Department of Education

P.S. 3 - JOHN MELSER CHARRETTE SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 02M003
ADDRESS: 490 HUDSON STREET, NEW YORK, NY 10014
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 02M003 SCHOOL NAME: John Melser Charrette School

SCHOOL ADDRESS: 490 Hudson Street, New York, NY 10014

SCHOOL TELEPHONE: (212) 691-1183 FAX: (212) 647-1280

SCHOOL CONTACT PERSON: Lisa Siegman EMAIL ADDRESS: lsiegma@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Alison Nelson
PRINCIPAL:	Lisa Siegman
UFT CHAPTER LEADER:	Jackie Peters
PARENTS' ASSOCIATION PRESIDENT:	Alison Nelson
STUDENT REPRESENTATIVE: (Required for high schools)	Susan Korn

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 02 SSO NAME: Cluster 2; CFN 206

SSO NETWORK LEADER: Ada Cordova/ Jane Godlewski

SUPERINTENDENT: Daria Rigney

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf). Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Lisa Siegman	*Principal or Designee	
Jackie Peters	*UFT Chapter Chairperson or Designee	
Alison Nelson	*PA/PTA President or Designated Co-President	
Susan Korn	Guidance Counselor	
Robin Burchill	Parent	
Denise Collins	Parent	
Elizabeth Craig	Parent	
Stephen Duncombe	Parent	
Andrew Shapiro	Parent	
Rosemary Valenta	Parent	
Emily Szuchmacher Fox	Teacher	
Jessica Harvey	Teacher	
Stephanie Kim	Teacher	
Susan Soler	Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description
Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Housed in a landmark building and fondly known in the neighborhood as the School with the Big Blue Doors, PS3 is a unique institution founded in 1971 by parents, educators and Greenwich Village residents as an alternative to traditional education. The school is dedicated to providing a learning environment that nurtures the intellectual, social and ethical growth of children through hands-on involvement with materials and subjects that have meaning for their lives. Respect for the individuality of each child is central to the teaching philosophy. Teachers at PS3 actively encourage children to take initiative, be resourceful and show independence of judgment in their classroom work, with the intent that each child will become a confident, self-motivated and passionate learner. The outstanding faculty is dedicated and teaches with passion, as they are permitted to integrate their interests as illustrative of elements of the curriculum. Several basic tenets work to give PS3 its distinctive flavor:

An arts-based curriculum. At the root of PS3's mission is a focus on interactive, project based learning. The school integrates music, dance, clay, drama, studio art, etc., into all aspects of classroom life to help create independent thinkers. Teachers are not only encouraged but expected to be mindful of their students' passions as they draw on their own, a philosophy that has led to many rich and diverse projects and partnerships. Examples include alliances with such groups as the Merce Cunningham Dance Company, the Center for Architecture and Greenwich House Music School; a grant that enabled students to perform a collaboratively composed piece of music; and, most recently, the implementation of an Artist-and Scientist in-Residence program. This successful undertaking has for the past three years provided teachers with parent-raised funds that allow them to bring in art and science educators of their choosing to enhance their individual curriculums.

A commitment to community building. There is also an emphasis on the cultural life in and outside PS3, as well as connection to the community at large and the participation of that community in the school. By design, PS3 welcomes parents into the classroom, and they are viewed as an integral part of the educational environment. The school also welcomes the neighborhood in with programs

such as Power Lunch, in which area businesspeople read to students, and a local scientist who leads field trips to the Hudson River and provides students with a sense of where they live. At the same time, the school has forged relationships with such non-profits as UNICEF and Safe Passage, a school in Guatemala that the PS 3 students work to support, offering an understanding of the greater world.

A multi-age model. Mixed-grade classes, with two grades in one classroom, are a cornerstone of PS3's mission to build a school on the principles of cooperation and interdependence. The model recognizes and plans for varied student abilities, provides for different rates of progress and adjusts to individual emotional and social needs. Students find themselves in various roles—as tutor, mentor or group member. The kids who are being helped get peer role models and useful child-to-child explanations, while mentors are stretched to verbalize what they've learned, and in doing so develop responsibility and self-esteem. This attitude of cooperation permeates the school; classes frequently team up for collaborative projects like "buddies," in which older children do a variety of projects throughout the year with younger ones. This younger/older child relationship continues during our end-of-day enrichment periods, where half classes of students of different grades will work together with the Dance, Art, Computer, Library, Physical Education, or Drama teacher while their classmates are working with their classroom teachers.

A diverse population. PS3 has a history of being a truly diverse school—ethnically, culturally and economically—and is governed with the understanding that everyone must be treated with respect. The arts-based curriculum allows us to draw out individual contributions from this wide variety of perspectives and to learn from each other. To maintain a richly diverse student population, PS3 has historically sought families from across the city. However, it must be noted that in the midst of the current overcrowding in downtown, the school has lost its ability to offer variances and consequently lost some of that diversity. It is missed.

SECTION III – Cont'd

Please note: because the information is in a PDF and we do not have the capacity to edit it in to this document, it was e-mailed in separately.

Part B. School Demographics and Accountability Snapshot (SDAS)
Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 003 Charrette School				
District:	2	DBN #:	02m003	School BEDS Code:	310200010003

DEMOGRAPHICS									
Grades Served in 2009-10:	Pre-K	K/1	K/1/2 SC	2/3	3/4/5 SC	4/5	4	5	
		10	1	7	1	1	3	2	

Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Pre-K	51	54	0
Kindergarten	105	107	
Grade 1	86	115	
Grade 2	95	82	
Grade 3	96	82	
Grade 4	96	82	
Grade 5	73	95	
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Ungraded			
Total			

Attendance: % of days students attended*			
(As of June 30)	2007-08	2008-09	2009-10
	94.1		

Student Stability: % of Enrollment			
(As of June 30)	2007-08	2008-09	2009-10
	95.4		

Poverty Rate: % of Enrollment			
(As of October 31)	2007-08	2008-09	2009-10
	6.6		

Students in Temporary Housing: Total Number			
(As of June 30)	2007-08	2008-09	2009-10
	0		

Recent Immigrants: Total Number			
(As of October 31)	2007-08	2008-09	2009-10
	1		

Special Education Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Number in Self-Contained Classes			

Suspensions: (OSYD Reporting) – Total Number			
(As of June 30)	2007-08	2008-09	2009-10

