English language development: Balanced Literacy program in all ELA classes, interdisciplinary units for ELA and Social Studies, Headsprout program, Building English Proficiency with Steck Vaughn, Writing Stragegies by Continental Press, The Scott Foresman series on reading comprehension and the writing process, Pearson Longman Picture Dictionary, Computer websites including RAZ Kids and Study Island, and ESL videos.

7. Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL students within the least restrictive environment by providing the following: UDL lesson planning, differentiated instruction, block periods in ELA and Mathematics, Learning Support classes, small group targeted skills instruction.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

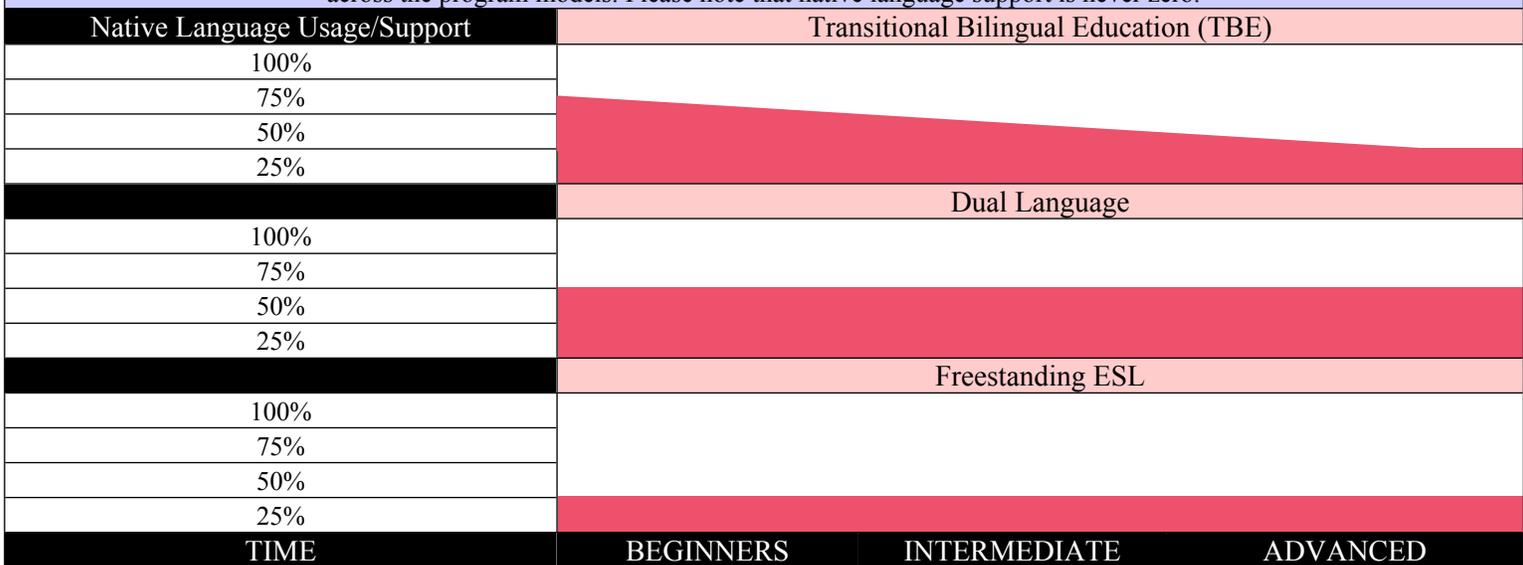
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

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. We provide the following targeted intervention programs for ELL students in both ELA and Mathematics: Extended Day (small group) instruction - 100 minutes per week, Academic Intervention pull out targeted skills instruction, lunch time tutoring programs which include homework help, Learning Support classes, ELL Inquiry Team, Everyone Reading Success for students program. All of these programs are offered in English.

9. Our plan for continuing support (two years) for ELL students reaching proficiency on the NYSESLAT is to provide those students with extended day tutoring (100 minutes per week) and an academic intervention pull out program which supports the ELA, Math and content areas. ELL students continue to receive test modification on all tests over 40 minutes. We monitor student progress at our weekly PPT meetings.

10. We are introducing additional technology options, such as computer programs and ESL sites, videos and audio tapes with books.

