



**CHELSEA PREP
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 02M033
ADDRESS: 281 NINTH AVE, NY, NY, 10001
TELEPHONE: 212-244-6426
FAX: 212-629-6893**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 33 **SCHOOL NAME:** Chelsea Prep

SCHOOL ADDRESS: 281 Ninth Ave, NY, NY, 10001

SCHOOL TELEPHONE: 212-244-6426 **FAX:** 212-629-6893

SCHOOL CONTACT PERSON: Linore Lindy **EMAIL ADDRESS:** LLindy@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mary Nicholas

PRINCIPAL: Linore Lindy

UFT CHAPTER LEADER: Erin Lubick

PARENTS' ASSOCIATION PRESIDENT: Janet Haviland

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 203

NETWORK LEADER: Dan Feigelson

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 indicate 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
Linore Lindy	*Principal or Designee	
Erin Lubick	*UFT Chapter Chairperson or Designee	
Janet Haviland	*PA/PTA President or Designated Co-President	
Yvonne Dockery	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mary Nicholas	Member/ Intervention Teacher	
Lynne Garon	Member/ Speech Teacher	
Suzanne Flynnne	Member/ Parent of Grade 1 student	
Lincoln Crane	Member/ Parent of Grade K and 2 student	
Griselle Romero	Member/ Parent of Grade 5 student	
Marisa Abelson	Member/ SETSS 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.

Chelsea Prep, which is located in the Chelsea area of Manhattan, is a supportive cross cultural learning environment dedicated to each student achieving their highest potential in academics and the arts, with integrated technology and social and emotional literacy.

Our dedicated staff, motivated students and caring parents work collaboratively to achieve the academic growth that we have experienced since 2006. The number of students that have reached grade level standards has increased across the school and this is demonstrated in the achievement data.

Chelsea Prep is a community of strategic thinkers and lifelong learners. This is achieved through:

- Experiential Learning
- Using the City as a Learning Laboratory
- Renzulli Enrichment Studies Program
- Chess in the Schools
- Music on the Brain
- Green Connections
- Smartboards and laptops
- Opening of Research Library
- Robotics

Chelsea Prep is home to a rigorous, coherent standards-based curriculum that fosters analytical thinking, creativity and independence. This is achieved through:

- Prioritization and in depth study of strategies of comprehension
- Embedding reading comprehension strategies into inquiry based integrated units of study
- Balanced Literacy
- Balanced Math /Everyday Math
- AUSSIE Consultants for Math, Literacy, Computers
- Study groups
- Inter-visitations
- Assessment driven instruction
- Accountability
- Research-based programs
- Fountas and Pinnell assessments
- Extended School Day/Week/Year
- Student Teacher site for NYU, Fordham, SUNY New Paltz, Marymount, SUNY Stonybrook, Hofstra, and SUNY Plattsburgh

Chelsea Prep provides a stimulating arts program for developing the whole child through visual art, dance, and music. Students participate in these additional programs:

- National Dance Institute
- American Ballroom Dance
- Chorus/Art Club/Ballet
- Instrumental Music Program
- Broadway on Ninth Avenue Music Shows
- Inside Broadway
- Three Dimensional Sculpture Class
- Mask Making
- Red Ribbon Dancing
- Rosie's Kids
- Music Outreach
- Collaboration with Whitney Museum
- Highline

Chelsea Prep is a place where everyone's effort is valued and nurtured. Such efforts are acknowledged through:

- Student of the Month
- Student Government
- Reading Book Clubs
- Reading Buddies
- Attendance Awards
- Teacher and Parent Appreciation Lunches/Breakfasts

Chelsea Prep is a haven where parents and community are active partners in the teaching/learning process through such forums as:

- School Leadership Team
- Parent Empowerment Workshops
- Parent Coordinator Workshops
- Parent Breakfasts
- Multicultural Programs
- ESL Classes for Parents
- Parent Trips
- Community Day
- Principal for a Day
- School Wide Excursions
- Third Annual College Fair
- Parent Book Club

SECTION III – Cont’d

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:	Chelsea Prep				
District:	2	DBN #:	02M033	School BEDS Code:	310200010033

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	34	35	35		94.2	94.9			
Kindergarten	49	47	68						
Grade 1	50	48	54	Student Stability: % of Enrollment					
Grade 2	53	45	55	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	55	49	33		95.9	92.7			
Grade 4	47	50	53						
Grade 5	45	48	50	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					83.5	75.8	84.4		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					0	8			
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					7	3	5		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	17	19	22						
No. in Collaborative Team Teaching (CTT) Classes	0	5	6	Principal Suspensions	1	2			
Number all others	26	26	19	Superintendent Suspensions	1	2			
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	8	8	10	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	47	34	38	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	1	1	16	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	29	29	
Overage Students: <i># entering students overage for grade</i>				Number of Administrators and Other Professionals	10	9	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	3	
	0	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	96.6	100	
American Indian or Alaska Native	1.5	0.6	0.6	Percent more than two years teaching in this school	58.6	58.6	
Black or African American	25.9	24.1	23.1	Percent more than five years teaching anywhere	55.2	55.2	
Hispanic or Latino	50.3	49.8	45.9				
Asian or Native Hawaiian/Other Pacific Isl.	14.3	13.6	14.6	Percent Masters Degree or higher	90.0	83.0	
White	8.0	10.8	13.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	
Multi-racial							
Male	50.9	52.3	50.7				
Female	49.1	47.7	49.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS) ✓			
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:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	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	4	4	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{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	A	Overall Evaluation:	NR
Overall Score	98	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	15	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	54.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

Student performance trends have improved throughout the last few years. Our Level 1 students have decreased in numbers and our Level 2 students have moved to Level 3. For 2010, due to recalibration of scores we will have to focus on moving Level 2 students to Level 3. More parents each year are filling out Parent Surveys, using ARIS for accessing their children's data and more parents are involved in their children's education. The number of parental workshops has increased. Our former PTA President is now President of CEC District 2 for the second term.

For the last three years we have received an 'A' for our progress report and a well developed quality review. Our student enrollment rate has increased through the last few years. Our attendance has improved steadily. We now have an expanded Gifted and Talented program. Parent involvement continues to grow. There is lots more communication between the school and parents.

Interdisciplinary planning provides students with opportunities to consolidate and transfer skills and strategies across content areas. In addition, technology is incorporated into daily teaching and learning to enhance student engagement. The school continues to focus on strengthening the literacy program for ELL students, Special Education students, and all students identified as being at risk.

The most significant aid to the school's continuous improvement is the quality of the teaching staff; their engagement in structured professional collaboration with critical reflection and confidence in using professional judgment.

Another significant aid to the school's continuous improvement is our focus on securing grants to enhance our arts and integrated technology programs. We have strong collaborations with community based organizations and arts programs. Another major aid is the school social emotional program that we have implemented.

Attendance improvement has been an ongoing need in the school particularly in the early grades.

Each year we revamp our units of study. Currently we are aligning our course of study with the Core Curriculum State Standards.