DEMOGRAPHICS

No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions	0	0	
Number all others				Superintendent Suspensions	0	0	
These students are included in the enrollment information above.							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	
# in Trans. Bilingual Classes				Early College HS Participants	0	0	
# in Dual Lang. Programs							
# receiving ESL services only	34	36		Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	2		(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	41	43	
				Number of Administrators and Other Professionals	10	10	
Overage Students: # entering students overage for grade							
(As of October 31)	2007-08	4	4	Number of Educational Paraprofessionals	4	4	
	0	0					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	1.4	1.7		Percent more than two years teaching in this school	65.9	76.7	
Black or African American	12.3	11.7		Percent more than five years teaching anywhere	58.5	55.8	
Hispanic or Latino	17.3	15.5					
Asian or Native Hawaiian/Other Pacific Isl.	8.9	7.0		Percent Masters Degree or higher	88	88	
White	60.2	56.7		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial							
Male	55.2	53.1					
Female	44.8	46.9					

2009-10 TITLE I STATUS

Title I Schoolwide Program (SWP)	Title I Targeted Assistance		Non-Title I	
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
SURR School: Yes No	If yes, area(s) of SURR identification:	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes No		

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

Differentiated Accountability Phase (Check ✓)		Category (Check ✓)		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	X			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
√SH	Made AYP Using Safe Harbor Target	–	Insufficient Number of Students to Determine AYP Status
Note: NCLB/SED accountability reports are not available for District 75 schools. *For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. **http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf			

CHILDREN FIRST ACCOUNTABILITY SUMMARY				
Progress Report Results – 2008-09			Quality Review Results – 2008-09	
Overall Letter Grade			Overall Evaluation:	
Overall Score			Quality Statement Scores:	
Category Scores:			Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)			Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)			Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)			Quality Statement 4: Align Capacity Building to Goals	
Additional Credit			Quality Statement 5: Monitor and Revise	
Note: Progress Report grades are not yet available for District 75 schools.				

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, summarize in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Performance trends

P.S. 3 continues its commitment to educate children with a wide range of learning abilities who develop high academic skill levels and are prepared to make substantial contributions to a complex and challenging world. Staying true to its roots, the school uses an arts-based curriculum: to create access to learning for as many students as possible including those who may have difficulty engaging academically; to enhance the emotional component of learning so that students enjoy being in school; to help students experience the world more comprehensively and with greater nuance; and to sustain the individual creativity of staff in curriculum development. Teachers have done an impressive job of preparing students for standardized testing without relinquishing their rich and complex curricula. At the same time, since students' overall learning and development is not sacrificed for excessive focus on tested tasks, students may not perform as well on standardized tests as they would have if this were the primary goal.

Two general trends are observable. First, students historically outperform in math over literacy on the New York State tests. This finding does line up with the school's pedagogical priorities, as the New York State Math test is better aligned with our instruction. Throughout the grades, we value both computational efficiency and mathematical understanding in our teaching. Students are accustomed to showing their work in a manner consistent with the test format. Math is not only taught as math per se, but is integrated into various other studies, such as fractions in music, geometry in art and basic math into science and geography. A retired teacher with special expertise in math teaches Math Enrichment to fourth and fifth graders who are both strong in the subject and interested. He provides an atmosphere

where it is "cool" to excel. We also have a substantial number of students with language learning difficulties, many of whom are more adept in mathematics.

The second trend is that students outperform in reading over writing, leading to a drop in scores on the New York State ELA between third and fourth grades. This reflects several factors. The first is simply the discrepancy in the tests, since there has been no extended writing required on the third grade NYS ELA and skills such as comprehension and understanding of writing conventions are tested in relative isolation. The second is normal development, as in most cases becoming a skillful reader precedes and assists becoming a proficient writer. Finally, given that a significant portion of our population has a range of learning difficulties, bringing all the skills together in the way required to write well is a challenge. Over the past several years, examination of both standard and non-standard assessments has shown that our students have become better able to write extensively and on topic but many are still unable to simultaneously synthesize their ideas with correct conventions. This has formed the basis for the work of our Inquiry Team the past two years. During this time, we have seen growth in our students' writing skills. It continues to be an area of school wide focus, with writing used as a tool for the students to record their observations in architecture, science, nature, current events and geography. Indeed, writing about field trips provides the means to reinforce student learning and increase their inherent value.

Based on the results of the 2010 fourth grade NYS ELA, we are now working to improve students' incorporation of standard conventions into their writing. While they may demonstrate knowledge of these in isolation, they have not synthesized them thoroughly enough to apply them consistently to their own on-demand writing. This is in keeping with the staff observation at the end of the 2008-09 that many students did not consistently apply skills that they demonstrated in isolation. We are continuing our inquiry into how to involve students more in reflecting on their own progress and in setting goals for their learning. We are in the process of developing a normative standard as to the appearance of finished writing that takes into account writing mechanics such as capitalization, punctuation, grammar and handwriting. Teachers are also testing strategies intended to help students internalize this so that they are able to apply it to their own work independently.

Based on the results of the 2010 NYS Mathematics test, there is a decline in the scores of many high performing students as they move from third to fourth and fourth to fifth grade. We are working to increase the focus on mathematical problem solving and to compensate for the fact that we do not have a math coach (largely for budgetary reasons) by working with outside providers of professional development.

Greatest accomplishments

PS 3 is a vibrant learning community that engenders a strong individual voice and ethical sensibility that has a lasting efficacy. Students return from middle school and high school to seek out individual teachers and mentors and report that they love school, irrespective of their placement. This speaks directly to our efforts to engage each student, to build on their strengths, to develop their areas of weakness, but above all, to encourage the attitude that learning is a wonderful adventure in which each student can participate. Under the aegis of D.Y.O. assessments, PS3 has designed and implemented assessments that are aligned both with the way we teach and the New York State assessments, therefore being more useful to the teachers as a way of assessing what students actually have learned and by allowing teachers to use the data collected from assessments to inform their everyday teaching. Through the use of research based assessments, such as the Teachers College literacy assessments and the Investigations mathematics assessments, supplemented by school-made measures, we have begun increasing the sophistication of staff understanding of the often complex relationship among student learning, student performance, and their instruction. We are now working as a staff to study the new Common Core State Standards and to revise our assessments to incorporate them. We are also planning revisions to our assessments to align them with the evolving New York State ELA and Math assessments.

Our school is a model for what collaboration in public education really looks like. It allows teachers to respond to students' interests (child-led learning) and to design aspects of their own curricula, while adhering to overarching curricular mandates. It brings in cultural and institutional partners (e.g., Merce Cunningham, the Center for Architecture, NYU; the list goes on). It utilizes parents in ways that really enrich the learning experience (e.g., parent-assisted classroom projects, PTA funded art programs, Artists in Residence, many field trips). The generosity of time, intelligence, and resources donated by parents is impressive. Differences in the community are handled productively and sensitively. Perhaps the greatest accomplishment in the school is the undiminished enthusiasm for learning evident in every classroom. The excitement is palpable and transcends immediate scarcities and obstacles.

