



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MICHAEL J. PETRIDES SCHOOL

DBN (i.e. 01M001): 31R080

Principal: JOANNE BUCKHEIT

Principal Email: JBUCKHE@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: NEAL OPROMALLA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Joanne Buckheit	*Principal or Designee	
Carlos Rodriguez	*UFT Chapter Leader or Designee	
Lori Firoitto	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Trevor McGhie Dennis Richardson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kim DiPaolo	Member/ Middle School Staff	
Susana Held	Member/ Middle School Staff	
Meghan Komar	Member/ Elementary School Staff	
David Olah	Member/ High School Staff	
Maria Premus	Member/ Elementary School Staff	
Maryanne DiScala	Member/ Elementary School Parent	
Ed Foreman	Member/ Middle School Parentt	
Theresa Lombardi	Member/ High School Parent	
Tonia Marino	Member/ Middle School Parent	
Donna Zulch	Member/ High School Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Literacy Goal:

- By June 2014, all students will demonstrate progress towards college and career readiness as measured by a 10% increase in the number of students (grades 3 through 8) scoring at Level 3 or 4 on the NYS English Language Arts assessment.
- By June 2014, 75% of all high school juniors (90 out of 120) will have achieved the score of 75% or better on the NYS English Regents exam, demonstrating College Readiness in this area.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- 34.2% of students in grades 3 through 8 performing at grade level (Level 3 or 4) as measured by New York State ELA assessment, Spring 2013.
- Median Adjusted Growth Percentile, as measured by NYS ELA assessment, is 57.0 (Spring 2013)
- Our College Readiness Rate, as noted on High School Progress Report is 70.1%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Implementation of core curriculum: Ready Gen (Grades K through 5); Expeditionary Learning (Grades 6 through 8)
2. Implementation of Common Core aligned units (Grades 9 through 12)
3. Focused Guided/Strategy Reading training will be provided for Elementary School classroom teachers and Middle School ELA teachers; Guided/Strategy Reading will be incorporated into Literacy blocks
4. Complex text homework assigned weekly to students in grades 2 through 8. Complex text work assessed (and charted) monthly. Results reviewed by Work of the Grade Committee members, and implications for instruction identified.
5. Student identified as not yet meeting grade level standards will be in scheduled for Academic Intervention Services during Extended Day sessions
6. Students identified as not yet meeting grade level standards will be invited to Saturday Academy; a small group targeted skills instructional program

B. Key personnel and other resources used to implement each strategy/activity

1. Implementation of core curriculum: Ready Gen. Curriculum Leaders (one teacher per grade level identified to attend city-wide core curriculum training) will provide turnkey training to all classroom teachers
2. Implementations of Common Core aligned units (Grade 9 through 12). Collaborative planning days scheduled for high school English and Social Studies teachers to review and revise unit plans (as per data analysis implications for instruction)
3. Focused Guided Strategy Reading groups formed. Network provides close reading strategy training for identified Instructional Leads. Instructional Leads provide turnkey training for staff. Strategies incorporated into classroom practice. Network Instructional Specialist provides Guided/Strategy Reading training and classroom support for teachers
4. Complex text homework assigned weekly. Work of the Grade Committee meets bi-weekly to review student work and analysis student performance and progress data, including complex text work to ensure vertical alignment to the Common Core Learning Standards
5. Extended Day sessions conducted by all teaching staff will be used to provide AIS – small group targeted skills instruction to students not currently on grade level
6. Identified (appropriately licensed) teachers (including Special Education teachers) will provide instructions to student identified as not yet performing on grade level (in ELA and Math) in our Saturday Academy program.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Implementation of Core Curriculum: Ready Gen - Monitor end of unit assessments, quarterly administration of TCRWP
2. Implementation of Common Core aligned units – Monitor end of unit assessments (performance assessment tasks)
3. Focused Guided/Strategy Reading groups – Monitor end of unit assessments, performance assessment tasks, and quarterly administration of TCRWP
4. Complex Text Work - assessments will be administered monthly to students in grades 2 through 8, and charted school-wide
5. Extended Day targeted skills instruction – Monitor end of unit assessments, performance assessments tasks and quarterly administration of TCRWP
6. Saturday Academy – students will demonstrate an increase in proficiency as measured by NYS ELA assessment (2013 to 2014)

