



**THE MARGARET GIOIOSA  
PLEASANT PLAINS SCHOOL  
PUBLIC SCHOOL 3**

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

**SCHOOL:** 31R003

**ADDRESS: MAIN BUILDING:** 80 SOUTH GOFF AVENUE  
STATEN ISLAND, N.Y. 10309

**TELEPHONE:** 718 984-1021

**FAX:** 718-984-3628

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 003      **SCHOOL NAME:** The Margaret Gioiosa School

**SCHOOL ADDRESS:** 80 South Goff Avenue Staten Island, New York

**SCHOOL TELEPHONE:** 718-984-1021      **FAX:** 718-984-3628

**SCHOOL CONTACT PERSON:** Judith Wilson      **EMAIL ADDRESS:** jwilson7@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Dawn Chadwick

**PRINCIPAL:** Judith Wilson

**UFT CHAPTER LEADER:** Jennifer Insalaco

**PARENTS' ASSOCIATION PRESIDENT:** Dawn Chadwick

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 31      **CHILDREN FIRST NETWORK (CFN):** 604

**NETWORK LEADER:** Greg Jaenicke

**SUPERINTENDENT:** Erminia Claudio

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Judith Wilson	*Principal or Designee	
Jennifer Insalaco	*UFT Chapter Chairperson or Designee	
Dawn Chadwick	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Sandra Mitchell	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	
Roseanne Iannetti	Member/Teacher	
Robin Herzberg	Member/Teacher	
Harry Rainbow	Member/Paraprofessional	
Lisa LoPizzo	Member/parent	
Rikki Grasso	Member/Parent	
Annette Orlando	Member/Parent	
Roseanne Marino	Member/Parent	

(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.

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Public School 3 is a one-story neighborhood school located in an upper middle class area on the southern tip of Staten Island, 958 students are currently enrolled. The main building houses Pre-K (one full day and two half day – a.m. and p.m.), 8 kindergarten (one Gifted and Talented class and one CTT), six first grade classes (one Gifted & Talented class), five second grade classes (one Gifted and Talented class), five third grade classes (one Gifted and Talented) four fourth grade classes, four fifth grade classes, one 12:1:1 K/1, one 12:1:1 second grade, one 12:1:1 third/fourth grade, one 12:1 fifth grade. Our annex is located approximately 1.4 miles away from the main building and houses the 5 second grade classes (one Gifted and Talented) and 5 third grade classes. The present administration consists of Principal, Judith Wilson, Assistant Principal, Maria Cavallo-Best and Lorrie Brown, Assistant Principal, I.A. The administration has presence at both buildings. The heart of P.S. 3 is best described in our Mission Statement:

*Public School 3 is a multicultural elementary school serving Pleasant Plains and the surrounding communities. PS 3 is committed to inspiring, guiding, assisting and supporting its students, parents and professionals to work together to develop and provide quality education. In so doing, we acknowledge the need for interdependence and mutual accountability. Educational activities aimed at assuring the highest individual achievement will result in the emergence of all participants as productive and contributing members of our diverse and ever changing society.*

*We believe that a child's self esteem directly affects his or her achievement. A child's self image is enhanced when he or she is given opportunities to develop his or her unique talents and strengths. To this end our mission will be to provide a program at PS 3 that provides such opportunities to all students in the areas of academics, music, fine arts, dance, athletics and technology. The PS 3 family is united in its belief that "Together, We Can Make It Happen"! We pledge that our goals and actions will embody this belief.*

The following outlines the key components within our curriculum that support our goals:

- To provide ongoing professional development both on and off site for our teachers to enhance our curriculum to include academic rigor.
- Our newly refurbished library is becoming a hub of instructional resources for teachers as well as a place to for students *to learn how to learn*. Our new Mac technology lab has begun to pave the way for both staff and students in their search for information. Our *Destiny Library* program avails students to e-books and information both in school and at home.
- Departmentalization of 5<sup>th</sup> grade classes.
- Extended day for mandated students and for enrichment.
  - Math and ELA Academic Intervention Services via small group instruction.
- Collaborative Team Teaching - Kindergarten
- Gifted and Talented Program – K – 3
- Performing Arts (band, chorus.)
- Dance/Performing Arts - Ballroom Dancing – Competition Class (won Silver Medal in 2010)
- Social Studies/Technology cluster – Mac Lab
- Self Sustaining After School Center Activities
- Ongoing professional development and support for our teachers as well as our paraprofessionals.