Simultaneous accomplishment and challenge

Increased Special Needs. While the actual number of students with special needs has increased a modest amount in relation to the total population, the nature and severity of these needs have significantly increased the amount and nature of the attention that they require. Our intention several years ago was to shift from having our students with special needs served via SETSS and self-

contained classes to having them served predominantly in CTT classes. This was seen as a more inclusive, less disruptive model for a community based school with a diverse population. However, given the realities of the placement process and the apparent increase in the number of students with marked attention and Autistic Spectrum Disorder issues, we have had to modify this plan. In order to meet the needs of our community, we now have two self-contained (12:1:1) classrooms, serving grades K/1/2 and grades 3/4/5, as well as six CTT classes (two K/1, two 2/3, one 4 and one 5), having added one per year for the past six years. We have continued to receive funding to support our work with students with ASD (Autistic Spectrum Disorder) issues. Staff has been able to participate in professional development workshops to increase our skill and understanding of working with a range of ASD behaviors. We have been able to provide social skills groups and hire an ASD case manager and shared paraprofessionals who are available to support students in inclusive environments. We are proud of our work with all students, and thrilled with the support we have been given. However, at the same time, the creation of these classes has drawn additional students with special needs from beyond our zone. They, in turn, require significantly more time and energy from both the administration and staff.

Scarcities, Obstacles and Challenges

Changing building configuration. For the past several years, we have been hampered by insufficient space. That changed this summer, when Greenwich Village Middle School (GVMS), which had been co-located in our building for over 10 years, moved to larger quarters. This has caused many changes in our building. Having sufficient space has been wonderful, but the reconfiguration has been challenging! Last school year, because of the overcrowding in our building, our two pre-k classrooms, a full-day and an AM/PM, were moved offsite and administered by an NGO (non-governmental organization). This year, they were returned to us, along with an additional AM/PM class. We also added a 2nd/3rd grade class. In order to meet the needs of our larger, younger student population and to best take advantage of the additional space, we moved many classrooms and related service rooms over the summer. All our upper grade rooms are now on the fifth floor, formerly home to GVMS. We now have K and 1 students on the third floor along with 2nd and 3rd graders. This necessitated the conversion of an adult bathroom into a Girls' room, since there was none on the floor. There were a host of other facilities issues attendant on these moves.

Our physical plant PS3 resides in an old building which has long presented the schools with numerous physical challenges. The departure of Greenwich Village Middle School does not eliminate the venerable building's physical limitations and will present us with many challenges as our increased

space demands increased enrollment. Currently, our cafeteria is in the basement and has a legal capacity of 175 people. The kitchen has limited space and cooking facilities, which hampers our ability to prepare the fresh and healthier foods that would benefit our students. The "gym" is a long, bent, pillar-studded room (it follows the contours of historic Grove Street) that doubles as a hallway. The auditorium, a multi-purpose room, houses our "Games" (physical education) classes. There is a folding door that can be used to split the room horizontally, permitting simultaneous use of the space for classes, rehearsals, and meetings. The only school yard is accessed from the building's second floor, being situated on the auditorium's roof. On floors two through four, where most of our classrooms are located, there has been only one bathroom per floor. This limits where we can locate our youngest students, though this is where our class sizes will continue to grow most dramatically. In addition, the average square footage of our classrooms is smaller than the current standard. This has an impact on student learning, particularly for students with attention and social difficulties. We are currently able to work around this challenge by designating "breakout" rooms where teachers can work with small groups or half-classes. However, as the student population expands, this will again become an issue.

We have begun the process of growing into our newly acquired fifth floor, knowing that the overall health of our school will be greatly affected by how well we are able to design and allocate the new space will have an impact on the function and utility of other spaces throughout PS 3. This redesign of space utilization has been done with an eye to the future. However the diminutive and remote cafeteria must be addressed if the school is going to adequately house a larger population of young children. We are also slated for a major interior upgrade to address the crumbling plaster in walls and ceilings, the superannuated asbestos-containing linoleum floor tiles, and the lovely old built-in wooden wardrobes that contain hollow spaces that are very popular as mouse condos.

The lack of air conditioning limit what can be accomplished in those hot days of September, May and June, when the heat and humidity make concentration problematical. Students and staff with asthma and other respiratory issues are additionally burdened. Unfortunately, the current electrical service to the building makes it impossible to operate air conditioners in the majority of classrooms.

Budget Cuts. These have had a difficult effect on our class size. Instead of being able to sustain classes with 20-22 students in the lower grades, 24-25 in the middle grades, and 28 in the upper grades, our class sizes are larger than is optimal across the board. At a time when academic expectations and standards are on the rise, it is extremely difficult to ensure that all our students are able to meet these given the increase in class size and the range of student abilities and needs. Because all the adults in the building are already worker harder because of increased student numbers and decreased funding, it is challenging to find the time and energy for staff to meet and plan.

Shifting nature and quantity of administrative work. The increase in accountability requirements and the shifting of administrative responsibilities from Districts and Regions to individual schools has refocused much of the administration's attention onto these tasks, leaving far less time for administrators to concentrate on instruction-related and community matters. This situation is compounded by the current economic realities. The number of required administrative items detailed in the Principals' Weekly and is staggering, particularly given an administrative staff of two. It intrudes on administrators' ability to spend sufficient time visiting classrooms, meeting with teachers, becoming better acquainted with students and their families, and making the countless observations that inform the quality of instruction and life in a school.

Decrease in diversity. Our school has historically been able to maintain a student population that was diverse in ethnicity, experience, family structure, and to a degree economics. This was a result of the fact that, as the alternative elementary school in a zone (shared with PS 41), with an emphasis on arts based curriculum and individual needs, we had room to admit students residing in other parts of New York City whose families sought out a school with an arts-based curriculum and a strong focus on supporting students' individuality. However, with the increased student enrollment in the district and zone, this is no longer possible. While our current students have a range of family backgrounds and experiences, strengths, interests and needs, the diminished diversity in ethnicities and economics is reducing what has been an abiding educational resource.

Additional needs. We are continuing to explore ways to increase our use of digital technology. We have continued in our acquisition of SMART Boards. We are now struggling with how to fund the moving of SMART Boards made necessary by classroom moves; this is surprisingly expensive.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

To improve the progress in mathematics of 4th grade students without significant learning disabilities who have been continuously enrolled and who scored level 3 or 4 on their 3rd grade NYS math tests.