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014 – Implementation of Core Curriculum: Ready Gen
2. September 2013 through June 2014 – Implementation of Common Core aligned units of study
3. September 2013 through June 2014 – Guided/Strategy Reading groups conducted
4. October 2013 through June 2014 – Complex text assessment administered monthly (to students in grades 2 through 8)
5. October 2013 through June 2013 – AIS offered to identified students through Extended Day program
6. January 2014 through March 2014 – Saturday Academy program offered

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Implementation of core curriculum. All students in grades K through 8 will be scheduled for double period Literacy Block, 3 to 5 times per week. Collaborative planning sessions will be scheduled to allow for turnkey training on new core curriculum materials, and to ensure vertical alignment of grade level expectations.
2. Implementation of Common Core aligned units (Grades 9 through 12).
3. Focused/Strategy Reading groups conducted regularly during Literacy blocks
4. Complex Text work – weekly homework assigned, monthly in-class assessment administered, Work of the Grade committee meets bi-weekly
5. Extended Day sessions conducted by all teaching staff will be used to provide AIS – small group targeted skills instruction to students not currently on grade level
6. Identified (appropriately licensed) teachers (including Special Education teachers) will provide instructions to student identified as not yet performing on grade level (in ELA) in our Saturday Academy program.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents as Partners workshops will planned and presented monthly, to ensure parents' understanding of the Common Core learning standards and the grade level expectations for their child(ren).
- Parents of students scoring a Level 1 or Level 2 on 2013 NYS ELA exam offered extended conversation with teacher; developed plan for improvement
- Raz-Kids, on-line Reading program provides support for student reading at home; including leveled fiction and non-fiction books, and comprehension quiz questions

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Math Goal:
- By June 2014, all students will demonstrate progress towards college and career readiness as measured by a 10% increase in the number of students (grades 3 through 8) scoring at Level 3 or 4 on the NYS Math assessment.
 - By June 2014, 60% of all high school juniors (72 out of 120) will have achieved the score of 80% or better on the NYS Integrated Algebra Regents exam, demonstrating College Readiness in this area.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- 41.8% of students in grades 3 through 8 are performing at grade level (Level 3 or 4) as measured by New York State Math assessment, Spring 2013.
- Median Adjusted Growth Percentile, as measured by NYS Math assessment, is 64.0 (Spring 2013)
- Currently, only 19% of high school juniors have demonstrated College and Career Readiness in Mathematics by scoring 80% or better on the Integrated Algebra

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Implementation of core curriculum: Go Math! (Grades K through 5)
2. Implementation of common core aligned Integrated Algebra curriculum
3. Student identified as not yet meeting grade level standards will be in scheduled for Academic Intervention Services during Extended Day sessions
4. Students identified as not yet meeting grade level standards will be invited to Saturday Academy; a small group targeted skills instructional program

B. Key personnel and other resources used to implement each strategy/activity

1. Implementation of core curriculum: Go Math! Curriculum Leaders (one teacher per grade level identified to attend city-wide Core Curriculum training) will provide turnkey training to all classroom teachers. Key staff, identified as Instructional Leads, participate in Network “exemplar” professional development; and provide turnkey training for colleagues
2. Implementation of common core aligned Integrated Algebra curriculum. Use curriculum materials and resources available on Engage NY.
3. Extended Day sessions conducted by all teaching staff will be used to provide AIS – small group targeted skills instruction to students not currently on grade level
4. Identified (appropriately licensed) teachers (including Special Education teachers) will provide instructions to student identified as not yet performing on grade level (in ELA and Math) in our Saturday Academy program.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Implementation of core curriculum: Go Math! Performance assessment tasks administered, scored, and analyzed at the end of each unit (Grades K through 8)
2. Implementation of common core aligned Integrated Algebra curriculum. Periodic assessments administered (Integrated Algebra, Geometry, Trig)
3. Extended Day sessions. Monitor end of unit assessments, performance assessments tasks
4. Saturday Academy – Target: students will demonstrate an increase in proficiency as measured by NYS ELA assessment (2013 to 2014)