Inquiry Teams have grown from 5% to 10% to 100% of our teachers having an Inquiry Team.

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.*

Goal 1:

By June 2011, the number of students reaching their instructional reading level benchmark will increase by 10% in Grades K-2 as measured by the Fountas and Pinnell instructional benchmark.

- During the 2009/10 school year we established the use of a uniform assessment – Fountas and Pinnell, to identify reading levels and appropriate behaviors and strategies that will impact student-reading levels. After analyzing the Inquiry Team students’ data we determined the need to build coherence in assessment to minimize variations in judgment of student performance levels. All teachers will establish a reading inquiry team in their classroom that supports action research to accelerate student reading achievement.

Goal 2:

By June 2011, there will be an increase of 10% in the number of parents/guardians attending schoolwide workshop events as evidence by event attendance records.

- After reviewing our data we determined the need to increase parental/guardian involvement and engagement in reciprocal and ongoing collaboration with the school about their children’s strengths, weaknesses and next learning steps.

Goal 3:

By June 2011, there will be an increase of 2% in attendance for Grade K as measured by Department of Education Statistics.

- After reviewing our data we determined that we must increase student attendance levels in Grade K in order to improve student achievement. We looked at the patterns in student attendance by grade and found kindergarten had the lowest attendance level. Based on the direct connection between student attendance, performance and progress, the school will address student attendance issues using a variety of approaches, particularly focusing on grade K because of historically low attendance in this grade.

Goal 4:

By June 2011, students in all grades will produce 3 published pieces of work that incorporate technology.

- After reviewing our data we determined that we must integrate technology as a valuable teaching and learning tool in all curriculum areas to increase student engagement. Computers will be used as tools to enhance learning processes and product publications in all grades Pre K – 5. Interactive whiteboards and document projectors will be used as interactive teaching tools.

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): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: Increase the number of students achieving their instructional reading level per Fountas and Pinnell benchmark in grades K-2</p> <ul style="list-style-type: none"> • Increase the number of students reaching their instructional reading level per Fountas and Pinnell benchmark in June by 10% in grades K-2
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Human resources:</p> <p>1. Professional Development Provision for Teachers</p> <ul style="list-style-type: none"> • Teachers develop a coherent set of beliefs about how students learn best. • Teachers will receive professional development to support the Fountas and Pinnell reading assessment tool to establish reading benchmarks for all students. • Behaviors and strategies will be identified in reading levels (Fountas and Pinnell) that will impact student-learning outcomes. • Teachers will establish a reading Inquiry Team in their classroom to support action research on accelerating student reading progress. • Teachers will participate in professional development in workshops and study groups, and through lab-site observations, professional reading, and supported practice. • Grade level team meetings will include Inquiry Team agendas. • Regularly scheduled classroom inter-visitations and lab-site observations. • Teachers will be required to make informed teaching decisions based on a model requiring close assessment and the documentation and analysis of assessment data. • Data focused planning and implementation will deliver explicit and differentiated instruction for each student. • Academic data specialist, AUSSIE literacy consultant will provide support <p>2. Classroom Practice</p> <ul style="list-style-type: none"> • Teachers will administer running records to collect reading data at 3 intervals throughout the year.

- Teachers will establish individual and group reading goals.
- Teachers will use data from classroom assessments to inform student groups for differentiated instruction.
- Teachers will develop, apply and monitor instructional strategies which may include:
 - Guided reading instruction
 - Word study
 - Shared reading
 - Strategy groups
 - Read aloud
 - Turn and talk
 - Think aloud
 - Grand conversations
- Teachers will ensure that their conferences with students are clear and focused. During conferences, teachers will discuss reading behaviors, scaffold to deepen student's thinking and use high level questioning and reflection to set further learning goals. Conference structures will vary to include regular one-to-one; check-in or roving; teacher or student initiated.
- Teachers will include time during read aloud for students to engage in "grand conversations" which assist students to engage in more sophisticated oral language for writing reading responses.

3. Activating Student Participation

- Students will engage in a range of cross-curricular experiences in order to develop and activate their prior knowledge to bring to their reading.
- Students will take an active role in their learning, through goal setting, engagement in reading lessons, conference discussions, and self-assessment. They will reflect on their own reading, and measure their progress towards determined goals.

Scheduling:

Professional development for teachers

- Teachers will collaborate to establish an agreed upon, coherent set of beliefs about how students best learn to read.
- Teachers will attend professional development which focuses on reading strategies to develop students behaviors and strategies as identified in reading levels (Fountas and Pinnell) which will impact student learning outcomes
- Inquiry Team meetings
- A common planning period scheduled each week to focus on students' reading
- Grade level team meetings with professional development provider
- In-class modeling of teacher reading practices by professional development provider
- Regularly scheduled classroom inter-visitations and lab-site observations

	<p>Student learning</p> <ul style="list-style-type: none"> • A 90-minute per day reading block. <p>Materials</p> <ul style="list-style-type: none"> • <i>The Continuum of Literacy Learning K-8</i>, Fountas and Pinnell, Heinemann 2007. <p><i>Reading Assessment Kits A-L, L-Z</i>, Fountas and Pinnell, 2008.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Contract for Excellence for consultancy Inquiry Team funding Title I Professional Development Common Preps Vertical Articulation</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The number of K-2 students reaching their instructional reading level benchmark in June 2011 will be at least 10% greater than the number in September 2010</p> <ul style="list-style-type: none"> • Fountas and Pinnell running record assessments are conducted 3 times a year, Sept, Jan, and May. Students will progress to levels indicated on the Chelsea Prep Benchmarks for Guided Reading levels. • The intervention team meets monthly to review student progress based on Fountas and Pinnell assessments. Tier 2 interventions are put in place for students who do not make adequate progress. Modifications and adjustments are made as necessary. • Teachers participate in action research and have adapted instruction in response to findings. • Grade teams meet weekly. • Vertical articulation teams meet monthly. • Monthly Grade conferences are dedicated to looking at student work. • Conference notes and guided reading planning documentation are in place. • Student and teacher goal setting in response to reading data, drive instruction.

Subject/Area (where relevant): **Home/School Connections**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2: By June 2011, there will be a 10% increase in the number of parents/guardians attending school wide workshop events as evidence by event attendance records.</p> <ul style="list-style-type: none"> • After reviewing our data we determined the need to increase parental/guardian involvement and engagement in reciprocal and ongoing collaboration with the school about their children’s strengths, weaknesses and next learning steps. While students confidently choose and use technology in their classroom learning, the school has identified the need to increase parents’ use of technology to improve timely communication with the school.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Human resources</p> <ul style="list-style-type: none"> • Teachers present the curriculum and expectations at grade level meetings at the beginning of the year • Back to school celebrations take place before the beginning of the academic year. • Parents are asked to provide information about their child prior to or during parent teacher conferences • A parent/guardian phone text I database will be established • Classroom celebrations to which parents are invited take place in each classroom at least 6 times per year. Parents learn next steps during the presentation. Parents give written feedback in response to student work • Parent coordinator provides support at each celebration. • Spanish Bilingual Community Coordinator will advertise events to the community and support the parents. <p>Activating parent/guardian participation</p> <ul style="list-style-type: none"> • Homework tasks request daily parent/guardian signature and feedback • Teachers and students regularly promote parent/guardian attendance at and participation in classroom celebrations • School newsletter is posted on the school website • The PTA room will continue to be a working center for parent participation in the school. • The PTA room will continue to be open for parents/guardians to use computers to access student data or school related information • Posters will be displayed to promote workshops and events • Workshops and celebrations will be varied in topic and theme, and include appreciation

breakfasts and luncheons, special celebrations, classroom publishing parties and events.