The results of this past year's NYS tests indicate that it is time for us to return greater attention to our mathematics instruction in the 4th and 5th grades, particularly in the area of building on the skills and understanding of students who are meeting or exceeding grade standards. This year we will be focusing on the 4th graders for several reasons: we will be able to follow their scores for two years and build on the work that is done, the scores have an impact – both actual and psychological – on the middle school admission process, and finally, because the relevant data is more easily accessible.

Because analysis of the data has shown that one of the areas that needs to be addressed is students' ability to analyze multi-step word problems, we are focusing on students without significant learning issues, since the majority of these involve difficulty moving among symbol systems (language, numbers, shapes, and the graphic representation of these).

Achieving this goal is likely to be a multi-year process, given that New York State has stated that the difficulty of the tests will continue to increase.

To continue to develop student monitoring and assessment of own work. All teachers have developed a regular reflection ritual for their classes in which students articulate something they have accomplished and a goal they have for themselves. These are recorded by the students if they are able to, or by the teachers if they are not, and progress will be measured through regular Inquiry Team meetings and discussions at staff meetings. We are now adding staff reflections and goals to this work.

To continue to build staff expertise in working with students in inclusive settings. We have again received the funding to support students who display behaviors associated with ASD (autistic spectrum disorders). We use this to pay our ASD caseworker, who works with both collaborative team teachers and general education teachers, a part-time guidance counselor who runs social groups, and two paraprofessionals, who support students and teachers as needed, as well as professional development and some specialized supplies.

To make optimal use of the space we have gained as a result of Greenwich Village Middle School's move out of the building to support the growth of P.S. 3. This includes the return of pre-kindergarten, the addition of a K/1 collaborative team teaching (CTT) class, the addition of a 2/3 class, and work on the Cooking/Nutrition/Science program.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. Reminder: Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics/Problem solving

Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	To improve the progress in mathematics of 4th grade students without significant learning disabilities who have been continuously enrolled and who scored level 3 or 4 on their 3rd grade NYS math tests.
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	• Discussion of problem at staff grade meetings with increased focus on strategies to assist students in developing problem-solving skills. • Work with Network Based CCSS mathematics professional development involving a lower grade and an upper grade teacher. • Work with Lucy West - Metamorphosis to build mathematics teacher leadership capacity within school • Increased focus of administrative observations and coaching on mathematics instruction

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.	• FSF per session support for teacher math meetings • Network CCSS funding for math professional development • DYO Assessment funding for teacher meetings/examination of math predictive assessments • One time allocation funding for teacher work with Lucy West – Metamorphosis math PD with a focus on lesson study and building teacher capacity • FSF funding for mathematics enrichment with a problem solving focus for students at or above grade level in grades 3 through 5
Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains	• Evidence of evidence based math thinking during administrator observations • Time devoted to sharing of strategies at monthly grade meetings and periodically at staff meetings • Teacher adoption of specific instructional strategies aimed at building student problem solving skill and habit of providing evidence for their thinking • Student work on predictive (once per year) and interim 3-5 times per year) assessments • Student performance on 2011 NYS math test, with focus this year on 4th graders who scored in levels 3 and 4 on 2010 3rd grade test

Subject/Area (where relevant): _____

Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	To continue to develop student monitoring and assessment of own work
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	• Continuation of school wide ritual of regular student reflection and goal setting, recorded by teacher in lower grades and by students in middle and upper grades • Target population: all students, especially those with special needs, those who are academically talented, and those who are not independently motivated • Core inquiry team including principal and assistant principal, classroom teachers • Ongoing since last school year; the core Inquiry team meets at least twice/month to strategize on how to best support this project

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.	• Inquiry team funding in per session for meetings, classroom visits and outside work • Addition of members to core Inquiry team resulting in more staff members adding energy and expertise to this project

Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains	• Periodic collection of artifacts from classroom including teacher templates and student writing about goals and progress
	• Ongoing conversations of staff with Inquiry Team members about the progress in their classrooms
	• Twice yearly classrooms visits of pairs of Inquiry Team members to observe the ritual
	• Survey of teachers for feedback on project
	• Projected gains
	  o increased student agency in setting appropriately high expectations for their own work (personal best)
	  o students develop standards for themselves that are portable to other situations and settings
	• By June 2011, teachers will have collected evidence showing a positive relationship between student goals and student work and/or behavioral improvement

Subject/Area (where relevant): _____

Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	To continue to build staff expertise in working with students in inclusive settings.
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	• Monthly onsite professional development in CTT rooms • Specific outside PD as appropriate • Ongoing support of teachers in CTT and general education rooms from ASD caseworker • Ongoing oversight and guidance of paraprofessionals in inclusive settings by ASD caseworker • Staff created and led Social Skills Study Group to develop strategies and templates to support this work • Building of library of pertinent resource books
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.	• Human resources: ASD (autistic spectrum disorder) case manager, P/T guidance counselor working specifically to help students develop social skills, flexibly assigned paraprofessionals to support students and teachers as needed, support from parent coordinator, principal providing feedback and oversight • ASD expansion funding for staff, professional development, per session for study group and planning meetings and OTPs funding for supplies
Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains	• Feedback at weekly meetings between principal and ASD case manager • Feedback at monthly meetings between principal, ASD case manager and CTT staff developer • Academic progress and social integration of students with ASD behaviors as measured by formal and informal measures and by teacher and administrator observations • Projected gains: Increasingly comfortable functioning of students with ASD behaviors in inclusive (CTT and general education) environments; academic performance of these students reflective of ability to function in inclusive settings • By June 2011, staff members will increase their expertise in working with students in inclusive settings as measured by informal and formal observations, coaching reports from ASD staff developer and feedback to staff members.