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014 – Implementation of core curriculum: Go Math!
2. September 2013 through June 2014 – Implementation of common core aligned Integrated Algebra
3. October 2013 through June 2013 – AIS offered to identified students through Extended Day program
4. January 2014 through March 2014 – Saturday Academy program offered

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Implementation of core curriculum. All students in grades K through 8 will be scheduled for double period Math block, 3 to 5 times per week. Collaborative planning sessions will be provided to allow for turnkey training on new core curriculum materials, and to ensure vertical alignment of grade level expectations.
2. Implementation of common core aligned Integrated Algebra curriculum. Use materials, curriculum modules available on EngageNY.
3. Extended Day sessions (Tuesday and Thursday from 2:20 to 3:10 pm) are used to provide AIS for sub-group students.
4. Saturday Academy - Identified, appropriately licensed teachers (including Special Education teachers) will provide instruction to students identified as not yet performing on grade level.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Parents as Partners workshops will planned and presented monthly, to ensure parents’ understanding of the Common Core learning standards and the grade level expectations for their child(ren).
- Parents of students scoring a Level 1 or Level 2 on 2013 NYS ELA exam will be offered extended conversation with teacher

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Access for All Learners

- By June, 2014 all students will demonstrate progress towards college and career readiness as measured by a 5% increase in the number of students, identified among the school's bottom third, performing at or above grade level on NYS ELA and Math assessments.
- By June, 2014 65% of students identified among the school's bottom third (61 out of 96 students), 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

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Recent student performance data (2012-2013 Progress Report) shows:

- Percent of subgroup students, including students with disabilities, meeting or exceeding grade level standards as measured by NYS ELA and Math exams, is significantly less than the percent of all students meeting or exceeding standards.
- Percent of students, identified as among school's lowest third, earning 10+ credits each year is significantly less (15 to 22 percentage points) than the percent of all students earning 10+ credits

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Implementation of core curriculum: Ready Gen and Go! Math
2. Infusion of Orton Gillingham strategies
3. AIS offered to bottom third students through small group targeted instruction during Professional Activity periods and Extended Day program
4. Saturday Academy – small group, targeted skills instruction offered to bottom third students
5. Aventa Learning provides on-line credit recovery options for students

2. Key personnel and other resources used to implement each strategy/activity

1. Implementation of core curriculum, specifically Ready Gen and Go Math! Curriculum Leaders (one teacher per grade level identified to attend city-wide Core Curriculum training) will provide turnkey training to all classroom teachers.
2. Infusion of Orton Gillingham strategies. Identified Special Education teachers receive comprehensive Orton Gillingham training (A. Bollini, S. Grammatikapolous, F. Landolina)
3. Academic Intervention Services provided. Professional Activity periods and Extended Day sessions used to provide small group, targeted skills instruction
4. Identified (appropriately licensed) teachers (including Special Education teachers) will provide instruction to student identified as not yet performing on grade level (in ELA and Math) in our Saturday Academy program.
5. IEP Teacher facilitates Learning Lab; including on-line classes for under credited students

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Implementation of core curriculum.
2. Infusion of Orton Gillingham strategies
3. Academic Intervention Services Provided. Administer monthly Complex Text assessments (score and analyze), administer quarterly TCRWP, quarterly review of students performance data including scholarship reports, failure lists, etc,
4. Saturday Academy – Target: students will demonstrate an increase in proficiency as measured by NYS ELA assessment (2013 to 2014)
5. Aventa On-line Credit Recovery – individual student grade reports

4. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014 – Implement core curriculum
2. October 2013 through June 2014 – Infusion of Orton Gillingham strategies
3. September 2013 through June 2014 – Academic Intervention services provided to Middle and High School students during Professional Activity periods and Extended Day sessions
4. January 2014 through March 2014 – Saturday Academy program offered
5. September 2013 – June 2014 On-line credit recovery options available for students