- Tasks that support the school's functioning and student achievement will be advertised to the parent body. Such tasks will include:
 - maintaining parent room
 - leading new parent orientation
 - facilitating social gatherings
 - preparing grant applications
 - participating in fund raising – e.g., bake sales, book fairs
 - maintaining school library
 - collecting materials for teacher projects
 - assisting teachers with preparation, photocopying
 - preparing bulletin boards
 - accompanying students on trips
 - preparing for graduation
 - maintaining home reading folders/pockets
 - assisting with classroom chores and publishing writing/making student books
 - readalouds in the classrooms
 - sharing experiences/careers with students
 - participating in parent book club
 - distribute encouragement awards such as monthly attendance awards
- Specific educational/informational sessions will include parent empowerment workshops in literacy, ESL and mathematics, as well as grade specific curriculum meetings;
- Parents will be encouraged to participate in their children's learning. They will be asked to collaborate with teachers and acknowledge and comment on the work that students take home. This may include signing off of completed homework, commenting on projects and published work, and completing evaluations when attending classroom based learning journeys

Scheduling

- In-class celebrations and information sessions are held several times throughout the year in each grade
- Parent coordinator is present during classroom celebrations to assist parents/guardians
- Parent workshops and celebrations will be offered at times to best meet parent availability
- Monthly class newsletters will communicate information about classroom events, students' learning goals and requests for parent participation
- Periodic surveys and polls will be undertaken by school-based personnel to measure the success of parent participation.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<p>Parent Coordinator School Aides Translators FAFR Student Funding Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher logs of parent participation in classroom activities are in place • Documentation of scheduled parent meetings are in place throughout the school year • The parent coordinator and PTA will maintain an attendance record of parent/guardian involvement at the school. • Parents/guardians using tools such as ARIS Parent Link to understand their child's performance. • Displays around the school will record parent/guardian involvement. These will be developed promptly after each function.

Subject/Area (where relevant):	Student Attendance
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<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>GOAL 3 By June 2011, there will be an increase of 2% in attendance for Grade K as measured by Department of Education Statistics.</p> <ul style="list-style-type: none"> • After reviewing our data we determined that we must increase student attendance levels in Grade K in order to improve student achievement. We looked at the patterns in student attendance by grade and found kindergarten had the lowest attendance level. Based on the direct connection between student attendance, performance and progress, the school will address student attendance issues using a variety of approaches, particularly focusing on grade K because of historically low attendance in this grade.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Human resources</p> <ul style="list-style-type: none"> • Classroom teachers use morning routines to monitor and encourage attendance. Students are made aware of the importance of full attendance to learning outcomes. • Attendance Committee will meet weekly to analyze attendance data, and to target improving performance. Data will include weekly attendance registers, monthly attendance data, daily absence reports, PAR reports and RISA reports. • The Attendance Committee will record and analyze data to facilitate identification of attendance patterns, and to ascertain accountability by sub-groups: SE, general ed.

	<ul style="list-style-type: none"> In collaboration with the school's Attendance Committee, the attendance teacher will call homes or make home visits as necessary. Parents/guardians of students who have more than 10% absence will receive phone calls, home visits and receive support such as wake up calls and/or alarm clocks.
Subject/Area (where relevant):	Technology Asthma education programs will be presented for parents, guardians and students
	Activating Student and Parent/Guardian Involvement
Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.	Goal 4 Distribute daily Metro cards to parents whose children miss the school bus but attend by June 2011, all students will produce 3 published pieces of work that use technology.
Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.	<ul style="list-style-type: none"> Display technology attendance graphs for all classrooms and share reading Celebrate classroom attendance with banners on classroom doors that record students with 100% attendance. Teachers integrate technology into lessons Names of students with 100% attendance are posted prominently. All classrooms have document projectors or interactive whiteboards and are expected to use them daily Recognize and celebrate parents/guardians of students with excellent attendance Each month, students will be invited to 'special events', such as community breakfasts. Teachers provide in-house professional development on the effective use of resources on an as needed basis Schedule scheduling for data steps identified with Grades K-5 Support teachers with distributed leadership technology workshops across Blue Day and Inside Outside Day Scheduling <ul style="list-style-type: none"> Distributed leadership to support implementation strategies of all classroom computer technology The Attendance Committee will place calls to absentee students' homes each morning Weekly meetings of the Attendance Committee will look at attendance data Enrichment for All - Renzulli Learning Program Regular communication will be made to parents/guardians of the importance of attendance on student academic performance Develop technology-based projects in Grades K-5 <ul style="list-style-type: none"> K- digital story board; importing graphics Grade 1 – power point presentation Grade 2 – digital movie making; email Grade 3 – digital storytelling, keyboarding Grade 4 – excel data analysis Grade 5 - podcasting <ul style="list-style-type: none"> Technology Leadership Group provides professional leadership and support to maximize the school's technology use Monthly graphs of classroom attendance are posted outside the classroom. Bi-monthly, Spirit Days are scheduled the day before vacations to promote maximum attendance. Identify a technology point person to address maintenance issues. Develop a maintenance plan The attendance goals monitored and maintained throughout the year Review school's technology scope and sequence draft Parents, guardians and students articulate the relationship between good attendance and academic success

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>NYSTL hardware/Software Classroom computers Subscribe to Help Desk Schedule of laptops in classrooms Grades Pre K -5 Teacher technology expert</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Regular use of computers in classroom • Student published works using technology such as power point presentation, word or excel documents, digital photography, digital movie making, podcasting, blogging, are developed at least 3 times during the year. • Integration of technology produced products in curriculum plans. • Advanced teacher expertise in use of interactive whiteboard, document projectors, and classroom computers • Classroom websites are in place. • Blogging and podcasting are used in grades 3-5 • Technology committee meets monthly to look at how technology ISPE is being implemented in each grade. • Criteria for technology grades are refined and explicit and are included on the report cards 3 times a year. • Student are graded for technology and Renzulli projects two times/year on Report Cards