11. At the present time no programs or services will be discontinued.

12. Our entire student body, including ELLs, is offered a variety of rich co and extra-curricula activities such as sports, musical productions, clubs, student government, art/music classes and community service projects. ELL students are notified of activities through morning announcements made daily to students, and through signs posted throughout the school and on bulletin boards. Parents are notified of activities through weekly (email) blasts from the Parent Coordinator, phone messages, and notices sent and/or mailed home. Both oral interpretation services and written translation services are used to ensure awareness of all parents.

13. We use a wide variety of materials including big books, picture books, Great Leaps, Everyday Math, , dictionaires, Headsprout software, Raz Kids software, Study Island and other websites. Every classroom teacher uses SmartBoard technology. Our ELL teacher, Ms. Held uses the following materials in the students native language during instruction: Native language picture books, native language audio books, native language big books, and Raz Kids software.

14. Native language support is offered in our freestanding ESL program by Ms. Held. Ms. Held translates curriculum materials and parent communication documents as needed.

15. The required services support and resources correspond to ELL ages and grade levels. The ESL teacher groups students according to age and grade level. Service is provided to students of the same age and grade level at specified times.

16. During registration, ELL students and their parents are given a tour of the school, and important phone numbers of administration and staff. Before the start of school orientation sessions are conducted for all new incoming students and their families. When ELL students are identified, the assistant principal of the component arranges for a home-school meeting, to ensure school notes most appropriate parent communication methods and that supports are in place for the family (school will provide awareness of outside agency that assist families and provide services for parents and children.)

17. All students, including ELLs are offered either Spanish or Italian as a language elective class.

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.
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17. All students, including ELLs are offered either Spanish or Italian as a language elective class.

4. All of the parental activities address the role of the parents in regard to helping them understand how to support their children's education. Parents as Partners meetings are presented by the administration and instructional staff to offer strategies that parents can use to help support the academic work of their children.

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. All parents are invited to participate in the PTA. The school provides a variety of educational/informative workshops for all parents. During the school year there are many functions that provide opportunities for parents to be meaningfully involved their child's education. . We conduct curriculum conferences at each grade, parent teacher conferences twice per year as well. Translators (from outside agency) are hired to translate for parents as needed.

2. When possible the school offers ESL classes for parents and students together. If there are any workshops that we know of, information is sent home.

3. At the parent orientation meetings we surveyed and/or mailed out a survey to everyone asking about translation services in what language they would prefer to be contacted in. The administration arranges for home-school meetings to establish a plan of communication for ELL families. Parent Coordinator maintains records for school-wide translation needs, and ensures appropriate translation/interpretation services are in place.

4. All of the parental activities address the role of the parents in regard to helping them understand how to support their children's education. Parents as Partners meetings are presented by the administration and instructional staff to offer strategies that parents can use to help support the academic work of their children.

C. Schools with Dual Language Programs

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

N/A.

D. Professional Development and Support for School Staff

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

1. The ESL teacher attends PD offered by our CFN Network. During staff PD the ESL teachers models lessons, providing support and resources to classroom teachers. Professional Development at our school is ongoing. Ms. Held participates in the Espanol Santillana Pilot Program, and 50 minutes per week is dedication for professional development with contest area and general education teachers. Ms. Held also takes of all LAP and NYSESLAT training provided. Ms. Held conducts parent workshops for parents of ELL students also.

2. Our school is unique because we are a K-12 school. The students become familiar with the staff, school policy and the building. The ESL teacher also speaks to the staff regarding the expectations for ELLS as they move up in grades. PD is always ongoing. Middle school has a parent orientation in June and again in September as well at the High School. The administration revisits the parent communication/student support plan in place for each ELL family and adapts as needed as students transition through the components (Elementary/Middle/High) of our school.

3. The following training sessions are provided for all staff members: Total Physical Response TPR training, Awareness of self esteem issues within the ESL child, Understanding how ESL students interpret information in the content area, Understanding the ELL child. Agendas and meeting minutes are maintained as evidence of staff training.

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4. All of the parental activities address the role of the parents in regard to helping them understand how to support their children's education. Parents as Partners meetings are presented by the administration and instructional staff to offer strategies that parents can use to help support the academic work of their children.