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Implement core curriculum (Ready Gen and Go Math!). All students in grades K through 8 will be scheduled for double periods of Literacy and Math, 3 to 5 times per week. Collaborative Planning sessions will be provided to allow for turnkey training on new core curriculum materials and to ensure vertical alignment of grade level expectations.
2. Infuse Orton Gillingham strategies. Orton Gillingham trained teachers will appropriate strategies with identified students. Created special class 12:1 (grades 3, 4, 5), with focus on Literacy skills; special education teacher received comprehensive Orton Gillingham training.
3. Middle and High School teachers provide small group, targeted skills instruction during Professional Activity periods. Extended Day sessions (Tuesday and Thursday from 2:20 to 3:10 pm) are used to provide AIS for sub-group students.
4. Saturday Academy - Identified, appropriately licensed teachers (including Special Education teachers) will provide instruction to students identified as not yet performing on grade level.
5. IEP Teacher facilitates Learning Lab; including on –line classes for under created students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Parents as Partners workshops will planned and presented monthly, to ensure parents’ understanding of the Common Core learning standards and the grade level expectations for their child(ren).
- Parents of students scoring a Level 1 or Level 2 on 2013 NYS ELA exam will be offered extended conversation with teacher
- PupilPath, electronic grading system, allows parents easy access to real-time information on students’ classroom performance/progress

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

2.

3. Key personnel and other resources used to implement each strategy/activity

- 1.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 2.
- 3. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Spector Phonics • Targeted Skills Instruction • Regents Review sessions 	<ul style="list-style-type: none"> • Small group instruction (3:1 ratio) • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • 1x per week during the school day, 2x weekly after school • During the school day, and extended day sessions • After school and weekends
Mathematics	<ul style="list-style-type: none"> • Targeted Skills Instruction • Regents Review sessions 	<ul style="list-style-type: none"> • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • During the school day, and extended day sessions • After school and weekends
Science	<ul style="list-style-type: none"> • Targeted Skills Instruction • Regents Review sessions 	<ul style="list-style-type: none"> • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • During the school day, and extended day sessions • After school and weekends
Social Studies	<ul style="list-style-type: none"> • Targeted Skills Instruction • Regents Review sessions 	<ul style="list-style-type: none"> • Small group instruction • Tutoring 	<ul style="list-style-type: none"> • During the school day, and extended day sessions • After school and weekends
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • One to one counseling • Group counseling • Mediation 	<ul style="list-style-type: none"> • One to one • Small group counseling • Small group setting 	<ul style="list-style-type: none"> • During the school day and extended day sessions • During the school day and extended day sessions • During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, and the Parent Teacher Association, as trained volunteers and welcomed members of our school community. Our school will support parents and families by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 31	Borough Staten Island	School Number 080
School Name Michael J. Petrides School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Joanne Buckheit	Assistant Principal BettyAnn Souffrin
Coach None	Coach None
ESL Teacher Susana Held	Guidance Counselor Elizabeth Mazes
Teacher/Subject Area Rita Bollini/1st Grade	Parent Lisa DiBenedetto
Teacher/Subject Area type here	Parent Coordinator Jami Kilichowski
Related Service Provider Megan Caffrey	Other type here
Network Leader(Only if working with the LAP team) Neal Opromalla	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1272	Total number of ELLs	20	ELLs as share of total student population (%)	1.57%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2		0	6		5	12		8	20
Total	2	0	0	6	0	5	12	0	8	20

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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		1	1	3				1		1		2		9
Chinese					1					1				2
Russian						1			1					2
Bengali														0
Urdu														0
Arabic											1		1	2
Haitian														0
French														0
Korean														0
Punjabi												1		1
Polish					1									1
Albanian										1			1	2
Other												1		1
TOTAL	0	1	1	3	2	1	0	1	1	3	1	4	2	20

