

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R080

School Name:

THE MICHAEL J. PETRIDES SCHOOL

Principal:

JOANNE BUCKHEIT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Michael J. Petrides School School Number (DBN): 31R080
Pre K, 1, 2, 3, 4, 5, 6, 7, 8 9, 10, 11, 12
Grades Served: _____
School Address: 715 Ocean Terrace
718 815-0186 718 556-1994
Phone Number: _____ Fax: _____
School Contact Person: Joanne Buckheit Email Address: jbuckhe@schools.nyc.gov
Principal: Joanne Buckheit
UFT Chapter Leader: Carlos Rodriguez
Parents' Association President: Lisa DiBenedetto, Toni Molloy
SLT Chairperson: Jillian Maye
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): Jacqui DiForte
Jackie Caputo

District Information

District: 31 Superintendent: Anthony Lodico
715 Ocean Terrace, Staten Island New York
Superintendent's Office Address: _____
alodico@schools.nyc.gov
Superintendent's Email Address: _____
Phone Number: (718) 420-5657 Fax: (718) 420-5677

Borough Field Support Center (BFSC)

BFSC: Kevin Moran
Director: _____
715 Ocean Terrace, Staten Island New York
Director's Office Address: _____

_____ Kmoran2@schools.nyc.gov

Director's Email Address:

_____ (212) 374-4252

Phone Number: _____

Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joanne Buckheit	*Principal or Designee	
Carlos Rodriguez	*UFT Chapter Leader or Designee	
Lisa DiBenedetto	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jacqui DiForte Jackie Caputo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Cirillo	Member/Elementary School Parent	
Maryann DiScalo	Member/ Elementary School Parent	
Jackie Lebron	Member/Middle School Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jillian Maye	Member/ Middle School Parent	
Lori Fiorito	Member/High School Parent	
MarySue Gallo	Member/High School Parent	
Cindy Forkowitz	Member/Elementary School Teacher	
Phyllis Magliocco	Member/Elementary School Teacher	
Jen Brancaccio	Member/ Middle School Teacher	
Susana Held	Member/ Middle School Teacher	
Kim DiPaolo	Member/ High School Teacher	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Mission Statement:

The Michael J. Petrides School is a seamless Pre K through 12 school committed to creating an environment for learning that nurtures the "whole child" - mind, body and spirit. Teachers, parents, administrators and support staff collaborate to provide an education that celebrates the diversity of our students and recognizes the individuality and creativity of each child. Using alternative strategies of a laboratory environment, we integrate the art into a rigorous interdisciplinary curriculum and engage students in active learning, develop self-esteem and promote literate, creative, life-long learners.

1. As a Pre K through 12 school, we recognize the enormous responsibility of (likely) providing a child's entire (pre-college) education. The uniqueness of our school allows us to develop a 14 year relationship with our students and long-term partnership with their parents. Our collective goal is to prepare students for college and career. We are fortunate to see our students, who enter as 4 or 5 year olds, learn and grow, receive college acceptances and realize their potential as young adults.

Our staff recognizes that we have 14 years to help a student earn a high school diploma. Our school-wide philosophy has evolved from our original goal of: a high school diploma for every student – to: a college acceptance for each student – to: ensuring that our graduates have the skills and stamina to sustain four years of college.

Our consistently high 4-year high school graduation rate (historically ranging from 90-100%) validates our 14 year program. Our college acceptance rate is significant as well, steadily around 90%.

Our constantly stellar statistics have earned us the following acknowledgements:
2008, 2009, 2010 New York News and World Report: America's Best High Schools
2009, 2010 New York Post: To 50 NYC Best High Schools
2010, 2011, 2013, 2014 Newsweek: America's Best (100) High Schools

2. Data shows that our Students with Disabilities are not performing at levels commensurate with their peers.

3. We are most proud of our extensive Teacher Team work. Our distinctive organizational structure promotes a climate of collaboration as we are together responsible for the success of our students. Our knowledgeable and dedicated staff has cultivated a true Professional Learning Community – as we share common values and beliefs and are actively engaged in learning with and from each other. Our teacher team work is varied and extensive. The scope and sequence of teacher team work has evolved and expanded as we moved to full alignment with the Common Core Learning Standards and total immersion of the Danielson Framework.

Teacher Team Work: INSTRUCTIONAL ROUNDS

- The intended outcome of our expanded Teacher Team work is to strengthen the Instructional Core and improve instructional practice, resulting in increased student performance. (Linked to Quality Statements 1.2, 1.3, 1.4, 3.1, 4.1, 4.2, 5.1)

- The intended outcome of our extensive Teacher Team work is to strengthen the Instructional Core and improve instructional practice, resulting in increased student performance.
- Over the past five years, teachers from all components and disciplines (have participated in Instructional Rounds visitations and feedback sessions.
- Richard Elmore’s book Instructional Rounds in Education serves as a model for our practice. The purpose of Instructional Rounds is to observe, analyze and discuss instructional practice. Instructional Rounds afford teachers the opportunity to view vertical instruction and discuss curriculum and content on specific grade levels as well as across grade levels and components

Teacher Team Work: WORK OF THE GRADE COMMITTEE

- Lead teachers representing each Elementary School grade have participate in weekly discussions around the Common Core Learning Standards to develop a thorough understanding of the standards and grade level expectations.
- This forum allowed teachers to discuss and decide on practices that would guarantee a graduated rigor and connection to other subject areas.

Teacher Team work: DANIELSON STUDY GROUPS

- Mixed level and subject area teachers meet regularly to review teacher work; including lesson plans and demonstration lessons, and calibrate a rating using the Danielson rubric.