Technology plays an important role within the framework of our school. Every classroom has a minimum of two computers. Our first and second grade classrooms are now supplied with Dell Mini-laptop computers. Fourth and fifth grade classrooms are equipped with five laptops. Our kindergarten and first grade Gifted and Talented programs, second, third, fourth and fifth grade classrooms have Smart Boards, Smart Document Readers. Each third grade classroom is equipped with 5 laptops. We are utilizing Senteo technology in grades three to five to enhance instruction in all disciplines especially language arts, mathematics. Document readers make student work, teacher modeling, texts, picture books and any hands on activities visible to the entire class.

**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				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(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				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
(As of October 31)				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(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				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
<b>Male</b>								
<b>Female</b>								

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input 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)	x			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

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

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

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

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-2009</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	NA
<b>Overall Score</b>	58.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	12.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	36.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.0	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?
- 

As identified on our School's Progress Report for the 2009-2010 school year, our overall score on Student Performance is 12.6 out of 25. Our school earned a grade of C in the Student Performance category. The percentage of students at proficiency level 3 or 4 in Language Arts is 86.3 as compared to 2007-2008 when our score was 85.0%. This is a seemingly good score since we increased 1.3% but we are still below compared to our Peer and City Horizons. In the area of Student Progress in Language Arts, the percent of students making one year of progress is + 4.7%. The lowest 1/3 of our students making one year of progress is +9%. Our average change in student proficiency for levels 1 & 2 students is 0.35% which is -.02%. Our average change in student proficiency level for Language arts for level 3 and level 4 students is 63.6 % which is +.02%.

In Mathematics, data does not show growth. Our Student Performance in Math Level 3 and 4 decreased from 2007-2008 to 2008-2009 by -2.2%. Our median Student Proficiency decreased -.04%. Student Progress in math shows the following: Students making one year of progress increased +2.3%. Our lowest 1/3 making one year's progress in math is +4.1%. The average change in student proficiency for level 3 and level 4 students is 0.05%. Looking closer at our New York City gains scores in ARIS we find that in Language Arts our fourth graders had the largest decrease in student performance (-3.0%) and made little gain in student progress (4.9%). In Math, our fourth graders also had the largest decrease. Our student performance in mathematics showed a decline in performance in grades 3,4 and 5. In student progress they showed the biggest decline in grade 4. In Language Arts we reviewed the item skills analysis data for the NYS ELA exam and we noticed that students scored lowest in questions that asked them to 'evaluate' and 'interpret' information. According to Blooms Taxonomy these questions require critical thinking skills and strategies. Teachers and paraprofessionals are targeting students who show a weakness in this area and are providing small group instruction to build critical thinking skills. Instruction provides learning strategies good readers, writers and mathematicians use to evaluate and interpret information. The administration utilized funds from the Staten Island Foundation Grant to provide quality professional development for our staff. We have begun work with our feeder school, IS 7, to build an instructional bridge by share resources. Fifth grade teachers worked collaboratively with teachers and staff developers at IS 7. They turnkeyed professional development to grades four and five on best practices. Teachers worked collaboratively to look for exemplars in student work, analyze data, create ARIS communities, revise pacing calendars and share best practices. Our teachers continue to express that their greatest need is in the area of additional instructional support.

In 2009-2010, we instituted a geography cluster position. However, we did not see the gains that we were hoping to see in the NYS Social Studies assessment for our 5<sup>th</sup> graders. In the upcoming school year, we will be including a Social Studies/Technology cluster.

### **What have been the greatest accomplishments over the last couple of years?**

The school maintains a supportive learning environment that consistently conveys high expectations to students, thereby advancing student performance.

The school has developed effective ways of making clear to students what they expect of them academically. Teachers provide extensive comments of achievement and constructive criticism that demonstrate clear next steps for students' work on hallway and classroom display boards, and in students' work folders and notebooks. As a result, students are encouraged to reflect on their work, are interested and engaged in their learning, and want to do their very best.

School leaders and staff consistently engage parents in school decisions. During school leadership team and parent teacher association meetings, parents are always consulted and feel their ideas and opinions are valued in making school-wide policy and implementing new programs. Consequently, there exists a culture of shared commitment to the school's high expectations and goals.

The administration continues to work towards sustaining a learning community that is clearly focused on student outcomes with a vision to continue to accelerate learning.