Subject/Area (where relevant): _____

Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	To make optimal use of the space we have gained as a result of Greenwich Village Middle School's move out of the building to support the growth of P.S. 3.
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	• Redistribution of classrooms throughout building to create room for growth on all grades • Relocation of support personnel to more appropriate settings for their work/programs (i.e. SETSS teacher out of the ante-room to a bathroom and into a small instructional room) • Clustering of rooms to support teacher collaboration and to reduce the disruption of academic work by the many transitions resulting from multiple lunch periods necessitated by small cafeteria • Community input regarding optimal room use • Creative utilization of inherited resources – transformation of middle school science lab into cooking/nutrition/science room
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.	• Human resources: many hours of staff labor, including custodial staff • Assistance of parent volunteers • Furnishings courtesy of the Department of Education Space Planner, FSF funding, and a very generous parent community • Ongoing collaboration/cooperation between teachers and parents

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains
	• Initial review at the start of the school year to monitor and troubleshoot flow
	• Ongoing observation and staff feedback: approval/requests/suggestions
	• Periodic feedback from the parent community: SLT and PTA meetings
	• Projected gains:
	  o Calmer school environment, as crowding created edginess and competition for space
	  o Fewer interruptions/intrusions of noise into classrooms providing more focused work time
	  o More collaboration among teachers, especially in the fourth and fifth grades, as these classrooms are now proximate to each other
	• Spring SLT reassessment of needs for upcoming school year

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines. (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include 2 components: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	5		N/A	N/A				
1	18		N/A	N/A		1		
2	20		N/A	N/A				
3	10	14	N/A	N/A				
4	25	25					1	
5	2					1		
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Fundations, small group, during school day Wilson, small group, during school day Great Leaps, one on one, during school day Guided reading, small group, during school day, Writing tutorial, small group, during school day; Mid-size group, after school (starts in December)
Mathematics:	Small group, during school day Mid-size group after school (starts in December)
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	Short term counseling, small group or one on one, during school day
At-risk Services Provided by the School Psychologist:	Emergency counseling, one on one, during school day
At-risk Services Provided by the Social Worker:	Socialization groups, small group, during school day
At-risk Health-related Services:	Asthma group, small group, during school day

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 2-5 Number of Students to be Served: 10 LEP 0 Non-LEP

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

TITLE III
2010-2011
DBN: 02M003

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

DBN: 02M003

Grade Level(s) K-5_____ Number of Students to be Served: _____30____ LEP __0_____ Non-LEP

Number of Teachers _____1_____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Title III, Part A

P.S. 3 is a kindergarten through 5th grade school with approximately 624 students. In recent years, our ELL population has hovered in the low 20s. However, last school year we had 39 ELL students, and this year we have 30. Our ELLs are from diverse backgrounds and speak a range of native languages. These include Spanish, Japanese, Amharic, French, Croatian, Dutch, Russian, and Arabic. All students, regardless of their home

language, participate in an instructional program of grade appropriate work in literacy, math, social studies, science and the arts. Students read in a range of genres for a variety of purposes. They build a shared knowledge of the topic through integrated curriculum and thematic teaching.

Language Instruction Program

In addition to our mandated ESL program, the Title III monies provide P.S. 3 with the opportunity to conduct supplemental English language instruction to ELLs in grades 3-5 and their families. There will be an after school program taught by our licensed ESL teacher/coordinator, Jean Hale and a general education teacher. The program will meet two times per week, on Tuesday and Wednesday afternoons from 3:15 – 4:45 PM, mid-December through mid-June. The language of instruction will be English. The program will be supervised by the school principal, Lisa Siegman.

The group will consist of 10 or fewer students. It will be a multi-focal program, with listening, speaking, reading and writing experiences. The focus of the first half of the year will be on science, the second half on social studies. Students will be invited to become specialists in a field of study. They will share the excitement of scientific discovery and learn the steps and methods of scientific investigation. In the second half of the program, when the focus shifts to social studies, they will learn to differentiate fact, opinion, and propaganda. There will also be an emphasis on the development of academic language and strategies in the context of both science and social studies. Students will use the Internet for research and to learn to distinguish high quality, reliable content from lesser material. Particularly for our older ELLs, the integration of technology is a wonderful means to immediately engage students interest and involve them in logical thought and learning that is visually based rather than language dependent. This can provide an important scaffold from which to accelerate their language acquisition.

All instruction is content based and will be designed for the specific language needs of the individual students. This supplemental instruction will help the students acquire the necessary skills to be successful on New York State standardized tests including the NYSESLAT.

Parent/community involvement

Our ESL coordinator, Jean Hale, maintains an ongoing dialogue with ELL parents. She discusses:

1) the Home Language Identification Survey (HLIS)
2) the administration of the Language Assessment Battery – Revised (LAB-R) to establish English proficiency level
3) the parents' program choice for their child
4) the New York State English Language Achievement Test (NYSESLAT)
5) the students' instructional program for the year
6) contact information for key school personnel
7) Literacy websites that promote ELL students' language development
8) Strategies for parents to use in supporting their children's academic advancement
9) Information regarding the specific science and social studies process and content addressed in the sessions with their children

Informational sessions are held on Meet the Teacher Night in September and during breakfasts and evening sessions for families of ELLs in October and April. The ESL Coordinator follows up with ongoing outreach throughout the year, using one-on-one meetings, letters, and telephone conversations. She is assisted in this by our Parent Coordinator, Terry Spring-Robinson, our bilingual teachers, Susan Soler, Mirza Silva, and Otis Kriegel, paraprofessionals, Aetlaf Morsi, Juliana Guzman, Sagrario Diaz and Jose Araujo. During November and March parent-teacher conferences, our ESL Teacher/Coordinator meets with families of ELLs to discuss student progress and share specific strategies and learning techniques.

Parents of ELLs, as well as other parents, are encouraged to become volunteers either in the classroom or at lunch/recess in order to strengthen the school/home community connection.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development

ESL Teacher/Coordinator will attend professional development workshops at Hunter College BETAC. She has attended two of four sessions offered by the NYC Department of Education in collaboration the Paley Center for media with a focus on "examining themes, content, and historical accuracies/inaccuracies" in Hollywood films with historic themes. In this way, she is developing the professional knowledge to teach ELLs using a rich social studies curriculum.

In addition, our ESL Teacher/Coordinator has attended the Saturday Literacy Reunion at the Teachers College Reading and Writing Project. Each year she participates in a study group of ESL teachers at neighboring schools that meets monthly.

There is a focus on increasing student self monitoring in our whole staff and grade level meetings. There has also been ongoing study among staff of how to help students incorporate new vocabulary words into their spoken and written language, as well as how to improve the organization of their writing. This is directly applicable to our ELLs.