Teacher Team work: LOOKING AT STUDENT WORK

- Teacher teams use the Collaborative Assessment protocol to review student work; analyzing both the “ask” itself and the work generated, noting strengths and weaknesses, and identifying implications for curriculum and instruction.

Impact to date:

- Participation in Instructional Rounds helped our staff to define rigor and identify what it looks like in a classroom. Written feedback to Rounds participants serves as evidence of increased (and consistent) rigor in our classrooms, curriculum and the work our students produce.
- Participation in Instructional Rounds has ensured that teachers consistently incorporate strategies, including questioning and discussion techniques, scaffolds and routines that provide multiple entry points into curricula so that all learners are engaged in appropriately challenging activities and tasks.
- “Work of the Grade” charts display determined content, skills and appropriate practices and strategies.

As a result of data-driven, vertical conversations, Work of the Grade Committee members developed Complex Text homework assignments to provide students additional application of comprehension skills. Teachers have noted that students: are more prepared to read complex texts, are better at using context clues to understand unknown words, and better able to identify key details in a text.

The practice, originally designed for students in grades 3 through 5, has been expanded to include first and second grade students as well.

- Danielson Study Group participation has resulted in a greater understanding of best practices and improved planning and delivery of instruction.

Our partnerships with community based organizations include: American Ballroom Theater, Audubon Society, Garden to Classroom Program, Kingsborough College Now program, Police Athletic League, Public School Athletic League and YMCA. These affiliations allow us to provide a variety of co and extra curricula activities for students.

31R080 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08,09,10,11,12	Total Enrollment	1327	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	5	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	19	# Music	10	# Drama
# Foreign Language	18	# Dance	1	# CTE
School Composition (2013-14)				
% Title I Population	0.6%	% Attendance Rate		93.1%
% Free Lunch	36.8%	% Reduced Lunch		12.3%
% Limited English Proficient	1.2%	% Students with Disabilities		23.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		19.7%
% Hispanic or Latino	18.8%	% Asian or Native Hawaiian/Pacific Islander		8.5%
% White	51.9%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.58	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	2	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		4.32
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	37.4%	Mathematics Performance at levels 3 & 4		47.8%
Science Performance at levels 3 & 4 (4th Grade)	93.8%	Science Performance at levels 3 & 4 (8th Grade)		59.6%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	74.7%	Mathematics Performance at levels 3 & 4		72.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	86.4%	% of 2nd year students who earned 10+ credits		78.4%
% of 3rd year students who earned 10+ credits	86.3%	4 Year Graduation Rate		91.0%
6 Year Graduation Rate	90.8%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District		Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	NO	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	NO	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our data shows:

- An increase in the number of students (grades 3 through 8) meeting or exceeding the standards as measured on the NYS ELA exam from 37.4% in the spring of 2014 to 42.8% in spring of 2015
- Consistency in the number of students (grades 3 through 8) meeting or exceeding the standards as measured on the NYS Math exam remaining at 47.8% in spring 2015
- An increase in the Median Adjusted Growth Percentile in ELA from 57.0 in spring 2013 to 64.0 in spring 2014 as measured by NYS ELA exam
- An increase in Median Adjusted Growth Percentile for school’s lowest third from 66.0 to 76.0 in spring 2014 as measured by NYS ELA exam
- Median Adjusted Growth Percentile in Math from remained the same 64.0 from spring 2013 to spring 2014 as measured by NYS Math exam
- An slight decrease in Median Adjusted Growth Percentile for school’s lowest third from 74.0 to 73.0 in spring 2014
- ELA results for sub group students: students with disabilities -14.3% meeting or exceeding the standards, economically disadvantaged - 34.1%,
- Math results for sub groups students: students with disabilities - 20.9% meeting or exceeding the standards, economically disadvantaged - 41.9%
- Core Course Metric results put our student performance above that of our peer schools and the city average

Quality Review results show "what the school does well":

Professional collaboration is a high priority and faculty benefit from varied opportunities to share and develop strengths as individuals and members of teaching teams.

What the school needs to improve on: Build on the articulated set of beliefs on how students learn best to ensure that all students are afforded instructional strategies to support their learning and classroom activities that maximize student engagement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

1. By June 2016, all students will demonstrate progress towards college/career readiness as measured by a 10 % increase the number of students (grades 3 through 8) scoring Level 3 or 4 on NYS English Language Arts assessment, 80% of high school juniors will score 75 or better on English Regents exam.

2. By June 2016, all students will demonstrate progress towards college/career readiness as measured by a 10%

increase in the number of students (grades 3 through 8) scoring Level 3 or 4 on NYS Math assessment, 65% of high school juniors will have scored 80 or better on Integrated Algebra Regents exam

3. By June, 2016 the bottom third students will demonstrate progress towards college/career readiness as measured by a 5% increase in those achieving at grade level on NYS ELA and Math assessments; 70% of bottom third students will earn credits needed towards graduation requirements

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Implementation of core curriculum Ready Gen (Grades K through 4), Expeditionary Learning (Grades 5 through 8)	Students in grades K through 8	September, 2015 through June 2016.	Danielle Bennett Assistant Principal Elementary
Implementation of common core aligned units, Grades 9 through 12)	High School students	September 2015 through June 2016	Anthony Tabbitas, High School Assistant Principal
Guided Reading Groups	Early Childhood Student	September 2015 through 2016	Danielle Bennett, Assistant Principal Elementary School
Complex Text Assignments/ Assessments	Students in grades 2 through 12	September 2015	Classroom teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Implementation of core curriculum: Ready Gen. Trained Curriculum Leaders will provide turnkey training to all classroom teachers

Implementation of Common Core aligned units (Grades 9 through 12): Collaborative planning time scheduled for high school teachers to review and revise unit plan (as per data analysis implications for instruction)

Complex text homework assigned weekly. Instructional Team meets weekly to review student work and analyze student performance and progress data, including complex text work to ensure vertical alignment to the Common Core Learning Standards

Special Education teachers programmed to include small group instruction for identified at-risk students. Professional Activity time leveraged for teachers to provide small group targeted skills instruction to students not currently on grade level

Implementation of core curriculum: GoMath! Trained Curriculum Leaders will provide turnkey training to all classroom teachers.