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				
K	5	5	N/A	N/A	5	5	10	5
1	5	5	N/A	N/A	5	5	10	5
2	10	57	N/A	N/A	5	5	10	5
3	25	51	N/A	N/A	5	5	10	5
4	30	36	15	5	5	5	10	5
5	30	55	6	5	5	5	10	5
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Great Leaps, Wilson, Foundations, Reading Recovery Fountas and Pinnell Rtl, and small group Intervention services are implemented through a modified workshop model, push-in/pull-out by all specialty teachers, during, after-school and on weekends.</p>
<p>Mathematics:</p>	<p>Aussie Assessment/ Sena I and Singapore Math are used to assess and target the needs of students at risk in Grades 1 and 2 using an interview assessment tool which was developed by the Aussie Consultants. From the data collected, children will be pull together in small groups of no more than 5, two times per week with an intervention specialist. For Grades 3-5 FOSS kids and 100 minutes is targeted for math instruction in extended day/week.</p>
<p>Science:</p>	<p>Test sophistication, increased use of non-fiction text and small group instruction. Extended Day Program in Science.</p>
<p>Social Studies:</p>	<p>Small group instruction, push-in support from reading specialist and test sophistication for 5th grade students. Extended Day Program to include nonfiction text in Social Studies.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Individual and group counseling services focused on social/emotional issues related to academic and behavioral performance.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Participating in Pupil Personnel Team Meetings – Crisis Intervention as needed – Referral to outside agencies and consultation with mental health agencies and teachers.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Individual counseling with students, outreach and consultation with parents as well with outside agencies and medical professionals, and consultation with teachers.</p>
<p>At-risk Health-related Services:</p>	<p>A full time Board of Health nurse is on site to monitor health needs. Workshops for asthmatic students are provided. Support for parents and appropriate referrals (eyes, ears, dental) are provided.</p>

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.

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.

Section III. Title III Budget

School: PS 33M BEDS Code: 310200010033

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$5122 Per session \$1240 Per Diem \$1000 Per session	-121 hours. -8 days -ESL for parents 20 hours
Purchased services - High quality staff and curriculum development contracts.	\$1196	Consultants working with ESL/Bilingual teachers/students during the course of the year
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$5882	Books on CDs, listening centers, headphones, leveled text in English and Spanish, Read aloud books in English and Spanish
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after school program)
Travel	\$560	Trips for parents and children.
Other		
TOTAL	\$15000	

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.

The Home Language Surveys suggest that the major home languages are English, Spanish and Chinese. About 16% of the students in the school are English Language Learners. In order to communicate with the parents whose home language is other than English, the school provides translators for outreach to the parents about all school services, NCLB legislation and documents. At least 75% of the school's parents require school communications in Spanish and Chinese.

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.

At the school PTA meetings and workshops, and especially on Open School Days/Nights, parents have always requested- as it has been proven necessary- oral interpretation services. Therefore, the need for interpreters has always been there. In addition to Spanish, parents, whose home and primary language is Chinese, have always requested oral interpretations in several Chinese dialects (Mandarin, Cantonese, and Fuchownese.) One of our student's parents requires a Chinese sign language interpreter.

Part B: Strategies and Activities

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

We provide written translation in Spanish and Chinese to the parents and community. These include Brochures, Parent Handbook, School Quality Review Data and all school communication to parents, informing them of all kinds of school workshops, meetings and special activities, providing information about the NCLB choice and supplementary education services. All these services are in addition to the DOE's available translated letters to parents in the native languages.

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.

Translators will be available from 8:30 AM to 3:40 PM on school days and especially on Open School Days/Nights, to provide oral interpretations for non-English speaking parents. In addition, we will provide translations for monthly PTA meetings in the evenings, curriculum nights, and workshops.

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>.

- All the signs and notices will be written in three languages.
- Translators for all parental meetings will be available.
- Our quality review documents will be translated in three (3) languages.
- Welcome signs will be provided in all languages.
- The security guard will be provided with a vocabulary word list for questions in three (3) languages to assist parents.

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:	246697	78269	324966
2. Enter the anticipated 1% set-aside for Parent Involvement:	2467	783	3250
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	4934	*	
4. Enter the anticipated 10% set-aside for Professional Development:	24670	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100% (86.67%)*
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.
- Our Speech Teacher have a Master degree to Speech Pathology. She is a teacher of students with speech and language disability. She have been employed full time as a Speech teacher at PS 33M since 2007. She was placed in an inaccurate assignment code and hence appeared as not qualified.
- Our Music Teacher demonstrates subject matter competency through HOUSSE (High Objective Uniform State Standard of Evaluation.)

* 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.

Chelsea Prep
281 Ninth Ave
New York, New York 10001
212-244-6426

Linore Lindy
Principal

Beth Hermelin
Assistant Principal

Parent Policy

At PS 33 Manhattan, parents and the school consistently work together cooperatively to provide an excellent education in a safe and nurturing environment. We are committed to empower all children with the self-esteem, knowledge and skills to be happy, successful life-long learners and responsible members of society.

The school meets with parents regularly and through a variety of forums in order to collaboratively assess needs, plan and make decisions, including relative to the appropriate and effective use of funds. The Parents Advisory Council comprises of the school administration, teacher representative and parent meet monthly to discuss, among other issues, the effective use of Title I and PCEN funds and make decisions relative to the programs these funds support.

The School Leadership Team made up of the school administration, teachers and parents meet at least once a month to discuss, plan and make decisions about all aspects of school improvements including effective use of all funds, especially Title I and PCEN. The Executive Board of the P.T.A. meets with the Principal at least several times a week regarding matters such as their children's safety, health, welfare and education. Parents also attend regular workshops about a variety of topics that have been established with their input.

Poliza con los Padres

En la Escuela Poelica Noemero 33 de Manhattan, los padres y el personal docente siempre trabajan juntos para proveer una education excelente en un ambiente seguro. Somos delicados en ayudar a todos los ninos a mejorar su autoestima, inteligencia, y destresas para que puedan tener sito en su educacion y lleguen a ser miembros responsables de nuestra sociedad.

La escuela se reune con los padres' regulamente y en una variedad de maneras para colabrar en evaluar las necesidades, planear y hacer decisions, incluido en relacion al gasto apropiado y eficaz de fondos. El Concillo de Padres que esta hecho de la administracion, maestros y padres se reune cada mas relacion a los programas que estos fondos apoyan..

El Comite de Lideres de la Escuela hecho de la administracion de la escuela maestros y padres se reune por lo meno una vezal mas para discutir, planear y hacer decisions relacionado a cado aspecto del mejoramiento de la escuela, incluido el uso eficaz de los fondos, particularments los de Titulo 1 y PCEN. La Junta Ejecutiva del P.T.A. se reune con la Directora por lo memo varias veces a la semana para decutir todos los asuntos de la escuela. Una vezal mas todos los padres se reunen para obtener y dar informacion lalleras regularmente acerca una variedad de topicos que had sido establecidos de acuerdo con sus opinions e interes.

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.