The administration effectively involves and communicates with the school community during school-level planning processes that generate a broad base of support for the school's direction. At each meeting of school leadership team, members review the most current data and adjust school-level instructional and organizational decisions for maximum impact. As a result, the Comprehension Educational Plan is reviewed and modified at each meeting, thus making it a true living document. The school communicates very effectively with families, who have high praise for the academic and personal support their children receive from school staff.

The valuable, interactive website, E-Chalk, is one of the school's main communication tools between the main school building, its annex, and the home. All teachers have created individual class web pages that contain calendars of events, homework assignments, trips, celebrations and review materials. Parents are able to e-mail teachers for information to support their child's learning, thus creating a reciprocal and on-going communication. This has led to an increase in student performance, especially for those students who are struggling.

The parent coordinator schedules monthly parent workshops that assist families with information to address their children's learning needs. One such workshop is the ARIS Parent Link tool that enables parents to access their child's assessment outcomes in a timely manner and attain information to assist their child at home.

The school administration fosters professional collaboration through grade-level inquiry teams that enable teachers to reflect purposefully on instructional practices and implement a consistent curriculum.

Each grade's mini inquiry team meets regularly and is led by an experienced leader who serves on the school's core team. Each teacher team posts their information on ARIS communities, which they make public to the entire City. During their team meetings, teams access City-wide ARIS communities to gather strategies from other schools to assist them. As a result, teachers' lesson planning and classroom instruction are improving, which in turn is resulting in better learning.

The fifth grade teacher team meets regularly to analyze formative and summative data of targeted students in English language arts, focusing on improving reading comprehension through mastery of inference skills. Teachers develop lesson plans, share instructional strategies, and revise plans in order to meet the needs of all students. As a result, there has been an increase in student performance based on the customized Acuity assessment for inference.

### **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.

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### **P.S. 3 Comprehension Education Plan Goals 2010-2011**

1. By June 2011, 3% of students who performed at Level 2 on the 2010 New York State English Language Arts exam will demonstrate proficiency at Level 3, as measured by the 2011 New York State English Language Arts exam.
2. By June 2011, 3% of students who performed at Level 3 on the 2010 New York State Mathematics exam will exceed proficiency at Level 4, as measured by the 2011 New York State Mathematics exam.
3. By June 2011, student annual attendance will increase by 2% as measured by the 2010- 2011 P. S. 3 Progress Report.
4. By June 2011, pedagogues will utilize, with 75% accuracy, school wide data tracking systems in the areas of reading, writing and mathematics, so as to monitor, analyze, and inform student progress and performance. Systems are to be created and evaluated through content vertical school teams.
5. By June 2011, 90% of teachers and paraprofessionals will participate in explicit and systematic professional learning in the areas of reading and writing within onsite model classrooms and evaluated through professional goal-setting, reflections and teacher evaluations.

**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):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 3% of students who performed at Level 2 on the 2010 New York State English Language Arts exam will demonstrate proficiency at Level 3, as measured by the 2011 New York State English Language Arts exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Monthly Professional Development in literacy/Assistant Principals: Sept 2010- June 2011</li> <li>• Monthly CFN ELA CLASS meetings in CCSS/ Teacher Representatives: November 2010- June 2011</li> <li>• Creation of Model Classrooms and Lab Site visits/ Assistant Principals and Model Classroom Teacher Vertical Team: Sept 2010- June 2011</li> <li>• Common Planning with ELA Vertical Team/ Grade Representative: September 2010- June 2011</li> <li>• Curriculum Planning and refinement of curriculum maps/ Classroom Teachers: January 2011- June 2011</li> <li>• Ongoing Data Analysis Meetings in Core Inquiry Team and Grade Level Inquiry Teams/Data Specialist and instructional staff: Sept 2010- June 2011</li> <li>• Utilization of instructional resources, namely Teacher College Units of Study and Kaplan Test Preparation materials/ Classroom Teachers and Assistant Principals: Sept 2010- June 2011</li> <li>• Extended Day Program for identified students/ Instructional Staff: Sept 2010- June 2011</li> <li>• Daily strategic, target, small group reading instruction daily/ Classroom Teachers: Sept 2010- June 2011</li> <li>• Administrative Walkthroughs and Formal and informal observations and Component A reviews / Administrative Staff- Oct 2010- June 2011</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>Staten Island Foundation grant; CCSS CFN substitute allocation; SBO vote for weekly Professional Development ; NYSTYL funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Spring 2010 Item Skill Analysis matrix- November 2010  ACUITY ELA Predictive- February 2011  ACUITY Custom ITA- March 2011  Teachers College Assessment Pro Data- September 2010, November 2010, March 2011, June 2011  ACUITY ELA Predictive- June 2011  2011 New York State ELA Assessment- August 2011  Conference Notes; ACUITY assignments, teacher created assessments and informal running records throughout the year</p>