Implementation of Common Core Algebra and Geometry curricula (materials and resources available on Engage NY)

Saturday Academy program will offer targeted skills instruction and Regents exam prep sessions for identified students

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress Monitoring Tools include

- Complex Text Assessment (administered and analyzed monthly)
- Periodic assessment – Fall/Spring Benchmark
- Go Math! End of Unit exams
- Quarterly review of Course Pass Rate

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As reported in the 2014 Learning Environment Survey: 91% of teachers feel supported by the principal; 95% of teachers feel supported by the assistant principals and their fellow teachers.

Data Source: Framework for Great Schools Report 2015

Supportive Environment Survey Results

Measure % Positive Response

Safety 90

Classroom behavior 85

Social-emotional measure 96

Peer Interactions 81

Next-level Guidance 87

Press toward academic achievement 89

Personal attention and support 83

Peer support for academic work 81

Suspension Data:

Principal Suspensions down to 9 (2014-15) from 19 the prior school year

Superintendent’s Suspensions down to 3 (2014-2015) from 4 the prior year

Data highlights our strength in the area as social/emotional support and identifies peer interactions, including peer support for academic work as an area needing improvement.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will demonstrate progress towards college and career readiness as measured by productive participation of all students (grades 9 through 12) in student cohort study groups.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All high school students will be assigned to a student cohort, which functions a study group, and work collaboratively throughout the school year .</p>	<p>All high school students</p>	<p>September 2015 through June 2016</p>	<p>High School teachers</p>
<p>Experienced teachers will provide professional development and assistance to other high school teachers as we build capacity in creating and supporting student cohorts</p>	<p>High School Teachers</p>	<p>September 2015 through June 2016</p>	<p>Lead teachers</p>
<p>Establishment of 'Council for Unity'</p>	<p>High School students</p>	<p>October 2015 through June 2016</p>	<p>Faculty Advisor</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Creative programming will ensure that all high school teachers have a common planning period to all for vertical and interdisciplinary planning and collaborative support.

Professional Activity time will be dedicated for collaborative planning.

PROSE Plan also calls for teachers to have dedicated office hours to meet with individual and/or cohorts of students to provide support as needed

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Student cohorts will conduct monthly self-evaluations based on established rubric for cohort collaboration.

Cohort presentations will undergo peer assessments and be graded by teaching staff (at least quarterly)

Cohort portfolio will be collected and scored at the end of each term (January and June).

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

2014 Learning Environment Survey says:

- 97% of parents agree, “my child’s school makes me feel welcome
- 94% of parents are satisfied with the education their child
- 95% of parents satisfied with the quality of their child’s teacher.
- 91% of parents agree, “my child’s school makes it easy for me to attend meetings
- 96% of parents agree, “my child’s school keeps me informed of my child’s academic progress

Framework for Great Schools Report 2015

Strong Family-Community Ties Survey

Measure Percent of positive responses

Teacher outreach to parents 94

Parent involvement in the school 65

Data highlights strong communication with parents regarding children's academic progress as a strength and parent involvement in the school as an area for improvement. School staff will continue to offer and organize parent engagement activities, and will vary time schedule to better accommodate all parents.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in 'parent involvement in the school' as measured by parent responses to the school's Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Parents as Partners Meetings: Continue to offer opportunities for parents to engage with their child in the classroom and participate in student learning activities to ensure parent understanding of CCLS expectations. • Parent Effectiveness Program: Continue to offer a bi-weekly workshop series based on <i>The Parent’s Handbook</i> by Don Dinkmeyer and Gary McKay, featuring lecture and discussion groups led by School Psychologist. • We will enhance our adult learning offerings with the addition of PEP TALK. This bi-weekly workshop will be designed to include topical discussion of relevant issues, and will include featured guests and special guest facilitators. These sessions will be custom designed based on parent input and interest. 	<p>Parents</p>	<p>September, 2015 through June, 2016</p>	<p>Classroom teachers</p>
	<p>Parents</p>		<p>School Psychologist</p>
	<p>Parents</p>		<p>School Psychologist</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

F-status School Psychologist will facilitate Parent Effectiveness Program meetings

Classroom Teachers will host Parents a Partners Workshops

Extended Day Parent Engagement time will be leveraged to offer additional Parents as Partners meetings

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Feedback surveys will be administered after each parent event, to determine what parents want

Workshops will be offered at various times (morning, afternoon, evening), attendance data will be maintained and analyzed to better plan future workshops

School-based, school-wide survey will be administered in January, 2016 to indicate progress towards meeting goal

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Data reveals students performing below grade level standard	Guided Reading sessions, Foundations Targeted Skills Instruction Regents Review sessions	Small group Small group Small group Small group	During school During school During school, after school After-school and weekends
Mathematics	Data reveals students performing below grade level standard	Targeted Skills Instruction Regents Review sessions Additional time with curriculum	Small group Small group Small group	During school, after school After-school and weekends During school
Science	Data reveals students performing below grade level standard	Targeted Skills Instruction Regents Review classes Additional time with curriculum	Small group Small group Small group	During school After-school and weekends During school
Social Studies	Data reveals students performing below grade level standard	Targeted Skills Instruction Regents Review classes Additional time with curriculum	Small group Small group Small group	During school After-school and weekends During school

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance data Student performance data Student progress data	Social Emotional Learning Guidance Lessons (including Character Trait of the month) Advisor-Advisee sessions conducted Phoenix Project: at-risk boys group	Whole class Small Group Small Group	During school During school During school and after school
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. Michael J. Petrides 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 the school and the families. The 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, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Michael J. Petrides School will support parents and families of Title I students 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 the school community;

The 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. The

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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC)

Michael J. Petrides, 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 80
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 ENL teacher, and one parent.