School Parent Compact

At PS 33 Manhattan, in accordance with our policy to work cooperatively to provide an excellent education in a safe nurturing environment:

The School Agrees

- to make parents feel welcomed in the school
- to maintain open lines of communication with parents to the extent possible, in the home language, regarding all aspects of their children’s education and well being, including standards of academic performance, instructional programs, student achievement, promotion standards and health and safety issues, via
 - regular school meetings scheduled at times that are sensitive to parents’ needs
 - a minimum of two parent-teacher conference annually
 - frequent reports to parents and at least three formal reports to parents distributed school-wide
 - distribution of student and school performance profiles and individual assessments
 - reasonable access to staff
 - opportunities for parents to volunteer and participate in classrooms and school activities
 - to involve students in school planning and decision making, including via participation in the school’s Parent Advisory Council for Title 1 and PCEN and the school’s Leadership Team and regarding instructional and budgetary issues and the school environment

- to provide ongoing opportunities for parents and families to learn and become empowered
- to allocate a portion of Title 1 funds to support parental involvement

The Parent/Guardian Agrees

- to maintain ongoing communication with the child’s teacher and other staff regarding their child’s progress
- to attend and actively participate in parent-teacher conferences and other meetings
- to regularly review their child’s homework assignments, samples of class work and performance in all content areas
- To review with their children and support them in meeting standards of performance and in adhering to the school’s code of safety and discipline.
- to share the responsibility for improved student performance
- to expose their children to positive learning experiences at home and outside of school and home
- participate, when possible, on school committees and teams and with the school district, toward school planning and decision making
- to participate, when possible, in opportunities toward personal growth and empowerment

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.

Needs assessment for all objectives sustained in CEP plan.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Yes- Professional development is standards-based. It is both qualitative and quantitative.

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.
 - Teachers will be assigned to their area of certification when scheduling with some limited flexibility.
 - We have Literacy, Math and Technology consultants.
 - Mentor teachers for new staff.
 - Utilization of schools 5% Title I set aside to ensure highly qualified teachers.
 - Parents will be notified when a non- highly qualified teacher teaches their child for more than four weeks.

- Provide counseling for non- highly qualified staff.
 - Planning using UbD model and pacing calendars.
 - AUSSIE Workshops
 - Intervisitations to collaborative sites.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- | | |
|------------------------------------|--------------------|
| Hiring Fairs | Teaching Fellows |
| Student teachers site for training | Open Market Hiring |
6. Strategies to increase parental involvement through means such as family literacy services.
- | | |
|---|-----------------------------------|
| Early Literacy for Parents Workshops series | Math Workshops |
| ESL for parents | Understanding by Design Workshops |
| On-going literacy Workshops | Technology Workshops |
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.
- Workshops for parents on transitioning
 - Visitations and tours for Pre K, Kindergarten and Grade 1 Classes
 - Meet your New Teacher Day
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.
- Data analysis workshops for each grade.
 - Teachers responsible for monthly level updates.
 - Looking at students work.
 - Looking at conferring notes.
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.
- Extended Day/Week/Year Program
 - Push-in literacy block for all classes
 - 150 minutes per week for math instruction for students in Grades 1-5

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.
- Schoolwide Projects School (SWP)
 - Violence Prevention Program
 - Title I funds will support SWP for all students

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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
--------------	--	--	--	---

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		(✓)				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	✓			246697	✓	
Title I, Part A (ARRA)	Federal	✓			78269	✓	
Title II, Part A	Federal	✓			21201	✓	
Title III, Part A	Federal	✓			1500	✓	
Title IV	Federal	✓			0	-0-	
IDEA	Federal	✓			101063	✓	
Tax Levy	Local	✓			3242735	✓	

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: _____ **SURR³ 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.

School Under Registration Review (SURR)

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.)

We have 10 students in temporary housing.

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

We provide two meals and snacks during the day. We provide at risk counseling for monolingual and bilingual students. There's social service support for children and parents. We work with the education liaison at the temporary housing. We provide for academic support needed. We will provide school supplies and health care starter kits for our students in temporary housing.

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.

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. 033 Chelsea Prep						
District:	2	DBN:	02M03	School		310200010033	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	35	35	34		94.2	94.9	94.6
Kindergarten	47	68	63	Student Stability - % of Enrollment:			
Grade 1	48	54	77	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	45	55	59		95.9	92.7	91.0
Grade 3	49	33	52	Poverty Rate - % of Enrollment:			
Grade 4	50	53	38	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	48	50	55		83.5	84.4	83.1
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		0	8	21
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		7	3	5
Grade 12	0	0	0	Special Education			
Ungraded	1	7	3	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	323	355	381				
				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	19	22	18	Principal Suspensions	1	2	1
# in Collaborative Team Teaching (CTT)	5	6	7	Superintendent Suspensions	1	2	1
Number all others	26	19	25	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	8	10	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		29	29	31
# receiving ESL services only	34	38	TBD	Number of Teachers			
# ELLs with IEPs	1	16	TBD	Number of Administrators and Other Professionals	10	9	5
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	4	3	7

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	96.6	100.0	100.0
				% more than 2 years teaching in this school	58.6	58.6	87.1
				% more than 5 years teaching anywhere	55.2	55.2	64.5
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		90.0	83.0	93.5
American Indian or Alaska Native	0.6	0.6	0.5	% core classes taught by "highly qualified" teachers	100.0	100.0	88.9
Black or African American	24.1	23.1	22.3				
Hispanic or Latino	49.8	45.9	39.6				
Asian or Native Hawaiian/Other Pacific	13.6	14.6	21.3				
White	10.8	13.5	15.0				
Male	52.3	50.7	49.9				
Female	47.7	49.3	50.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,							
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

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	District 02	School Number 033	School Name Chelsea Prep
Principal Linore Lindy		Assistant Principal Beth Hermelin	
Coach		Coach	
Teacher/Subject Area Maria Cristina Tur/ESL		Guidance Counselor Madeline Farley	
Teacher/Subject Area Erin Lubick/ ESL		Parent Kam Fong Yip	
Teacher/Subject Area Linore Lindy/ESL		Parent Coordinator Hanne Kjeldgaard	
Related Service Provider Marisa Abelson		Other	
Network Leader Dan Feigelson		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	2	Number of Certified Bilingual Teachers	2	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	375	Total Number of ELLs	57	ELLs as Share of Total Student Population (%)	15.20%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Parents fill out the Home Language Identification Survey (HLIS) in their native language when they first register their children. ESL students are identified through the administration of HLIS, including the informational interview. If the students meet the criteria for ESL testing, the ESL teacher administers the Language Assessment Battery – Revised (LAB-R) and Spanish LAB, if the Home Language is Spanish. The ESL teachers are responsible for conducting the informal oral interviews, screening and testing and are certified ESL teachers. The ESL teachers speak Spanish and there are 3 staff members who speak Mandarin, Cantonese, Fuchownese and can assist parents if needed. We also have staff members who speak French, Urdu and Russian. The ESL teachers determine the eligibility for LAB-R testing and test the children within 10 school days of entry. They administer the LAB-R and the NYSESLAT to all students who are entitled to take the tests. After testing, beginner and intermediate students receive 360 minutes of ESL instruction per week and advanced students receive 180 minutes of instruction per week. Every Fall and Spring, as required by Part 154, the ESL teachers meet with parents to inform them about the bilingual and ESL program requirements, the grade and program expectations, the NYSESLAT assessments and ELA/MATH promotional criteria for ELL students. The ESL teacher provides Push In/Pull Out Support during ELA and content areas of instruction. The ESL teacher pulls out groups of children for instruction in academic content that is aligned to classroom instruction using ESL strategies.