**SECTION VI: ACTION PLAN**

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

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 3% of students who performed at Level 3 on the 2010 New York State Mathematics exam will exceed proficiency at Level 4, as measured by the 2011 New York State Mathematics exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Monthly Professional Development in mathematics/Assistant Principals: Sept 2010- June 2011</li> <li>• Monthly CFN Math CLASS meetings in CCSS/ Teacher Representatives: November 2010- June 2011</li> <li>• Creation of Model Classrooms and Lab Site visits/ Assistant Principals and Model Classroom Teacher Vertical Team: Sept 2010- June 2011</li> <li>• Curriculum Planning and refinement of curriculum maps and scope and sequence/ Math Vertical team grade representatives: Sept 2011- June 2011</li> <li>• Common Planning with Math Vertical Team/ Grade Representative: September 2010- June 2011</li> <li>• Ongoing Data Analysis Meetings in Core Inquiry Team and Grade Level Inquiry Teams/Data Specialist and instructional staff: Sept 2010- June 2011</li> <li>• Utilization of instructional resources, namely Everyday Math and Kaplan Test Preparation materials/ Classroom Teachers and Assistant Principals: Sept 2010- June 2011</li> <li>• Extended Day Program for identified students/ Instructional Staff: Sept 2010- June 2011</li> <li>• Daily strategic, target, small group math instruction daily/ Classroom Teachers: Sept 2010- June 2011</li> <li>• Administrative Walkthroughs and Formal and informal observations and Component A reviews/ Administrative Staff- Oct 2010- June 2011</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>Staten Island Foundation grant; CCSS CFN substitute allocation; SBO vote for weekly Professional Development ; NYSTYL funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Spring 2010 Item Skill Analysis matrix- November 2010  ACUITY Math ITA- November 2010  ACUITY Math Predictive- February 2011  ACUITY Custom ITA- March 2011  Everyday Math Unit Assessments- September 2010- June 2011  ACUITY Math Predictive- June 2011  2011 New York State Math Assessment- August 2011  Conference Notes; ACUITY assignments, teacher created assessments and informal assessments throughout the year</p>

**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):** Annual Student Attendance

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, student annual attendance will increase by 2% as measured by the 2010-2011 P. S. 3 Progress Report.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Monthly Attendance Meetings/ Assistant Principals: Sept 2010- June 2010</li> <li>• Ongoing Attendance Incentive Plan and Tracking System/ Teachers, School Aides, Parent Coordinator and Assistant Principals: Sept 201- June 2011</li> <li>• ATS Attendance Reports reviewed weekly/ School Aides: Sept 2010- June 2011</li> <li>• Home Visits/ Attendance Teacher and Pupil Accounting Secretary</li> <li>• Outreach to Parents/Attendance Letters/ Parent Coordinator and School Aides: Oct 2010- June 2011</li> <li>• Buddy System for targeted students/ Attendance Team Members: Nov 2010- June 2011</li> <li>• School Messenger and school website updates/ Parent Coordinator and School Aides: Sept 2010- June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>School Funds; PTA Funds; OPTS general supplies; Attendance Teacher</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

ATS Attendance Reports reviewed to identify students will attendance pattern and track daily, weekly and monthly percentages- Oct 2010- June 2011  
School Messenger Reports daily- Sept 2010- June 2011  
Review and response to Open 407 cases- Sept 2010- June 2011  
Log of attendance outreach- Sept 2010- June 2011  
Progress Report- November 2010  
Progress Report- November 2011