The professional work described above takes place at no cost to Title III. We are requesting to use Title III funding for the following additional professional development:

- Ms. Hale, our ESL teacher/coordinator, would attend the two day conference *Celebration of Teaching and Learning* sponsored by Educational Television, produced by Thirteen WNET 3/6-3/7/2010. She will attend workshops with a focus on science and social studies. Cost: $300

- Ms. Hale would like to attend the NYS TESOL Conference, *Critical Literacy: Opening words and worlds to English Language learners* (11/13-14/2009). Cost: $250

Form TIII – A (1)(b)

Title III LEP Program – Section XVII – Budget Narrative

School District 2 **For Title III**

BEDS Code 31020001003

Allocation: $15,000		
Budget Category	**Budgeted Amount**	**Explanation of Proposed Expenditure**
Code 15 Professional salaries, per session with fringe benefits	$9000	Per session for ESL teacher and general education teacher for after school enrichment and family outreach (2 Teachers X $50/hr) x 80 = $8000 Guest "specialist" teachers $1000

Code 16 Support staff salaries		N/A
Code 40 Purchased services such as curriculum and staff development contracts	$250 $300	NYS TESOL Conference, *Critical Literacy: Opening words and worlds to English Language learners* *Celebration of Teaching and Learning* sponsored by Educational Television, produced by Thirteen WNET.
Code 45 Supplies and materials	$1821 161 999 519 $1000	Desktop computer (iMac) Security lockdown device Bookflix (Scholastic) DVDs (science and history based) Books, books on tape (science and history based)
Code 80 Employee Benefits		N/A
Code 90 Indirect Cost		N/A
Code 49 BOCES services		N/A
Code 20 Equipment		N/A
Other – Parent outreach		$500
TOTAL	$15,000	

Addendum to Title III, Part A for 2010-11

1) The only significant change from last year is that in 2009-10 we had invited only 3rd, 4th and 5th graders, including a SIFE student. In the current school year, we are inviting 2nd, 3rd and 4th graders, as we have no 5th grade ELLs and no current SIFEs. This year, two of our 2nd grade ELLs are CTT students, whereas last school year, none of the ELLs served by the Title III had CTT IEPs.

2) A minor change is one of scheduling. Last year's after school classes met on Tuesday and Wednesday, while this year's classes meet on Wednesday and Thursday.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Our population of parents who needs translation is notably small. The data we used to determine this is a combination of the home language survey, direct staff contact during the registration process, and outreach by our ESL teacher/coordinator. Office staff, the parent coordinator, and the ESL teacher team with bilingual staff members and parent volunteers to ensure that parents are provided with information in a language they can understand.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Parent need: Each year we have a handful of parents who are unable or uncomfortable communicating in English. Their home languages vary, with Spanish generally being represented. Based on the current need, we identify staff members or parents who can act as oral interpreters. Usually, the translated materials provided by the Department of Education cover our need for written materials. In the rare instances where this is not the case, staff members or parents will translate.

Student need: On several occasions in recent years, we have needed to engage translators to translate NYS mathematics tests for students. The languages included Arabic, Amharic, and Japanese. Whenever possible, we place students who do not speak English in a class with either a bilingual teacher or a classmate who can communicate with them.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written

translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

In most instances, the materials provided by the Department of Education for vital information are adequate. In other cases, early identification of in-house staff and volunteers is sufficient to meet our needs. For student testing situations, we occasionally contract with an outside vendor.

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

Oral interpretations services are provided mostly by in-house staff (Spanish, Arabic, French, Swedish), and occasionally parent volunteers.

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

The ESL teacher/coordinator, the parent coordinator, and the office staff coordinate outreach.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:
- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
1. Enter the anticipated 1% set-aside for Parent Involvement:			
1. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
1. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's Parent Involvement Policy (PIP), which includes the School-Parent Compact.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required Title I Annual Parent meeting. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is strongly recommended that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
    a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    b) Use effective methods and instructional strategies that are based on scientifically-based research that:
        - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
        - Help provide an enriched and accelerated curriculum.
        - Meet the educational needs of historically underserved populations.
        - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
        - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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)	Program Funds Are "Conceptually" Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (✓) in the left column below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						

Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ SURR Phase/Group (If applicable): _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ Year of Identification: _____ Deadline Year: _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:
- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:
http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

---

1. We currently have no STH attending our school.

2. We will provide any STH students who may enroll during the school year at-risk academic support, at-risk counseling, family outreach support, and school supplies/books as appropriate.

3. Our total Title I targeted assistance allocation is $1,222.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 003 Charrette School								
District:	2	**DBN:**	02M003	**School**		310200010003			

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	54	0	74
Kindergarten	107	127	98
Grade 1	115	121	139
Grade 2	82	110	115
Grade 3	104	79	108
Grade 4	82	105	81
Grade 5	95	80	103
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	1	3	2
Total	640	625	720

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	94.1	94.3	94.0

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	95.4	95.8	96.3

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	6.6	17.4	14.7

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	0	0	2

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	1	1	0

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	23	21	18
# in Collaborative Team Teaching (CTT) Classes	49	50	61
Number all others	36	42	43

These students are included in the enrollment information above.

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	0	0	0
Superintendent Suspensions	0	0	0

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	36	29	TBD
# ELLs with IEPs	2	7	TBD

These students are included in the General and Special Education enrollment information above.

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	41	43	43
Number of Administrators and Other Professionals	10	10	6
Number of Educational Paraprofessionals	4	4	9

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school			100.0	100.0	100.0
				% more than 2 years teaching in this school			65.9	76.7	83.7
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			58.5	55.8	62.8
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			88.0	88.0	93.0
American Indian or Alaska Native	1.7	2.1	2.2	% core classes taught by "highly qualified" teachers			100.0	100.0	100.0
Black or African American	11.7	9.0	7.6						
Hispanic or Latino	15.5	13.8	14.4						
Asian or Native Hawaiian/Other Pacific	7.0	5.8	5.4						
White	56.7	59.5	64.7						
Male	53.1	52.6	52.8						
Female	46.9	47.4	47.2						

2009-10 TITLE I STATUS

	Title I								
v	Title I								
	Non-Title								
Years the School				2007-08	2008-09	2009-10	2010-11		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,							

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase				**Category**		
	In Good			v	Basic	Focused	Comprehensive
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year						
	Corrective Action (CA) – Year						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	Elementary/Middle Level			**Secondary Level**			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native			
Black or African American	v	-	-
Hispanic or Latino	v	v	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-
White	v	v	
Multiracial	-	-	-
Students with Disabilities	v	v	-
Limited English Proficient	-	-	-
Economically Disadvantaged	v	v	-
Student groups making	6	5	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	B	**Overall Evaluation:**	NR
Overall Score:	47.8	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	8.5	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	6.5	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	
Student Progress:	26.5		
(Comprises 60% of the			
Additional Credit:	6.3		

KEY: AYP STATUS	**KEY: QUALITY REVIEW SCORE**
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 2/ CFN 206	District 02	School Number 003	School Name Charrette School

Principal Lisa Siegman	Assistant Principal Regina Chiou
Coach Lucy Rubin	Coach
Teacher/Subject Area Jean Hale/ESL	Guidance Counselor Susan Korn
Teacher/Subject Area Otis Kriegel/ 5th grade CTT	Parent Rosa Gonzalez
Teacher/Subject Area Susan Soler/K/1 classroom	Parent Coordinator Therese Spring-Robinson
Related Service Provider Mirza Silva/ASD Case Manger	Other
Network Leader Ada Cordova/ Jane Golewski	Other