2. All the parents of ELLs are invited to the school to attend an ESL Program Orientation after the second week of school. This meeting is held in English, Spanish and numerous Chinese dialects. Our Orientation sessions are given in small groups where parents are informed of all of their options about the different models of servicing ELL students. Parents also watch a video in their native language explaining the three program choices. There are ongoing orientations as new arrivals join our school. If parents can't come to the orientations, we arrange phone meetings to explain what the options are.

ESL instruction for the Free Standing ESL program is provided based on beginning, intermediate and advanced levels as determined by NYSESLAT and LAB-R.

Beginner – 360 minutes (8 periods per week)

Intermediate – 360 minutes (8 periods per week)

Advanced – 180 minutes (4 periods per week)

The parents are informed of the three program choices (Transitional/Bilingual education, Dual Language and Free Standing ESL.) Parents are then given an opportunity to decide which program is the best fit for their child. Parents fill out option letters indicating their choice and a parent signature is required.

3. Entitlement letters are sent home with the students with a tear-off sheet at the end of the letter to let us know that the letter was received. A copy of the entitlement letter is kept in the principal's office with all the ESL documentation. If the tear-off is not returned, a follow-up phone call will be made within two weeks and a record will be kept. Parent Survey and the Program Selection Forms are distributed at the end of the orientation and parents are asked to complete the form.

4. Since our school doesn't have a bilingual program, parents are informed as to which sites are available. Parents are informed in their native language that our school offers a Free Standing ESL Push-in/Pull-out Program only or Bilingual Spanish Special Education classes based on Special Education placement.

5. For the past few years based on a review of the Parent Survey Forms as in HIBE in ATS and Program Selection Forms, the trend has been to place the students in a Free Standing Push-in/Pull-out Program. Out of 46 surveys, 34 parents/guardians selected ESL push-in/pull-out while 12 parents selected Spanish Bilingual Special Education classes based on Special Education placement. All parent choices were fulfilled.

6. The Program offered at our school is aligned with parent's requests. The children are placed in a Free Standing program or a Spanish Bilingual Special Education class based on IEPs. There were no requests for any other choices. The parent signed off that the child's placement is for the entire school year.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	1					1								2
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	1	0	0	0	0	1	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	15
SIFE	1	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE			8			2				0
Dual Language										0
ESL	37	1	1	5		3				42
Total	37	1	9	5	0	5	0	0	0	42

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	1	1		3								10
Chinese														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	1	3		2	3							17
Chinese	9	2	2		2		3							18
Russian	1		1											2
Bengali														0
Urdu														0
Arabic			1		1									2
Haitian														0
French														0
Korean				1										1
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	13	7	5	4	3	2	6	0	0	0	0	0	1	41

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.

1. We currently have two Spanish Bilingual Special Education classes (K-2 and 3-5) servicing no more than twelve students per class with a Spanish Bilingual teacher. One of the classes also has 2 Spanish speaking paraprofessionals. In addition, there are two licensed ESL teachers for Grades K-5.

For those students whose language is other than English and who have been placed in monolingual classrooms, as per parent's requests, we

have a Free Standing English as a Second Language Push-in/Pull-out program for K, 1, 2, 3, 4, and 5. Students are placed per English Proficiency levels according to NYSESLAT results.

2. Newcomers are grouped according to the LAB-R. The other groups are formed according to the NYSESLAT results. Beginner and intermediate level students receive 360 minutes of instruction weekly in a Free Standing English as a Second Language Push-in/Pull-out Program. The advanced level students receive 180 minutes of mandated services. All schedules reflect the mandated number of minutes provided for ESL, including explicit NLA, and content instruction. The program is designed to develop skills in speaking, reading, writing and listening in English language skills. The school follows a balanced literacy program curriculum.

For Spanish Bilingual Special Education classes, beginner students receive 90 minutes of ESL daily, 90 NLA daily and 120 minutes of content area instruction in English. For intermediate students of Spanish Bilingual Special Education classes, student receive 90 minutes of ESL daily, 90 minutes of NLA daily, 80 minutes of NLA in content area instruction daily and 90 minutes of content area instruction in English. Advanced students receive 45 minutes of ESL daily, 45 minutes of NLA daily and 140 minutes of content area instruction in English with support of Native Language, as needed.

3. The curriculum provides authentic context for learning precise academic language. Children connect to authentic experiences to deepen receptive and expressive language. Students learn grade level content along with language skills. Non fiction texts connected to the mainstream curriculum, as well as a series of lessons that build on each other, widen and deepen language proficiency across the curriculum. Large visuals with graphic organizers help to scaffold content subject matter. A variety of genres including poems, chants, songs and raps are utilized. Listening to rhythmic text, accompanied by gestures and movements, helps make language memorable, facilitating the internalization of vocabulary as well as language patterns and structures. Language is used for authentic purposes utilizing a whole range of language skills – functions, patterns and structures, critical thinking, academic concepts and vocabulary. Vocabulary and skills are taught in context. Using an inquiry approach, integrated units of study are developed through the school year. Basic decoding and comprehension strategies are modeled through Big Books during shared reading. Word study is done through literature. In the science classroom, the ESL teacher helps the students to understand content academic language. The students experiment via inquiry based lessons. Reading and writing is enhanced through reflective journaling and read alouds. Students' cultural identities are validated by establishing a classroom environment where children feel safe to share their experiences and inner feelings about their new language and culture. Meaningful activities help ELLs retain their home culture while learning a new language and adjusting to a new social setting.

4. a. The ESL teacher, classroom teacher and guidance counselor helps to support acculturation into the English language school. All SIFE students participate in ESL after school programs. Students are provided with buddies and mentors. We provide bilingual at-risk counseling for the children. We also have a Spanish Bilingual Community Coordinator to help the families.

b. Students are provided with small group instruction and push in support from our intervention teacher in addition to support from our ESL teacher. The students are provided with differentiated instruction in product, process and content.

c. We carefully analyze the data noticing the student's strengths and areas where the children need further support. We determine if the support is in reading, writing, speaking or listening. We provide extended day 50 minutes, two times a week to meet individualized needs and goals. The students are provided with resources such as read along centers to help them with listening skills and note taking. We use leveled texts to support the students in literacy. Students are involved in inquiry based projects with the assistance of technology program such as Renzuilli Learning.

d. Long term ELLs strengths and weaknesses are identified. Individualized and interim goals are set. Teachers work collaboratively to strengthen the literacy of each student. The students participate in ESL after school programs in Literacy, Science and Mathematics.

e. For students with Special needs, ESL teachers follow the student's mandated IEPs. Students are provided accommodations and small group instruction. Instruction is individualized and differentiated according to students' needs.