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						1								1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)				2						1	1	1		5
Advanced (A)		1	1	1	2			1	1	2		3	2	14
Total	0	1	1	3	2	1	0	1	1	3	1	4	2	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		2			2
5					0
6					0
7	1				1
8		1			1
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4					2				2
5									0
6									0
7	1								1
8			1						1
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		2	
Integrated Algebra	4		3	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses a variety of assessment tools to assess the early literacy skills of our ELLs, including TCRWP and DIBEL. The data shows that 82% of all students are meeting or exceeding grade level standards as measured by TCRWP (September 2013 administration). Only 20% of English Language Learners score at grade level proficiency. Our students, including ELLs are mastering decoding and fluency skills, but struggling in comprehension. We have incorporated strategy/guided reading groups regularly during Literacy Blocks, to ensure students are supported in texts at their reading level. Classroom teachers are receiving professional development in this area to improve practice across the Elementary School grades.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
All continuing ELL students are identified as Intermediate or Advanced, based on NYSESLAT results. Data patterns show that our students do well in the listening, speaking and reading parts of the LAB-R and NYSESLAT exams. The students need more support in the area of writing. Data also shows that students are responding to supports and testing out of the program.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Analyzing our data and identifying student areas of struggle allows us to provide specific support by differentiating classroom instruction. The ESL teacher and Academic Intervention Service providers offered targeted skills instruction, using appropriate grade level materials, such as thematic ELA units, writing strategies by Contential Press, Building English Proficiency by Stechvaughn, The Writing Process by Scott Foresman, picture dictionaries, computer websites, ESL videos, audio books and leveled books from classroom libraries.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Students perform better when taking tests in English as compared to their native language. School leadership and teachers use the results of the ELL Interim Assessment to inform instruction with a focus on meeting the needs of ELL students. Native language is not used with our intermediate and advanced students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

Student performance/progress data is continually reviewed by school staff (teachers and administrators). ELLs are considered for Tier II and Tier III during these regularly scheduled data review sessions. Early grade teachers (K-3) use Fountas/Pinnell Benchmark Assessment System to monitor student progress in literacy skills. RTI programs such as Spector Phonics and Orton Gillingham strategies, and strategy/guided reading sessions are offered as appropriate to ELLs during our Extended Day and Saturday Academy programs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Collaborative planning sessions are arranged to allow for ESL teacher to share history/background of each student. The ESL teacher meets regularly with classroom teachers, including content area teachers, to discuss strategy instruction. The ESL teacher recommends use of visuals, audio books and TPR. Teacher in all subject areas scaffold and support the work for ELLs with visual aids, including pictures, and a print rich environment. All teachers have access to current student performance/progress data through ARIS and PupilPath.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our program is evaluated by reviewing individual student score reports from the NYSESLAT, New York State English Language Arts assessment, New York State Math assessment and school report cards, annually. Ongoing assessments of students progress is measured by Fountas/Pinnell Benchmark Assessment System, TCRWP, and performance assessment tasks.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
New students to the NYC school system are provided with a Home Lanugage survey at registration that is completed by the parent/guardian. If another language is identified on the HLS the ESL teacher conducts an oral interview with the students 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 identified (and confirmed by ATS reports) as English Language Learners. The Assistant Principals (Danielle Bennett and BettyAnn Souffrin) who serve as testing coordinators for their components create a schedule for the administration of exams. The students' progress is compared to last years scores. Instruction/lesson plans are developed based on the identified needs of the students, for example: reading, writing, listening or speaking.
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.
The ESL Teacher, Susana Held, (along with the administration - Assistant Principal BettyAnn Souffrin) conducts a parent orientation meeting within the first two weeks of school. At that time all of the ELL options are discussed, parents view the video explaining all of the programs: Transistion, Bilingual, Dual and Freestanding Programs, and submit their 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 before the end of September. Outreach by (phone or letetr home) continues until all parents have returned a response.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Entitlement letters, parent surveys and program selection forms are distributed at the Parent Orientation Meeting, or mailed home with follow up phone calls to ensure their return. The letters are created by Assistant Principal BettyAnn Souffrin and distrubted and collected by ELS 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 ESL teacher.
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.
Our school only has ESL programs; 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 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.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The Assistant Principals (Danielle Bennett 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. Individual student data, including IEPs and 504s are reviewed to ensure all testing accommodations are given. Test is administered by appropriate proctors under secure testing conditions.