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	646	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	3.87%

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. The Home Language Information Survey, including the informal oral interview, is the starting point for ELL placements. This process is supervised by Jean Hale, our ESL teacher/coordinator. If this demonstrates that a student is entitled to testing, s/he is given the LAB-R. Based on the outcome of this assessment, students are placed into an appropriate level and program of instruction. In the spring, students are given the NYSESLAT to determine the degree and nature of their progress. As a school, we were approved for the "Design Your Own Assessment" model. During the school year, we use the Teachers College literacy assessments to monitor all students' growth in decoding, comprehension and spelling. We use the unit tests from the Investigations math program to monitor students' mastery of new mathematical ideas and skills. On the NYS standardized tests, our ELLs historically score comparably to native speakers in Mathematics. Their performance on the ELA is variable. In all formal testing situations, our testing coordinator, who is our assistant principal, is meticulous in following mandated accommodations for ELLs and past-ELLs.
2. All parents of ELLs are informed of their three program options at the start of each school year: transitional bilingual education, dual language education and freestanding ESL. The parent survey and program selection forms are handed to parents directly by the ESL teacher/coordinator. The entitlement letters are also distributed to the parents. We are conscientious about communicating options if a family's choice of program is not offered at our school. The families of our ELL students have chosen the freestanding ESL option.
3. See # 2 above
4. N/A Our school does not offer bilingual programs
5. All parents have chosen to have their children remain enrolled in the school rather than transfer to a school with a bilingual program option.
6. Yes.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☒ 3☒ 4☒ 5☒ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

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

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

Total	1	1	1	2	1	0	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	20		1	5		2				25
Total	20	0	1	5	0	2	0	0	0	25
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: Asian:	Hispanic/Latino:
Native American: White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	1	3	4	4	1									**13**
Chinese														**0**
Russian				1										**1**
Bengali														**0**
Urdu														**0**
Arabic	1			1	1									**3**
Haitian														**0**
French		1												**1**
Korean														**0**
Punjabi														**0**

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian			1											1
Other		4	1		1									6
TOTAL	2	8	6	6	3	0	0	0	0	0	0	0	0	25

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1.a. Because of the relatively low percentage of ELLs and their distribution throughout the grades, we ensure that they receive the mandated amount of instruction via creative scheduling. Our ESL teacher runs a lunch group for our youngest students, focusing on oral communication. She supplements her formal instructional groups through flexible push-in work and through a story-telling cluster. We also are cognizant of matching students' native language with that of licensed bilingual teachers who are teaching general education classes. In grades K-1, the ESL teacher meets twice daily with students. In the upper grades, where there are fewer ELL students, she addresses the mandates through mixed grade pull-out groups and pushing into classrooms.

b. Students are fully integrated into general classes, which are in a K/1, 2/3, 4 and 5 configuration. Most ESL instruction takes place on these grade levels, but there is one mixed grade 1-3 group each day.

2. Because of our relatively small population of ELLs, this is done by the ESL teacher and administrators.

2.a. Beginners are seen twice per day in order to ensure the mandates are met. The ESL teacher works with classroom teachers to ensure that all students are receiving appropriate ELA instruction and support. The school uses a balanced literacy approach to literacy instruction. We use the Teachers College reading assessments supplemented by portions of ECLAS-2 and by school-made periodic writing assessments. Our literacy instruction incorporates guided and shared reading and writing, read alouds, Words Their Way and other word study models, and the integration of visual literacy. We use trade books with support from leveled readers and Wilson Fundations materials.

3. Content areas are delivered by the classroom teachers, supported by the ESL teacher. Teachers use visual supports, such as picture dictionaries and SmartBoards, to ensure that students have access to all content area vocabulary. During the past two years, the ESL teacher has given particular attention to supporting content language acquisition in Social Studies and Science. Teachers are assisted by student teachers, America Reads tutors, Power Lunch and parent volunteers. The language of instruction is English. Our program of classroom instruction is one that includes both book based and experience based work. Within the classroom, hands-on science, music and art activities are an integral part of the daily learning and support the development of English language skills. Most classes also engage in extra

physical activities such as swimming, soccer, community sing, and physical games.
4. ESL instruction is tailored to student need based on prior life and literacy experience, home literacy, and any learning issues that a student may have. We are fortunate to be located near NYU, and as such, we receive a large number of student teachers from the School of Education and the Theater Education program, as well as America Reads/America Counts tutors. In addition, because we have a strong parent-backing for integrated arts curriculum, we receive PTA funding for Artists in Residence who work in the classroom. We also participate in the Power Lunch Program. Cumulatively, this means that we have a number of educated and enthusiastic adults who are able to work one-on-one and in small groups with our students who need extra support. It also means that our ELL and students with special needs are given many opportunities for non-verbal communication and for negotiating the space between verbal and non-verbal communication. This takes place through music, dance, visual arts and theater projects and performances.
a. We currently have no SIFE students.
b. The needs of newcomers are as addressed above. Newcomers in the testing grades are given additional support during our extended day intervention period. Newcomers are given the preponderance of our attention, with extra community support for their families via the parent coordinator, PTA and ESL to ensure that their home situations are as stable as possible. Because the majority of our ELLs are newcomers, they receive the greatest share of ESL attention and instruction. There is an initial focus on oral language and shared experiences and the language to articulate these. As students develop more facility with oral language, the focus shifts to the written word. Also, because most of our newcomers are in the lower grades, there is a built-in focus on language acquisition.
c. We have very few students who receive ELL services for 4 or more years. For these students, the focus shifts to reading, writing, and especially academic language.Two of our 4-6 year ELLs are in team teaching classes and receive additional support as a result of their IEP mandates. The remaining 4-6 year ELLs specifically need extra writing instruction and strategies which they receive through cooperation between the ESL teacher and the classroom teachers.
d. N/A We currently have no long-term ELLs.
e. The ESL teacher works with the SETSS and inclusion classroom teachers and with the related service providers to ensure continuinty and appropriateness of support. The difficulty of developing fluency in two languages for a child with a language processing disability is approached from all angles, including the school's integrated arts and multi-sensory approaches.

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	

	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. All instruction in our school is done in English. ELA intervention is described in questions 4 b, c and e. Math intervention is done primarily in the classroom, where teachers use a range of hands-on materials and graphic representations to support student learning. Teachers, working with the ESL teacher, explicitly teach content-related vocabulary. Additional support is provided through a specific 3rd grade math intervention and a 4th grade after school program as appropriate.