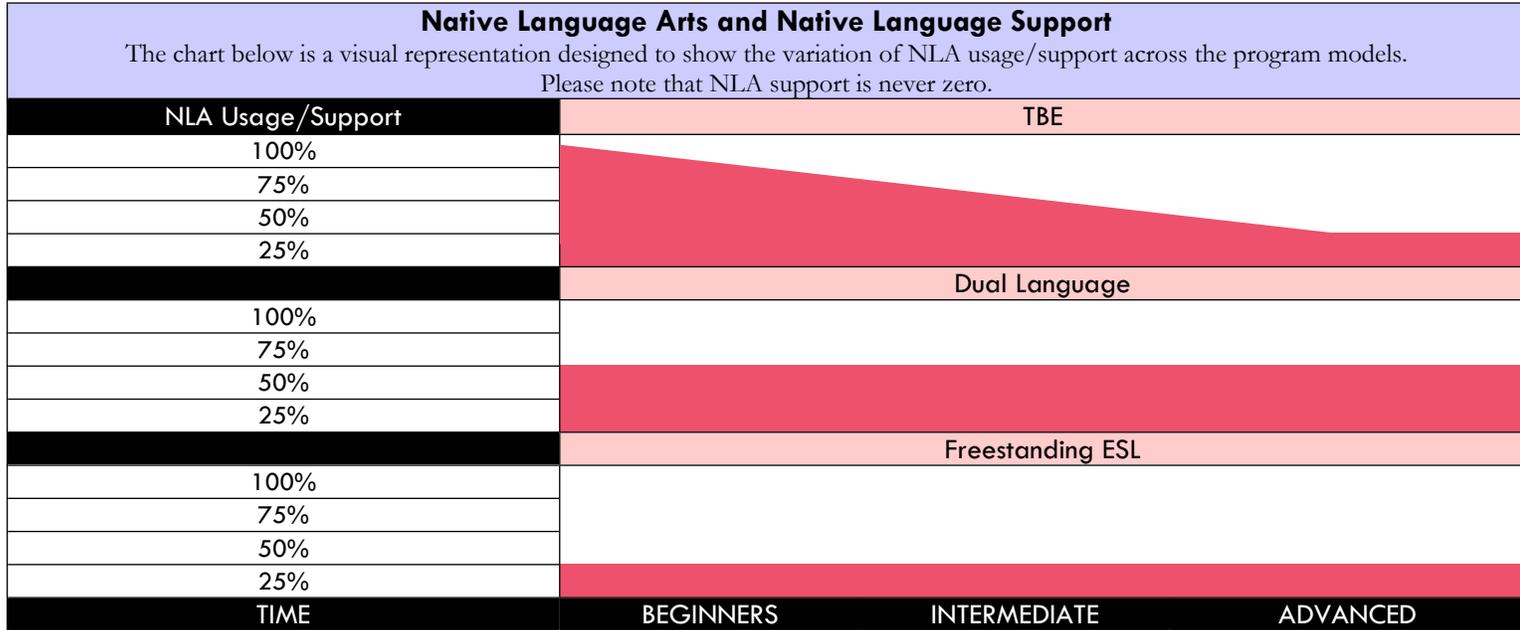
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
--	------------------	---------------------	-----------------

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



B. Programming and Scheduling Information--Continued

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?

5. ELA, Math and content areas intervention in Grades 3-5 consists of Extended Day instruction (50 Minutes) for Reading, Math and Science. All general education students receive targeted instruction in English. Students in Bilingual Special Education classes receive intervention in Spanish and English. Students are provided with differentiated instruction to support their needs. Academic language/juicy sentences as per Dr. Lily Wong-Fillmore's research emphasizes student practice in deconstructing sentences to help scaffold meaning. Precise mathematical language is utilized to help students learn key vocabulary words. Students have a lot of experiential learning through thematic units of study. Reader's theater is utilized to help students with oral language. In addition, accountable talk is utilized as a strategy. These interventions and strategies are implemented in the Free Standing and Spanish Bilingual Special Education programs, respectively. Students use native language dictionaries and reference materials to support them in math instruction. Students are provided with translated versions of the Standardized Math and Science exams.

6. We provide small group extra support to students who have tested out of ESL mandated instruction. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to the State Education Department.

7. We have secured computers for the children and the Renzulli Enrichment Model for all of the ELL students. The programs can be translated into numerous languages for parental support. Currently, we are researching the Rosetta Stone program.

8. N/A

9. ELL Students are in the ballet, art club, chorus and multicultural programs. They participate in Rosie's Kids, American Ballroom Dancing and National Dance Institute program.

10. Materials used include Mondo sing alongs, Big Books, books on tapes and CDs, read aloud books, poetry and books for guided reading in addition to Readers Theater, Into English, balanced literacy and thematic units of study, read along centers and author studies. Computers are utilized for small group support. Children use Starfall and various technology programs integrated into the curriculum.

11. ESL students are permitted to code switch in their writing. For our Spanish Bilingual Special Education classes students are supported in Spanish and English. Native language is only used for support in the Free Standing ESL model. For Spanish Bilingual Special Education classes, beginner students receive 90 minutes of ESL daily, 90 NLA daily, 120 minutes of content area instruction in English. For intermediate students of Spanish Bilingual Special Education classes, student receive 90 minutes of ESL daily, 90 minutes of NLA daily, 80 minutes of NLA in content area instruction daily and 90 minutes of content area instruction in English. Advanced students receive 45 minutes of ESL daily, 45 minutes of NLA daily and 140 minutes of content area instruction in English with support in Native Language, as needed.

12. Student service is targeted to their proficiency level and is grade specific. Grade level resources are used and scaffolded for deeper understanding. Manipulatives, visuals and graphic organizers are also used for support. Academics instruction is based on grade level curriculum that is aligned to State Standards. In addition, the curriculum is being aligned to the Common Core State Standards (CCSS.) Content area work is grade specific but scaffolded to support the students needs.

13. Newly enrolled ELL students and parents are given a tour of the school, ESL room and a description of the programs. They learn to share and be proud of their heritage and culture participating in multicultural celebrations throughout the school.

14. N/A

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.

1. Teacher of ELL students receive support from the literacy and math consultant. The network, ESL compliance and support person provide residencies at the school. Our ESL teachers go to monthly network support meetings. BETAC is attended by our ESL teacher and our ESL support person is a member of the UFT committee of ESL/Bilingual Instruction. The Assistant Principal, all teachers including Speech and related providers, the secretary and the Parent Coordinator are trained in ESL strategies. Workshops include: 1. "ESL Learners and Communications." Look At Me When I Talk to Yo (Jan 19, 2011.) 2. "Language for Academic Reading" Jeff Zwiers (Jan 26, 2011) 3. Content Knowledge and Bilingual Education, Preparing Students Learning and Living in America," An Island of English, by Dan Ling Fu (Feb 2, 2011.) 4. "Oral Language and Vocabulary Development," Supporting English Language Learners, F.Houk(Feb 9, 2011.) 5. "Language for Academic Thinking," Building Academic Language, Jeff Zwiers (Mar 9, 2011.) 6. "From Speaking to Writing in the Content Classroom," Scaffold Language and Learning, P. Gillons (Mar 30, 2011) 7. "Scaffolding Language and Learning," Scaffolding Language and Learning, P. Gibbons (Apr 27, 2011.) All ESL workshops require a signature for attendance and proof of attendance.