Principal Joanne Buckheit	Assistant Principal Danielle Bennett
Coach None	Coach None
ENL (English as a New Language)/Bilingual Teacher Susana Held	School Counselor Sheren Attal
Teacher/Subject Area Christina Sconzo/Special Ed	Parent Lisa DiBenedetto
Teacher/Subject Area Claudia Kambouris/E.C.	Parent Coordinator None
Related-Service Provider Meghan Caffrey/Speech	Borough Field Support Center Staff Member Nilda Kraft
Superintendent Anthony Lodico	Other (Name and Title) BettyAnn Souffrin/A.P.

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1297	Total number of ELLs	22	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	22	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	7

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	7	0	5	7	0	6	8	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: N/A
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Freestanding English as a New 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	4	0	2	1	4	0	0	0	2	0	0	0	0
Chinese	0	1	1	0	0	1	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	1	1	0	0	0	1	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	1	0	1	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	1	0	0	0	1	0	0	0	0
Emerging (Low Intermediate)	0	2	1	0	1	2	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	0	2	0	2	0	2	1	0	0	1	0	1	0	0
Commanding (Proficient)	0	1	0	0	0	1	0	0	0	1	1	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1								0
4	3		2				1		0
5			1						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		3				1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	2		2	
Geometry/CC Algebra	1		1	
Algebra 2/Trigonometry Math _____				
Chemistry	1		0	
Earth Science	1		0	
Living Environment	1		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1		1	
Geography				
US History and Government	1		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Fountas & Pinnell, TCRWP, complex text assessments and interim assessments are used to assess early literacy skills. These assessments provide us with information where our ELL's are struggling and need help; such as reading comprehension, writing, inferencing. This data provides teachers with information to plan for individualized instruction for areas of need. For Grades K and 1, the data shows that students need more instruction regarding letter sound relationships and picture/word relationships. This work is being done in shared reading and guided reading. In grade 2, vowel clusters such as aw,ie, and controlled r are struggles. This is being addressed through guided reading and word study work. In grades 3-5, decoding is stronger and students are able to answer literal questions. Teachers are working on inferential questions, retelling, and understanding main idea as well as building stamina and fluency. For middle school and high school, writing is an area of weakness. Teachers are focusing on organizing ideas using graphic organizers and other tools to help students form quality writing pieces. To inform our instructional plan, we have committed to focusing on the common core standards as our guide for planning, assessment, and all student activities. This focus will ensure rigorous instruction and ultimately raise the level of our ELL population.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Five of our Special Education ELLs have disconnected data across years. Students who have scored advanced in the past have dropped down to emerging or entering. Most students who were advanced have scored at the expanding level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We aim to advance one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years. ENL teachers are working to identify students who have not made this progress. They have begun to identify specific weaknesses and focus their instruction on these skills. In addition, ENL teachers collaborate with General and Special Ed teachers to reinforce these particular skills throughout the day. Using the AMAO tool, we are able to calculate the number of risk factors exhibited and set up targeted interventions to help students move towards English proficiency. According to the AMAO summary data, we have 7 out of the 16 ELLs from Spring 2015 who are receiving ENL for 5 or 6 years. 4 of our students who have

been served in the ENL program scored in the first quartile on the NYSESLAT. There are 6 students with an at-risk level of 5 or greater. These students are a high priority for our school and will continuously be monitored by our PPT Team and ENL teachers.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - a. Our students do well in Speaking and Listening parts of the NYSITELL and NYSESLAT. Students are offered both the translated version and the English version of the test. Historically our ELLs have chosen to write on and use the English version of the test. Most students are not proficient in their native language because they have only been exposed to formal schooling in the United States in English.
 - b. The results are discussed during common planning periods across all grades so that teachers are aware of the needs in their classrooms. ENL teachers discuss student data and share ENL best practices with classroom teachers. To date, the students have shown weakness in reading comprehension and lack of clarity and organization of ideas in writing.
 - c. The data provides the school with information showing where the ELLs are faring with the mainstreamed students. It also shows the growth process of ELL students. Based on the language selected on the home language survey and preferred language, we are able to provide students and families with bilingual books, documents, and media.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] Based on assessment data, the school creates small group instruction and AIS teachers work with those individual students. Tier 1 intervention is provided to all students in Grades K-2. Grades 3-8 are provided with regular Academic Intervention Services. Foundations is the program of choice for students in grades K-2. Several AIS and special education teachers of grades 3-8 have been trained in Orton-Gillingham. These Wilson-based methodologies are used in small group and whole group for ELLs as well as other students as our Response to Intervention. Teachers engage in data analysis during their professional development time on Mondays from 2:20-3:40pm. Student work is reviewed and instructional plans are made to meet the diverse needs of the students in each class. The ENL teachers play an integral role in this discussion and this planning.
6. How do you make sure that a student's new language development is considered in instructional decisions?