	<ul style="list-style-type: none"> <li>• Analyze writing data trends monthly/ Grade level Inquiry Teams and Core Inquiry Teams: Oct 2010- June 2011</li> <li>• Display of grade wide data trends/ Data Specialist and ELA Vertical Team: Jan 2011- June 2011</li> <li>• Ongoing Parent Information Sessions/ Assistant Principals: Feb 2011- June 2011</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Revise and update Everyday Math unit assessments to align with NYS standards/ Math Vertical Team: Sept 2010- June 2011</li> <li>• Development of multiple grade- appropriate math tasks in each standards strand with rubric alignment for Portfolio pieces</li> <li>• Display of grade wide data trends/ Data Specialist and Math Vertical Team: Jan 2011- June 2011</li> <li>• Ongoing Parent Information Sessions/ Assistant Principals: Feb 2011- June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>Core Inquiry Team per session; Data Specialist Per session; Staten Island Foundation grant funds; CFN CCSS Substitute allocation; OPTS funding for staff training</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>ACUITY/ ARIS Student Assessment Profile- Sept 2010- June 2011  Teachers College Running Records and Assessment Pro utilization- Sept 201- June 2011  Teachers College Narrative Writing Continuum/ On demand Narrative Assessments quarterly- Sept 2010- June 2011  ACUITY ELA and MATH ITAs, customized and Predictive assessments- Nov 2010- June 2011  2010 New York State ELA and Math performance and data analysis- Nov 2010  2011 New York State ELA and Math performance and data analysis- Aug 2011  Conference Notes; standards-based rubrics; teacher created assessments; ACUITY assignments; ARIS access- Sept 2010- June 2011</p>

**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):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of teachers and paraprofessionals will participate in explicit and systematic professional learning in the areas of reading and writing within onsite model classrooms and evaluated through professional goal-setting, reflections and teacher evaluations.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Professional Development and vertical team meetings for Model Classroom staff/ Model Classroom staff and Assistant Principals</li> <li>• Intervisitation of Model Classrooms as Lab Sites/ Assistant Principals and Model Classroom Teacher Vertical Team: Dec 2010- June 2011</li> <li>• Common Planning with ELA and Model Classroom Teachers Vertical Teams/ Grade Representative: September 2010- June 2011</li> <li>• Curriculum Planning and refinement of curriculum maps/ Classroom Teachers: January 2011- June 2011</li> <li>• Teacher Professional goal setting, monitoring and reflecting/ Classroom teachers and Assistant Principals: Nov 2010- June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<p>Staten Island Foundation grant funds; CFN CCSS Substitute allocation; OPTS funding for staff training</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

Teacher Learning Environment Surveys- March 2011  
Informal Teacher Surveys and grade meeting reflections- Dec 2010- June 2011  
Room Environment checklists- Feb 2011- June 2011  
Attendance/ participation accountability- Dec 2010- June 2011  
Effectiveness on student performance and progress as indicated on formal assessments in ACUITY ITAs, Predictive and New York State ELA- Nov 2010- Aug 2011



## **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	0	0	N/A	N/A	0	0	0	0
1	25	0	N/A	N/A	0	0	1	0
2	30	0	N/A	N/A	0	1	2	0
3	40	0	N/A	N/A	0	0	2	0
4	50	33	5	0	0	0	2	0
5	50	31	0	5	0	1	1	0
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>ELA AIS is comprised of targeted and strategic small group instruction including guided reading; strategy grouping; Double Dose Foundations; Acuity materials and item skill analysis; and Great Leaps delivered in small groups and/ or one-to-one. The service is provided during the school day and during the after school Extended Day program.</b>
<b>Mathematics:</b>	<b>Math AIS is comprised of targeted and strategic small group instruction including problem solving guided groups; Great Leaps Math; and Acuity materials and item skill analysis delivered to small groups and/ or one-to-one. The service is provided throughout the school day within regular class instruction and during the after school Extended day program.</b>
<b>Science:</b>	<b>Science AIS is delivered by the Science content teachers through strategic content-specific, small group and collaborative instruction during the school day.</b>
<b>Social Studies:</b>	<b>Social Studies AIS is delivered by the Social Studies content teachers through strategic, content-specific, small group and collaborative instruction during the school day.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>At-risk services are not provided by the guidance counselor due to scheduling conflicts</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>At-risk services are provided by the school psychologist after recommendation for services is referred by the Pupil Progress Team. The school psychologist is scheduled to meet with at-risk students in one-to-one for 30 minutes weekly. Students in crisis also see the school psychologist when an emergency strikes.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>At-risk services are provided by the social worker after recommendation for services is referred by the Pupil Progress Tea. The social worker meets students in groups of up to three for 30 minutes weekly.</b>
<b>At-risk Health-related Services:</b>	<b>At-risk Health services are provided by one of the school nurses after recommendation fro services is referred by the Pupil Progress team. The school nurse meets with the student on-to-one for a few minutes up to daily.</b>

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

*NCLB/SED requirement for all schools*

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

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Public School 3, The Margaret Gioiosa School, is a neighborhood school in District 31. It is located in an upper middle class neighborhood of Pleasant Plains, on the southern part of Staten Island. There are about 926 students in all. There is a main building which houses Pre-Kindergarten, Kindergarten, first grade, fourth grade and fifth grade. Our school also has an Annex which houses second and third graders.