2. ELL students and parents are taken on middle school tours. ESL programs at the middle school are reviewed with parents/guardians for informed decision making.

3. All staff receive a minimum of 7.5 hours of ELL training during the course of the year. Faculty conferences, grade conferences, and PD sessions are dedicated to helping teachers of ELLs. Learning ESL strategies, current research and how to better support ELL students in the classrooms resulting in greater academic achievement for ELL students.

E. Parental Involvement

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

1. ELL parents are included in all school workshops including literacy, math, book clubs and social-emotional workshops. Translations are provided in Spanish and Chinese. All parents are invited to Read with your Child, the 1st Friday of the month. Parents are encouraged to read in their native language to their child. We provide Peaceful Parenting Workshops, Learning Leader Workshops, ELA, Math and ESL workshops. In addition, we provide English workshops for Parents and Guardians.

2. We provide ESL classes for parents of ELLs using Title III monies. We also have trips for ELL students and their partners to landmark sites within the city.

3. We assess parents during parent orientation breakfasts. Meetings and workshops help us to understand the needs of the parents on how to better help their children. We also assess the expertise of parent/guardian to see how they can assist their child in the classroom and at school. We use the results of the Learning Environment Survey to determine the needs of parents. We send monthly newsletters to parents.

4. We have workshops on how to Help Your Child to Learn. Parent/Guardians receive invitations to writing publishing celebrations in the classrooms. Workshops in literacy and math are provided monthly to support learning at home. Parents are provided with invitations to multicultural events and technology workshops to assist in navigating the online system (such as Acuity, Scantron and ARIS to help support children. informational workshops ESL strategies, ELA and Math state test expectations are provided. School/Parent Survey are administered twice a year.

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)	9	5	2	1	3									20
Intermediate(I)		4	1	1		4								10
Advanced (A)	6	1	2	3		2	6							20
Total	15	10	5	5	3	6	6	0	0	0	0	0	0	50

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		1	1		2
5		3	6	1	10
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1		2				3
4			1		1			1	3

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			2		5		3		10
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					2	1			3
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			3		3		4		10
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Early literacy skills are assessed using Fountas and Pinnell benchmarks. This helps us figure out the child's instructional level, fluency rate and phonemic awareness. The ELA Spanish Reading Test is used as a tool for upper grades. Out ELL students are monitored monthly. We monitor the progress of students to determine who is stalled. We focus on comprehension skills during guided reading groups. We scaffold for meaning, focus on vocabulary and word study in context. We notice that students have stronger receptive than expressive language skills. Therefore, we provide Readers Theater, TPR methodology, language experience sand read along centers to support the students.

2. Looking at the NYSESLAT results we noticed that students are more proficient in listening and speaking than reading and writing. This pattern is throughout the grades from K-5. Therefore, we provide lots of writing in the content area in writer's workshop, note taking skills and the reading workshop model.

3. We need to address reading and writing skills throughout the building. For the Spanish Bilingual Special Education Program, ELLs students who are proficient in their first language, can transfer content area knowledge to English and hence take English exams. Free Standing ELL students take their exams in Native language for the content area of Math and Science.

A	5	4	2	1	3
P	4	0	3	1	2

Assessment

Reading/Writing K		1	2	3	4
B	5	2	2	3	0
I	4	1	1	0	4
A	0	0	2	1	1
P	1	2	0	0	0

An analysis of the Spring NYSESLAT 210 shows that, of the 12 kindergarteners who are our 1st grade students (2010-2011), 4 scored proficiency level in the modality of listening and speaking, five scored advanced level, one scored intermediate level. Whereas 5 of the kindergarteners scored beginner level in the modality of reading and writing, 4 scored intermediate and only one scored at the proficiency level. Four kindergarteners tested out of the program.

-In first grade, 5 students took the NYSESLAT and 4 students increased to proficiency level.

-In the second grade ESL program, 5 students took the NYSESLAT test, three maintained the same level as the previous year and two tested out of the program.

-In the third grade, the students were Newcomers and scored at the beginner level.

-In the 4th Grade, 3 students, including one student who tested proficient and is no longer in the ESL Program, increased proficiency levels.

In order to improve the levels of proficiency of all ELL students, the following instructional decisions will be implemented:

- include more read alouds – read alongs
- accountable talk and grand conversations
- Readers Theater
- listening centers – literature circles
- singing chants

In order to improve student performance in reading and writing, the next steps will be taken into account:

- Use books on tape
- Great Leaps Program
- Guided reading groups differentiated according to students abilities
- Writers workshop
- Writing, teaching study groups
- Writing in all content areas

b. We are using the ELA and Math periodic assessments. We use Acuity to determine the strength and weaknesses in ELA and mathematics. Children are in strategy groups based on areas of needs. Teachers help students scaffold questions and understand the intricacies of distractors.

c. We use translated periodic assessments for mathematics. We provide bilingual dictionaries to better support the students. We use the results of the NYSESLAT exam to measure growth and success of ELL programs. Results of ELA/Math exams are used to measure growth.

5. N/A

6. We measure our ESL program by data results from the NYSESLAT exams. This past year, many of our students were proficient and tested out of the program.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 033 Chelsea Prep					
District:	2	DBN:	02M033	School		310200010033

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				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	35	34		94.2	94.9	94.6
Kindergarten	47	68	63				
Grade 1	48	54	77	Student Stability - % of Enrollment:			
Grade 2	45	55	59	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	49	33	52		95.9	92.7	91.0
Grade 4	50	53	38				
Grade 5	48	50	55	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		83.5	84.4	83.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	8	21
Grade 12	0	0	0				
Ungraded	1	7	3	Recent Immigrants - Total Number:			
Total	323	355	381	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	3	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	19	22	18	Principal Suspensions	1	2	1
# in Collaborative Team Teaching (CTT) Classes	5	6	7	Superintendent Suspensions	1	2	1
Number all others	26	19	25				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	8	10	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	34	38	TBD	Number of Teachers	29	29	31
# ELLs with IEPs	1	16	TBD	Number of Administrators and Other Professionals	10	9	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	3	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	96.6	100.0	100.0
				% more than 2 years teaching in this school	58.6	58.6	87.1
				% more than 5 years teaching anywhere	55.2	55.2	64.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	83.0	93.5
American Indian or Alaska Native	0.6	0.6	0.5	% core classes taught by "highly qualified" teachers	100.0	100.0	88.9
Black or African American	24.1	23.1	22.3				
Hispanic or Latino	49.8	45.9	39.6				
Asian or Native Hawaiian/Other Pacific	13.6	14.6	21.3				
White	10.8	13.5	15.0				
Male	52.3	50.7	49.9				
Female	47.7	49.3	50.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated 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:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
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	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	13.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

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