6. 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.) 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. *i*
- Currently, 100% of our parents (20 out of 20) have requested Freestanding ESL program. The trend continues to be parents selecting Freestanding ESL program. We are currently totally aligned to parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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)?

The ESL teacher program is created based on student need. The proficiency levels, and grade levels of identified ELL students are reviewed to ensure both appropriate student grouping and time allocation is considered. Our 5 intermediate ELL students are

scheduled for ESL instruction 360 minutes per week, and our 14 advanced ELL students received instruction 180 minutes per week.

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 foster language development and meet the demands of the Common Core Learning Standards.

Instruction in the content areas is delivered in English. We incorporate a wide variety of services to ensure content is comprehensible and to enrich language development; including differentiated instruction by the classroom teacher, targeted skills instruction offered by AIS provider, blended and on-line learning opportunities. Teachers incorporate UDL strategies when creating lessons and make use of a wide range of technology support including Smart Boards and iPads.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Bi-lingual evaluations are requested to ensure that students are evaluated in their native language. In order to ensure the all ELLs are appropriately evaluated in their native language, the test coordinator meets with ESL teacher to determine which children would benefit from standardized testing in their native language, or with interpreter. Factors determining this decision include: child's proficiency in native language literacy, years of schooling in native country, and child's knowledge of content area terms in native language. If it is determined that a child would benefit from a translated test or an interpreter, the classroom teacher is provided with materials such as glossary, native language test, etc.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Results of prior year NYSESLAT, which provide baseline of student data in each modality, is reviewed by Instructional Team at the beginning of each school year. ELL periodic assessments are administered twice per year, providing regular evaluation of students in all four modalities of English acquisition throughout the year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our school uses a wide variety of instructional materials to provide access to academic content and accelerate English language development such as thematic ELA units, writing strategies by Contential Press, Building English Proficiency by Stech Vaughn, Reading Comprehension series/The Writing Process by Scott Foresman, picture dictionaries, computer websites, and

ESL

videos. Scaffolding questions, graphic organizers, and leveled books from classroom libraries are also strategies implements. We have no SIFE students. New comers receive 360 minutes weekly of ESL instruction; with a focus on building literacy skills,

including

vocabulary. Our students who require services for 4 to 6 are students who need help in reading and writing. Our NYSESLAT scores indicate that these children are proficient in listening and speaking, but have difficulty with reading comprehension and essay writing. Therefore, our ESL instruction targets these areas. Our long term ELLs fall into two groups, students who need to improve their reading skills and students with special needs. We make every effort to involve the parents of ELLs in ourschool community; providing interpreters and translated materials as necessary.

7. 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?

Our school currently uses a variety of instructional materials to provide access to academic content areas and accelerate English Language development such as thematic ELA units, ReadyGen Core Curriculum materials, GoMath! Core Curriculum materials, Writing Strategies by Continental Press, Building English Proficiency by Steckvaughn, picture dictionaries, computer websites, ESL videos, audio books, and native language books in a bag. Our ELL-SWDs build phonics skills on websites, including Starfall and Raz-Kidz. In the classroom vocabulary rich scaffolded instruction, using core curriculum materials, is designed to enrich language learning and enhance understanding in the content areas.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have a flexible push in/pull out freestanding program, which is arranged to meet the needs of our student population.

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

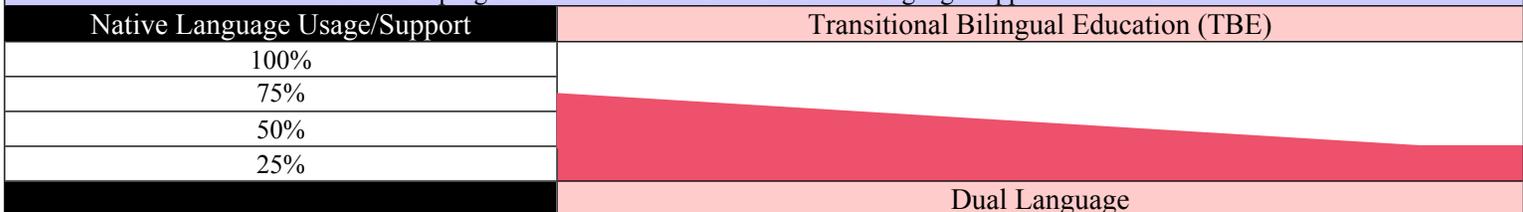
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