Teachers use student's second language into consideration for instruction by activating prior knowledge and linking cultural knowledge in the classroom. Students in each class are provided with a range of multicultural literacy material such as books, primary source documents, models, articles, etc. Student materials such as independent and guided reading books are individually differentiated based on student strengths and weaknesses. Data from running records and formative assessments are used to plan activities and instruction. For Math, our GoMath program offers a variety of activities for teachers to choose from after the initial minilesson. Students are instructed to either a reteach assignment or an enrichment assignment.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Based on teacher-made assessments, unit tests, TCRWP, Fountas & Pinnell and NYSITELL/NYSESLAT data we evaluate the success of ELLs. We aim for consistent progression of language acquisition for all our ELLs. ELLs are invited to all afterschool programs and/or tutoring offered in the school. Students are offered Academic Intervention Services, when available, and are seen regularly in small groups during the school day by the ESL teacher and the classroom teacher. Schoolwide instructional team regularly reviews ELL subgroup data to ensure that our instructional focus encompasses the needs of our ELLs and reflects the current data of the students.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

In order to identify ELLs we follow the identification process described in the ELL Policy and Reference Guide. All families of students who are new to the New York City Department of Education are given a Home Language Identification Survey. During registration, a certified ESL teacher meets with the parent and child to administer and complete the HLIS. The ESL teacher has an interview with child

and parent to assess the child's English language skills and determine the dominant language. Determination is not solely made based on responses to the questions on the Home Language Identification Survey. If a child was in another school within the NYCDOE, the home language identification survey completed at that school will be in effect. We will contact the last school for the information within 2 days or follow the regular identification process if the information cannot be obtained. If a child shows to be dominant in a language other than English, the child will be eligible to take the NYSITELL within 10 days of school enrollment. If the child is dominant in Spanish, the Spanish LAB must also be administered. If a child is enrolled in a school outside NYC/NYS for less than two years, the do not need to go through the identification process.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Within 30 days of enrollment, the students are given the oral questionnaire. For students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, we administer the LENS (Literacy Evaluation for Newcomer SIFE). SIFE status must be entered into ATS in the BNDC. The school has up to one year to make a final decision if a student is SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student has an IEP and whose home language is other than English, the Language Proficiency Team reviews evidence of the student's English language development. LPT recommends if the student takes the NYSITELL or not. The Principal then makes a decision about the child taking the NYSITELL and then the Superintendent makes the final determination. Students who are served by an IEP are determined by the SAT (School Assessment Team). The ESL teacher meets with the School Assessment Team to discuss the students IEP requirements and place students in the appropriate setting. Students who are ELL/SWD receive accommodations that apply to both ELLs and SWDs. Students are assessed using bilingual assessments during the initial evaluation.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Directly after the test is scored onsite, the ESL teacher sends home entitlement letters in the backpack and through the mail to notify parents of ELL status. Letters are sent in preferred language as noted in ATS from data on the blue card.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed at the initial registration meeting and during the parent orientation meeting in their preferred language by an onsite interpreter. Parents receive a letter, in their preferred language, that explains the process of appeal. Letters are maintained by the ESL Coordinator in a binder which is kept in the Assistant Principal's office. Parents are informed that they can appeal within 45 days if they disagree with their child's entitlement status.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within the first ten days of school after the NYSITELL has been administered, parents will be notified of their child's eligibility for ELL services in their preferred language. The scheduled Parent Orientation meeting will be advertised with a flyer and/or an invitation, in the preferred language. All parents will view the Parent Orientation Video which explains the three program choices and is available in 13 languages. Attendance records are kept on file. During the orientation, information about standards, curriculum, and assessments is presented. Materials are distributed in the preferred languages of the attendees. After the information is presented, the parents are provided with the Parent Survey & Program Selection Form. They have 5 calendar days to return the form. The data is then recorded in the ELPC screen on ATS.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the beginning of the school year, parents fill out a survey and choose specified language of communication based on their choice, the information is sent home in specified language to ensure what is going on in the building. Forms must be returned in 5 calendar days after the Parent Orientation Meeting and the data must be entered into the ELPC screen on ATS. ENL teachers are responsible to make outreach via phone, email, written notification and in person at arrival and dismissal to get forms back. To date, we have received all our parent option forms and data has been entered. Program choice is monitored in the ENL binder and if 10 students request bilingual services in the same language a class will be formed in the school and parents will be notified in the preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

ENL Teachers provide outreach at arrival/dismissal, in writing, via phone and via email. Information from the blue card is used to contact parent in their preferred language. The Assistant Principal oversees collection of the forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