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)		3		1						2			1	7
Intermediate(I)		1		2		2				2	2			9
Advanced (A)		1	1				1							3
Total	0	5	1	3	0	2	1	0	0	4	2	0	1	19

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0	0	0	0	0	0	0	0
	I	0	3	0	0	0	0	0	0	0	0	0	0	0
	A	0	2	1	4	0	1	0	0	0	2	1	0	1
	P	0	0	0	1	0	1	1	0	0	2	1	0	0
READING/ WRITING	B	0	3	0	1	0	0	0	0	0	1	0	0	1
	I	0	1	0	2	0	2	0	0	0	2	2	0	0
	A	0	1	1	2	0	0	1	0	0	1	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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.

- Our school uses TCRWP, ELA/Math state tests, NYSESLAT scores, and LAB R results. The data patterns reveal to us where our students need the most help. By analyzing the data patterns we can better meet the needs of our students; review of individual student preformance/progress data allows us to differentiate instruction.
- Our data reveals: all our students do well in listening, speaking and reading sections of the NYSESLAT. Most of them need more help in writing and only some need more help in reading comprehension.

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

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			2						2
6			1						1
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					2				2
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	1		0	
Integrated Algebra	3		0	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	2		0	
Physics	0		0	
Global History and	0		0	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	0		0	
Foreign Language	0		0	
Other				
Other	0		0	
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 (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

- Our school uses TCRWP, ELA/Math state tests, NYSESLAT scores, and LAB R results. The data patterns reveal to us where our students need the most help. By analyzing the data patterns we can better meet the needs of our students; review of individual student preformance/progress data allows us to differentiate instruction.
- Our data reveals: all our students do well in listening, speaking and reading sections of the NYSESLAT. Most of them need more help in writing and only some need more help in reading comprehension.
- Knowing the strengths and weaknesses of our students is in customizing the lessons to meet their individual needs. The school utilizes a variety of support staff such as the ESL teacher, AIS teacher, and appropriate mateirals for each child's grade/skill level. Since very student learns differently, all four modalities are incorporated in the lessons.
- Our ELLs are progressing. They continue to imrpove and aere keeping up with native speakers taking the same tests.
 - School leadership and teachers use the results of the ELL Interim Assessments to help plan their lessons and fouds on what the students need help in.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Michael J. Petrides

School DBN: 31R080

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joanne Buckheit	Principal		10/14/11
Allison O'Donnell	Assistant Principal		10/14/11
Holly Bonner	Parent Coordinator		10/14/11
Susana Held	ESL Teacher		10/14/11
Lisa DiBenedetto	Parent		10/14/11
Lisa Hagsis	Teacher/Subject Area		10/14/11
Rita Bollini	Teacher/Subject Area		10/14/11
	Coach		
	Coach		
Jeannine Troost	Guidance Counselor		10/14/11
Neal Opromalla	Network Leader		10/14/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **31R080** School Name: **Michael J. Petrides**

Cluster: **4** Network: **409**

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.

Assessment of oral interpretation and written translation needs occurs during registration when parent(s) are present at school. Parent Coordinator conducts survey a parent survey annually as well to ensure a correct and updated list is maintained.

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.

Findings: Several families in need of Spanish oral interpretation and one family in need of Chinese.

Parent Coordinator maintains master list of translation needs which is shared with administration, including assistant principals of each component. Classroom teachers are notified of the needs of their students.

Part B: Strategies and Activities

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

Our translation needs are for languages (Chinese and Spanish) that are recognized as high need by the Department of Education. Most often we receive written communication in the target language, and therefore the documents are distributed timely.

Per session hours have been allocated for individual (and specific) translation needs to allow school staff to provide services that are needed.

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

Oral interpretation is available for Parent Teacher Conferences and other "Parents as Partners" meeting, services are provided by an outside vendor.

Per session hours have been allocated for individual (and specific) interpretation needs to allow school staff to provide services that are needed.

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

School personnel will assess need for interpretation/translation services during registration process, and maintain an appropriate and current record of the primary language of each parent
Parent Coordinator will maintain a current record of the interpretation/translation needs, this information will be reported to classroom teachers.
Oral interpretation services will be provided (by outside contractor) for Parent Teacher Conferences and other "Parents as Partners" meetings.
Translated notices will be distributed to identified families.