9. 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.
Our targeted intervention programs are offered during the extended day sessions twice per week. Our intervention programs include Orton-Gillingham strategies, Spactor Phonics, guided reading groups, native language books in a bag, books in a bag from leveled library and audio books.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our program is effective as evidenced by students becoming Proficient in English prior to high school graduation. The majority of our elementary school students become proficient before entering middle school. Student performance/progress data is reviewed continuously; complex text assessments are reviewed monthly, running records are administered quarterly, ELL Periodic assessments are administered twice per year, NYSESLAT and NY State exam are administered annually. Data from assessments is reviewed immediately following the assessment.
11. What new programs or improvements will be considered for the upcoming school year?
We will be implementing more Parent Workshops, specifically geared toward reading and comprehension skills to be reinforced at home.
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs offered. Parent coordinator ensures translated invitations are sent to parents of ELLs as needs. ELLs are represented in all co-curricula and extra curricula activities, including sports, enrichment classes, Extended day, and Saturday academy programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The instructional materials used are teacher written thematic units in English Language Arts, Writing strategies by Continental Press, Building English Proficiency by Steckvaugh, The Writing Process by Scott Foresman, picture dictionaries, computer websites, Smart Board technology, ESL videos, audio books, and leveled books from classroom libraries. ELL-SWDs are work with trained teachers and are provided Orton-Gillingham strategies to improve their phonics and decoding skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
In our ESL program, native language support is offered through scaffolded materials including picture books, native language books, glossaries. Teachers are provided with professional development to support our native language students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The ESL teacher has collaborative planning opportunities with grade level/content area teachers, to plan proper support for students from grades K through 12.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Our admissions process prohibits students from enrolling after the beginning of the school year. Families of ELLs participate in one to one meeting with the ESL teacher during registration process. Orientation sessions are conducted for parents and students entering our school. Orientation sessions include an introduction to teachers and our unique campus, and an overview of the curriculum and grade level expectations for students.
18. What language electives are offered to ELLs?
The Languages electives offered to all middle and high school students (including ELLs) are Italian and Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. ESL teacher participates in monthly professional development sessions provided by Network Instructional Support Team.
 2. Teachers of ELLs participate in ongoing professional development to support reading, writing, listening and speaking during grade level/department meetings on the following dates: September 16, 2013, October 21, 2013, November 18, 2013, December 9, 2013, January 13, 2014, February 10, 2014, March 10, 2014, April 28, 2014, and May 12, 2014.
 3. Our seamless K-12 structure allows us to arrange transition meetings for classroom teachers to discuss the needs of transitioning ELLs. ESL teacher remains the same for Elementary, Middle and High School students.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Our parent involvement activities address the needs of our students and parents. Our data suggests a need for stronger reading comprehension skills for our ESL population. Ms. Held, ESL teacher will host parent workshops during the school day and after school, which will teach parents how to successfully complete a book in a bag reading with a written response. Ms. Held will also host workshops on annotating skills for our ESL students, so parent can reinforce at home.

The Police Athletic League provides after-school services for all students, including ELLs.

We continuously evaluate the needs of parents by surveying them. We plan activities based on parent responses to survey outlining their needs.

E. 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: Michael J. Petrides School**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		12/19/13
BettyAnn Souffrin	Assistant Principal		12/19/13
Jami Kilichowski	Parent Coordinator		12/19/13
Susanan Held	ESL Teacher		12/19/13
Lisa DiBenedetto	Parent		12/19/13
Rita Bollini	Teacher/Subject Area		12/19/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Elizabeth Mazes	Guidance Counselor		12/19/13
Neal Opromalla	Network Leader		12/19/13
Megan Caffrey	Other <u>Related Service</u>		12/19/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

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 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" meetings, services are provided by an outside vendor.

Per session hours have been allocated for individual (and specific) interpretation needs to allow appropriate 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; specifically parents' preferred language of communication, both written and oral.

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.