6. ESL continues to work with transitional students on an as-needed basis. Classroom teachers are apprised of these students' status and offer additional support, especially in academic language acquisition and writing.

7. We believe our current programs meet the needs of our ELLs.

8. No programs will be discontinued at this time.

9. All students, regardless of their home language, participate in an instructional program of grade appropriate work in literacy, math, social studies, science and the arts. Students read in a range of genres for a variety of purposes. They build a shared knowledge of the

topic through integrated curriculum and thematic teaching. Students are grouped homogeneously for language instruction. The small group instruction permits students to build community and create connections and permits teachers to differentiate instruction. Students think critically, solve problems and acquire language in the process.

Small groups provide a safe environment for risk-taking as students speak and write about topics of interest. They have multiple opportunities for developing receptive and expressive language and a syntactical understanding of English. Emergent speakers, readers and writers share in collaborative activities with fluent and proficient students, to the benefit of the whole community.

Younger students write lists, letters, "all about" nonfiction books, observation and description, personal narratives and poetry. Older students write biographical narratives, expository non-fiction reports and persuasive pieces, in alignment with their grade curricula. All students develop technical proficiency within the computer lab, where they are able to work with a range of software to practice language skills and produce written work.

In order to support both our ELLs and our numerous students with learning differences and difficulties, classroom teachers make use of a number of multisensory cues, including visual aids such as pictures, graphic organizers, webs and timelines. In mathematics, there is fluid movement between manipulatives and more abstract representations of mathematical procedures and ideas. The ESL teacher/coordinator meets with teachers to discuss student process and strategies to support ELLs within the general education classroom. One subject that figures prominently in these conversations is the distinction between social language and academic language, and the increased cognitive demands that content specific language and syntax place on ELLs.

10. See above. Technology instruction includes the use of computers, digital cameras, LCD projectors, books on DVD and SMART Boards. All students receive technology instruction in the computer lab, ESL room and have access to technology in their classrooms.

11. Native language support is delivered by ESL teacher, other bilingual teachers and staff members, student peers and older students, and parent volunteers.

12. Great care is taken to ensure that support is developmentally appropriate. Student learning needs are also taken into account. Students who are literate in their native language are grouped to support their transition into English, which tends to occur more rapidly. Students who come from homes that are less literate are given more time, more general literacy work in small groups, and are given different, more supported activities even within a group. Student will commonly be given literacy materials and tasks that address a single subject but which are at different levels of language complexity.

13. We have no language instruction except English.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Required ESL professional development for staff happens at staff and grade meetings and is integrated into study of differentiated literacy instruction for students with a range of abilities and special needs. The ESL teacher/coordinator, as well as bilingually licensed teachers, participate in these meetings and share their expertise in the specific areas of need and strategies for working with LEP students. Meeting agendas and notes are recorded. The ESL teacher participates in a regular monthly study group with Fay Pallen. In addition, she attends BETAC conferences and Teachers College workshops aimed at teachers of ELLs. She attends the Channel 13 Celebration of Teaching and Learning, where she participates in workshops that address ELLs and multimedia learning.

2. Administration and guidance personnel direct classroom teachers in the 5th grade to place a special emphasis on oral presentations, writing, and academic language in an effort to prepare all their students for middle school.

3. The 7.5 hours of ELL training is done within grade level meetings and whole staff meetings during the course of the school year. These

meetings are attended by the guidance counselor, psychologist, parent coordinator, assistant principal, and all members of the teaching staff. Meeting agendas are maintained and staff absences are noted.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. The school as a whole has an extraordinary amount of parent involvement, with parents participating in classroom projects, organizing and chaperoning field trips, special programs and events. The parents of ELL students are included in these activities through outreach by the ESL teacher/coordinator, the PTA and the Class Parents' Committee. Parents of K and 1st grade students are invited to participate in ESL group instruction with our younger students. They assist the ESL teacher and, at the same time, improve their own English skills. Outreach is also done through the PTA Class Parents' Committee and the Parent Coordinator. Parents are involved in many PTA committees including the Arts Committee, Fundraising, Lunch/Recess and Class Parents Committee. They also sit on the board of PS 3 til 6, the after school program.
2. Not at this time.
3. All staff participates in the evaluation of needs of parents, from the classroom teachers to the office staff, to the guidance and related service providers, to other families in the school. The school community is a strong one and every effort is made to share information in the most positive way possible. The parent coordinator and ESL teacher do specific outreach to families in several ways. They invite participation directly early in the school year. They also solicit referrals from classroom teachers and office staff of families that might need additional support.
4. See answers 1 and 3 above.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

Overall NYSESLAT* Proficiency Results (*LAB-R for New Admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2												3
Intermediate(I)				1										1
Advanced (A)	1													1
Total	2	2	0	1	0	0	0	0	0	0	0	0	0	5

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening/ Speaking	B					1								
	I				1									
	A		3	4	1	2								
	P		3	2	3									
Reading/ Writing	B				1	1								
	I		6	4	2									
	A			1	2	2								
	P			1										

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

Paste response to questions 1-6 here

1. As a school, we were approved for the "Design Your Own Assessment" model. During the school year, we use the Teachers College literacy assessments, supplemented by a portion of ECLAS-2, to monitor all students' growth in decoding, comprehension and spelling. In addition, teachers do regular on-demand writing that they use as assessments of student growth. Depending upon home language environment, our ELLS vocabulary and syntax provide the areas of greatest challenge. As with all our students, ELLs are given extra support in their areas of weakness and are given opportunities for communication in a range of modalities, including oral language and visual presentations.

2 and 3. The results of the LAB-R and NYSESLAT are not surprising. They showed that our younger students are more proficient in speaking than in reading and writing. Likewise, our older students are more proficient in listening and speaking than in reading and writing. For this reason, the emphasis of our instructional program shifts from strengthening oral language and building its connections to text, to strengthening reading comprehension and building its connections to written responses. Syntax, structure, figurative language, idioms, and unusual vocabulary are all considered as teachers plan an integrated curriculum. Academic language is developed through the use of non-fiction texts and through opportunities to manipulate, categorize and classify real world items.

4. There is insufficient data to analyze.

5. N/A

6. We evaluate the success of our program through the following means:

- Standard: Do students test as proficient on the NYSESLAT?
  Are students on or near grade level in the NYS tests?
- Classroom: Are students able to competently complete grade level assignments in a range of modalities?
- Social: Are students comfortably integrated into the social life of the school? Do they socialize with a range of peers?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		