Letters are distributed by ENL teachers at parent meetings and mailed home. Letters are also sent home in the back pack. Letters are sent home in the preferred language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Documents are placed in child's cumulative folder as well as copies placed in Assistant Principal's office in an ENL Binder. ENL teachers are responsible to collect and maintain all documentation and process is overseen by the Assistant Principal.
11. 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.
Using select reports from ATS such as the RNMR, RMSR, and RLAT, ENL teachers can determine eligibility for the NYSESLAT. The testing coordinator works with the ENL teachers to develop a schedule and to set up materials for the assessment. Parents are notified in their preferred language of the testing dates and content of the exam. Parents are invited to attend Parents as Partner Meeting to discuss the specific requirements for each section of the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
When the school received the results of the assessment, letters are distributed in the parents' preferred language to explain their status of entitlement.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Parents requests in our school has historically been Freestanding ESL. Programs are aligned with parent requests. Copies of parent form are kept in a binder in the Assistant Principal's office and maintained by the ENL teachers. Original forms are kept in the cumulative record in the school's record room. If there is a change in program selection in the future and we have the allotted amount of requests for specific program, that program will be offered.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
Based on our parent selection form responses, we offer Freestanding ENL. Student mandates are served based on their proficiency level and consist of stand alone and integrated instruction. For stand alone, students are grouped across 1 to 2 grade levels and are pulled out of their regular classroom for strategy and small group instruction. For integrated instruction, the students are grouped with other ESL students as well as non-ESL students in a class with an ENL teacher and a classroom teacher. The integrated co-teaching class offers students an opportunity to work with their English proficient peers with the support of the ENL teacher using ESL methodology
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
ENL teacher follows instructional minutes based on the guidelines in the ELL Policy and Reference Guide.
Classroom teachers and ENL teachers collaborate to determine the best times to push in and pull out. The ENL teachers collaborate with administration and the programmer to ensure that programmatic mandates are met while considering an instructionally sound schedule for the students. All data is entered into STARS classroom to account for time spent pushing in and pulling out. As per the English Language Learner Policy and Reference Guide, there are 5 proficiency levels (Entering, Emerging, Transitioning, Expanding, Commanding) for ELLs based on the NYSITELL/NYSESLAT. These particular levels determine the amount of time in a stand alone or integrated setting. The stand alone instruction developns English Language skills. The intergrated ENL instruction builds English Laguage Arts through content area instruction.

3. Describe how core content is delivered in each program model. 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.
- All instruction is delivered in English Language Arts and other content areas and meets the Common Core Learning standards. Classrooms follow the workshop model and offer students a variety of support based on learning needs. Core content is delivered in English and enhanced with Native Language. Our school only has Freestanding ENL as our program model. We provide instruction in English with home language support, emphasizing language acquisition. This instruction is delivered through both push in and pull out services. Our students are instructed using Common Core aligned materials and curriculum such as ReadyGen, Expeditionary Learning, GoMath, Envision, and teacher created materials.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- Classrooms with ELLs have bilingual and culturally diverse literacy materials in their libraries. ENL students are offered standardized testing materials in their home language as well as English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- ESL teacher in collaboration with classroom teacher makes sure all instruction incorporates the four modalities of English. Our formative assessments, such as Fountas and Pinnell, breaks down student proficiency in all areas.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a. n/a
- Newcomer - instruction is modified in collaboration with classroom teacher. Students are offered tools such as picture cues, modified reading materials, multisensory opportunities, phonics instruction, and extended time. Small group instruction is present in all classrooms and ELL students are integrated in these groups according to strengths and weaknesses.
 - Students receive support from related services providers such as AIS and extended time. These students are also provided with small group instruction and individualized instruction based on strengths and weaknesses. Curriculum materials are differentiated based on particular skills needing to be mastered.
 - Academic Intervention is provided to students who are considered long-term ELLs. These students are invited to all test preparation programs and additional support throughout the day.
 - Students will receive 90 minutes of ENL instruction and extended time on standardized tests.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
- The reidentification process must take place within 10 calendar days of a written notice. We will review student work with the PPT Team, ENL Teacher, and classroom teacher and student may be tested using the NYSITELL if it was determined that the student was not originally determined to be tested. The NYSITELL can only be administered one time. Determination of reidentification must be approved by the Principal and the Superintendent. If the student is determined to receive ESL services, Principal must confer with staff, parent, and student. If there is concern of adverse affects based on determination, additional academic support will be provided in the form of Academic Intervention Services.
8. 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?
- We use books and materials from Pearson, Scott Foresman, Continental Press, Teachers College, Steckvaughn Reading Comprehension Series, Dictionaries, Audio Tapes, Websites, ESL Videos, Scaffolding Questions, Graphic Organizers and books in native languages. Multisensory approaches are used for all ELL-SWD students. Many of our Special Ed teachers are Orton-Gillingham trained and have turned these methodologies to the other special ed teachers. These strategies help the students with phonemic awareness which support English language development. Visuals are implemented in all classrooms as a support to our ELLs.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- We provide an inclusive educational program. Our school has ICT classes from grades K-7. This setting offers Special ed students an opportunity to be in a general education classroom with the support of a special education teacher. Using flexible scheduling, students are able to move from a special ed setting to a general ed setting during the course of the day for subject areas when students show proficiency.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