### School Demographics

According to the latest data, 90% of the student population is White; 0.50% is Black; 6% is Hispanic; and 3.99% is Asian or other. We have the following self-contained special education classes:

- 12:1:1      *Kindergarten/1<sup>st</sup> grade*
- 12:1:1      *2<sup>nd</sup> grade*
- 12:1:1      *3<sup>rd</sup>/ 4<sup>th</sup> grade*
- 12:1        *5<sup>th</sup> grade*
- We also have a kindergarten ICT class.

PS 3 provides English Language Learners with English as a Second Language Program in grades K through 5. We have a fully licensed ESL teacher working in our school three days a week. The ESL teacher provides instruction on Mondays, Tuesdays, and Thursdays. The teacher provides services at both locations: the main building (grades K, 1<sup>st</sup>, 4<sup>th</sup> and 5<sup>th</sup>) and the Annex (grades 2<sup>nd</sup> and 3<sup>rd</sup>).

In order to meet the state mandates, the program is a pull-out model of ESL instruction. The ESL teacher will combine grades (K-1); (2-3); (4-5) will receive a double period of ESL instruction, so the ELLS who require more than 180 minutes of instruction

will be fully serviced. Students scoring at the advanced level will receive the New York State Mandated ESL instructional time for four periods (180 minutes) per week. The students scoring at the beginner and intermediate proficiency level will receive eight periods (360) of ESL instruction per week.

There are 20 English Language Learners attending PS 3. This represents 2.3% of the entire PS3 student population.

Our LAP team members are: Ms. Wilson, Principal; Ms. Best, Assistant Principal; Ms. Gonzalez, ESL teacher; and Ms. DeSaro, teacher.

The number of English Language Learners by grade level is as follows:

Kindergarten	1 student
Grade 1	5 students
Grade 2	5 students
Grade 3	2 students
Grade 4	5 students
Grade 5	2 students

The ELL students in our school speak the following languages:

Russian	10 students
Arabic	1 student
Spanish	2 students
Chinese	2 students
Korean	3 students
Polish	1 student
Other	1 student

The number of ELL students at each Proficiency Level is as follows:

Beginner	4
Intermediate	2
Advanced	14

In Kindergarten we have one student at the Beginning level of proficiency. In first grade, there is one student at the Beginning Proficiency Level, one student at the Intermediate Proficiency Level and there are three students at the Advanced Proficiency Level. In second grade, there are five students at the Advanced Proficiency Level. In third grade, there is one student at the Beginning Proficiency Level and one student at the Intermediate Proficiency Level. In fourth grade, there is one student at the Beginner Proficiency Level and four students at the Advanced Proficiency Level. In fifth grade, there are two students at the Advanced Proficiency Level.

Upon reviewing the Parent Surveys and Program Selection forms for the last several years, we found that parents consistently choose freestanding English as a Second Language program although the Bilingual and Dual Language Programs are also offered to them during the ELL Parent Orientation. In addition, we currently do not have enough students who speak the same language on a grade or between two contiguous grades to form a Bilingual Class in our school. As a result, the freestanding ESL program in our school is best aligned with what parents request as well as meeting the needs of our students.

The (RLAT) ATS report indicates that the lowest scores across proficiency and grade levels were in writing. The ESL teacher, therefore, focuses instruction on developing writing skills and building reading comprehension skills. In addition, all four modalities are being implemented in each class through the learning standards as recommended by New York State. The

emphasis, however, is on writing process. Academic language development is planned by using Balanced Literacy in the classroom and by making sure that the ESL instruction is aligned with the New York State Learning Standards for English as a Second Language.