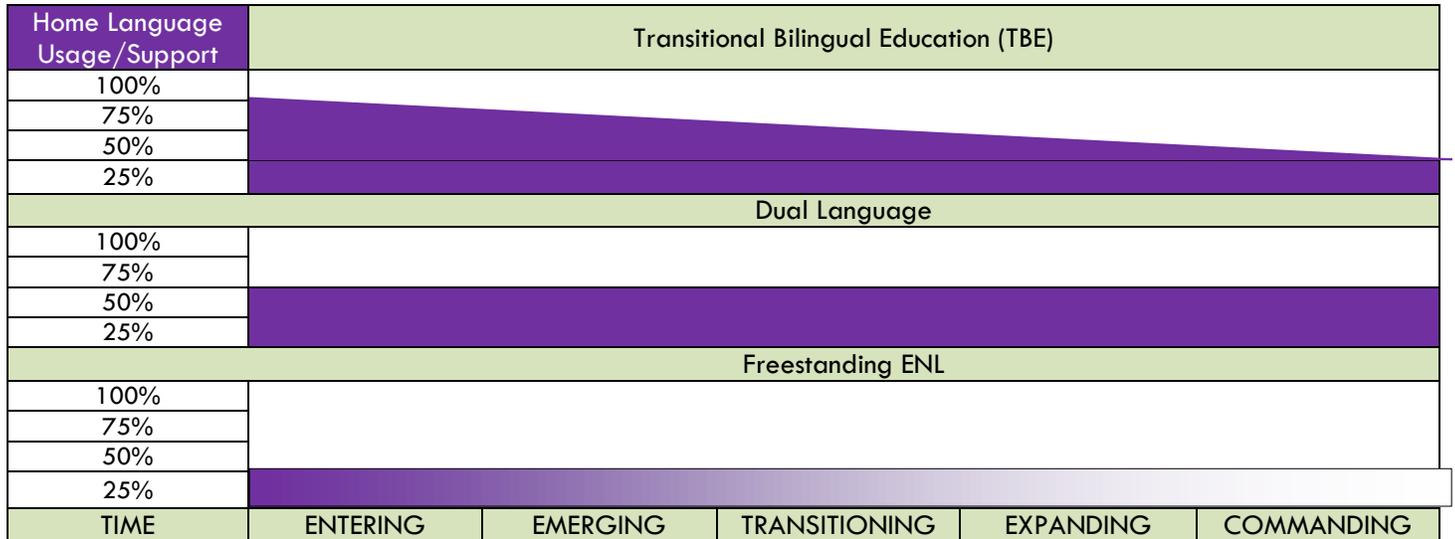


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Based on ESL classroom assessment data the interventions we use to help differentiate instruction to all subgroups are small group instruction and AIS services. Mostly, we look to the Transitioning and Expanding levels of students who are not passing the NYSESLAT and are ELLs for 4-6 years.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
During common planning, ESL teacher meets with classroom teacher to discuss ESL students progress and evaluate work and create instruction for areas needing support. The Data team meets monthly and student work is review. Trends of ELLs are identified and instruction is modified to support their needs. This information is shared with ENL teachers and classroom teachers.
12. What new programs or improvements will be considered for the upcoming school year?
The new balance of stand alone and integrated ENL will improve our instruction for ELLs. Working on Language skills outside the classroom and working on content inside the classroom alongside their typical peers will expose the students to a richer educational experience.
13. What programs/services for ELLs will be discontinued and why?
No ESL programs/services will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are invited to every activity in our school. Students invitations are sent home in the preferred language. Parent Meetings are offered monthly by the ENL teachers to support student academic learning. After school test preparation is offered for all standardized testing and supported by ENL teachers during the regular school day. Historically, most of our ELLs take part in these programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELLs have the use of technology such as Smartboards, laptops and iPads to assist in learning. Along with mandated common core materials for instruction and the use of dictionaries and glossaries to assist in learning. Our classroom libraries and school library contain bilingual literacy materials. The teacher of our computer lab has access to translated software for newcomers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered by the ENL teacher during freestanding ENL sessions. In the integrated model, the teacher is prepared with bilingual materials (when needed), visual aides and manipulatives for students who are not English Proficient.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All ESL students receive the required amount of support based on their educational needs (scores). Groups are made up of students across three grades or less. Students in our self-contained classes who are ELLs benefit from having their special ed teacher and ENL teacher in the classroom to support their needs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
At registration, ELLs get a chance to meet their classroom teachers, ESL teacher, and Assistant Principal. Due to the nature of our school lottery, most seats are filled by mid October and there are very few, if any, newly enrolled students after that point. If transitioning is difficult, the guidance counselor will provide at risk counseling. Assistant Principal meets with newly enrolled students, including ELLs, on each grade level to ensure a smooth transition into the school. These advisor/advisee sessions are ongoing throughout the year.
19. What language electives are offered to ELLs?
In our school we offer Spanish and Italian language electives.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
ESL teachers participate in professional development workshops such as common planning, faculty conferences, lunch and learns, instructional rounds, Danielson study groups on Common core aligned instruction, integrated co-teaching models, looking at student work, Danielson's Framework, guided reading, and more. Teachers in the school regularly turn-key information to colleagues who do not attend the training in person. This year, the teachers will attend ongoing professional development by Paul Bloomberg. In addition, the assistant principal will attend training offered by the Office of English Language Learners including Implementation of the new CR Part 154. Paraprofessionals will receive ongoing para training supported by the School Psychologists through a regular schedule of lunch and learns. Members of the School Assessment Team, Special Ed Teachers and related service providers attend monthly training supported by the Special Ed Liaison that focusing on SESIS, Least Restrictive Environment, meaningful interventions, writing IEPs, de-escalation, and behavioral support in the classrooms.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Every month ENL teachers receive an email regarding upcoming professional development workshops along with mandated meetings they must attend. The school provides ongoing professional development in conjunction with former network schools and ENL teachers are included in this training. This work is focused on common core aligned curriculum and instruction and is monitored throughout the year through collegial visits and intevisitations. The teachers are provided with all professional development opportunities delivered by the Office of English Language Learners. Teacher request in writing to the Principal which sessions they would like to attend.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
On the first day of school the ESL student receives a buddy to help in transition as well as the ESL teacher introduces herself and helps students to get acclimated to new surroundings. As a PreK-12 school, transitioning is fluid. Students and parents are afforded many transition opportunities throughout their time at Petrides.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
As per CR Part 154 teachers receive a mandated amount of instruction during professional development. Attendance sheets and materials from workshops attended by ESL teachers are shared with the larger staff and kept by Assistant Principal and Principal. ENL teachers have and will attend trainings offered by the Department of ELLs and Student Support including LAP training, AMAO, and CR Part 154.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents are able to meet with teachers during parent teacher conferences. On Tuesday afternoons, parents are able to meet with teachers to discuss child's progress and/or participate in Parent as Partner Workshops. In addition we will now have yearly meetings with each ELL parent to discuss child's progress. Parents are always welcome to speak to ESL teacher at any time to discuss concerns. All workshops will be provided in the preferred language as requested by the parents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

The use of a Parent Contact binder is used to keep record of meetings with parents. Each student has a folder that keeps information sent to parent from school. The ENL teachers will be responsible to invite parents, in their preferred language, and to provide copies of minutes to the Assistant Principal. One on One meetings will begin in December and provide parents with an opportunity for parents to meet and discuss ELL students progress.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are invited to every school activity. We offer cooking workshops, reading with your child, author's teas, Parent as Partner Workshops, Assemblies, Arts Events, and various holiday workshops throughout the year. There is no parent coordinator on site. Translation services are available to parents if requested in the main office. There is a sign indicating languages a parent might request without requiring parents to speak. The office manager is responsible for informing the assistant principal of these requests. If a translator is available on site, the translator is immediately summoned to the office. ELL parents will have an ongoing opportunity on Tuesdays to meet with any of their child's teachers between the hours of 2:20pm-3:30pm.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? ELL parents are included in all parent involvement activities. When information is forwarded to the school we in turn send it to parents. The Police Athletic League is a community partner and ELL students attend this afterschool program. Parents are invited to the program for events throughout the year, which include our ELL families. The program director is bilingual Spanish.

5. How do you evaluate the needs of the parents?

Based on results from parent surveys and evaluation surveys from parent meetings, we tailor our workshops to the needs of the parents. We have no Parent Coordinator on staff. There is an office manager on staff to support all parent needs on site. She is trained to provide translations and interpretations in the parents' preferred language.

6. How do your parental involvement activities address the needs of the parents?

Our school accommodates the needs of the parents on an individual basis. We provide translation services for parents during Parent Teacher Conferences and other information sessions held at the school. Our topics are chosen based on parent feedback to teachers and administration.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight 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: Petrides		School DBN: 31R080	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joanne Buckheit	Principal		11/16/15
Danielle Bennett	Assistant Principal		11/16/15
None	Parent Coordinator		11/16/15
Susanna Held	ENL/Bilingual Teacher		11/16/15
Lisa DiBenedetto	Parent		11/16/15
Christina Sconzo/Special Ed	Teacher/Subject Area		11/16/15
Claudia Kambouris/E.C.	Teacher/Subject Area		11/16/15
None	Coach		
None	Coach		
Sheren Attal	School Counselor		11/16/15
Anthony Lodico	Superintendent		11/16/15
Nilda Kraft	Borough Field Support Center Staff Member _____		11/16/15
Bettyann Souffrin	Other <u>A.P.</u>		11/16/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R080** School Name: **Michael J. Petrides School**
Superintendent: **Anthony Lodico**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Assessment of oral interpretation and written translation needs occurs during registration when parents are present at school. Language Access Coordinator conducts a parent survey annually as well to ensure a correct and updated list is maintained. Pupil Accounting secretary regularly generates the RAPL report to ensure that all school forms are distributed based on the written language preference of the families and so that oral interpretations can be provided during family engagement activities.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Findings: Regarding oral interpretation and written translations, 57 students have families requesting Spanish, 13 students have families requesting Chinese, 10 students have families requesting Russian, 10 students have families requesting Polish, 9 students have families requesting Albanian, 4 students have families requesting Bengali, 4 students have families requesting Urdu, 3 students have families requesting Arabic, and 1 student for each Sinhalese, Punjabi, Vietnamese. The Language Access Coordinator maintains master list of translation needs. This list is shared with administration including assistant principals of each component. Classroom teachers are notified of the language needs of their students.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Monthly (grade level) newsletter, parent-teacher conference announcements, after-school program information, promotion letters, report cards, ENL entitlement letters, testing notifications, discipline code, Respect For All brochures, and Academic Intervention Service program letter.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Back to School Night (September), Parent Teacher Conferences (November, March), Family Information Night (May), Parents as Partners Meetings (monthly), Parent Engagement Sessions (every Tuesday 2:20-3:35) In addition, bilingual staff members are charged with assisting teachers in contacting families with interpretation needs.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Most of our translation needs are for languages 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. For the low- incident languages, the forms are sent through the Translation and Interpretation Unit. In addition, per session hours have been allocated for individual (and specific) translation needs to allow school staff to provide services that are needed.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation will be available for Parent Teacher Conferences and other Parents as Partners meetings. Services are provided by an outside vendor who send translators to the school. In addition, staff is encouraged to use over-the-phone interpretation services. Per session hours have been allocated for individual (and specific) interpretation needs to allow appropriate school staff to provide these services.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members will receive notification and training on how to use translation services and over-the-phone interpretation service during September Faculty Conference

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will determine each family's primary spoken language within 30 days of enrollment. We will document the preferred language needs and assist families with written and oral communications by providing appropriate oral interpretation and written translations. The school will consider budgetary needs when planning for the school year to ensure funds for parent communication considering the primary spoken language. The school will provide a Language Access Coordinator to manage the needs of this population. We will provide these families with the Parent Bill of Rights which outlines their rights regarding Translation and Interpretation Services. We will visibly display signage to indicate that these services are available at our school.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school has in place tools for parents to receive language services such as signage, trained staff ready to respond to parent language needs, updated blue cards, regular monitoring of the RAPL (Adult Preferred Language Report) and a trained Language Access Coordinator who will survey the parents to ensure high quality service of Translation and Interpretation needs. Parents will be notified in writing of

their right to receive language services and directed to the NYCDOE website for translated information and forms.