The materials used in the ESL classroom are challenging and grade appropriate. The ESL teacher ensures that the students are introduced to different genres as well. The students read folktales, fairy tales, non-fiction books, and poetry. Some of the materials being used in the ESL classroom are:

- Biographies
- Author studies-
- Folktales Series
- Big Books
- Phonics
- [www.readinga-z.com](http://www.readinga-z.com) non-fiction selection

Currently, there is one self-contained Special Education ELL student in our school. Student placement in Special Education is determined after a formal educational and psycho-social evaluation and in consultation with the student's classroom teacher, ESL teacher, school psychologist, school social worker and the students' parents as well. Interpreters or Bilingual evaluators are provided if needed. At this time we do not have SIFE students but if one is admitted to PS3 they will be provided with a "student buddy" to help them with the transition to an English speaking school. We would also supply them with Academic Intervention Services and they would also be placed in our mandated extended day program for extra support in reading and mathematics, should they need it. Our long term English Language Learners are offered AIS services as well.

Since newcomers are most likely at the beginning stage of their language acquisition, classroom strategies aim to make the learners secure and comfortable and able to achieve in the ESL classroom as well as the students' regular classroom. Our newcomers take the content area assessments in their native language, in order to maintain the level of literacy in their native

language. Our library also contains books in different languages to encourage and support our ELLs and to give them a sense of pride when it comes to native language. Content area books are also provided to our teachers to support the ELLs in their classrooms.

The ESL teacher is using the scaffolding technique in order to combine ESL and content area instruction. The teacher expands on children's attempts to use language, thereby facilitating communication at a level beyond the children's actual linguistic capabilities. By using ESL and content area instruction, the children do not learn language as an isolated subject but as a tool for cognitive development as well. In addition, ESL strategies are being infused into content instruction by the classroom teachers. Based on Professional Development, classroom teachers are encouraged to use these methodologies with the ELLs in their classrooms.

Our newly admitted English Language Learners in grades 3 through 5 will be exempted from the New York State English Language Arts exam this year but will be assessed in mathematics with the New York State Mathematics exam. When the content exam is available in the students' native language, it will be offered, otherwise the exam is offered only in English. On all state exams, ELLs will receive ESL test modifications, along with former ELLs. ESL test modification included directions read and reread, time and a half, and listening passages read aloud three times.

Our data indicates that all ELL students have achieved the proficiency level in content area. The implications for our school's LAP and instruction based on the child's performance in the content area exams are as follows:

- The student who received a score of 2 on the ELA will be offered mandated small group instruction, AIS and Title III summer enrichment program, if available.
- The classroom teacher will implement the ESL methodologies taught during Professional Development Sessions.

This school year the following translations were available to our students: 3<sup>rd</sup>- 5<sup>th</sup> grade Math exam available in Russian and Spanish. The bilingual glossaries and dictionaries were available to all ELL students.

The results of the NYSESLAT test administered in spring 2010, indicate that the lowest scores across proficiency and grade levels are in writing as well as reading, and that the highest scores are in speaking. The instruction will therefore focus on developing writing and reading skills throughout the 2010-2011 school year.

Those students who reach proficiency on the NYSESLAT will be closely monitored by their classroom teacher. Based on academic progress and/or need, such students will be offered AIS services.

#### Professional Development opportunities offered to ALL teachers of ELLs

The ESL teacher attended the following workshops:

- *PD presented by the ELL LSO Network Specialist*
- *NYSESLAT District Scoring Training*
- *BESIS and CR-Part 154 technical assistance presented by the ELL Compliance Specialist*

The classroom teachers who serve under a common branch license receive 7.5 hours of mandated ESL training given by the ESL teacher during the Professional Development Days on a continuous basis. Special Education teachers who serve under the special education license will receive 10 hours of mandated ESL training.

The topics being covered are as follows:

- *ESL Methodologies and how to use them in mainstream classrooms*
- *Content Area Instruction and ELLs*
- *LAP policy*
- *ELL promotional criteria*
- *Chancellor's Regulations A-663*
- *ESL Standards and Language Allocation Policy*
- *ELL students and testing accommodations*
- *ESL teaching strategies for classroom teacher*

- *Translation and Interpretation Services for parents of ELL students*

The topics covered during the Professional Development will help classroom teachers better understand the process of second language acquisition. Based on PD, classroom teachers have been encouraged to use these methodologies to assist the English Language Learners in their classrooms.

The classroom teachers will use the Whole language approach which will help the ELLs acquire language in a low anxiety environment where lessons will be student centered. Some of the instructional techniques the classroom teachers will use with the ELL students are as follows: Cooperative Learning Activities; Art Projects; Big Book and Shared Reading.

- I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

PS 3 provides English language learners with English as a Second Language Program in grades K through 5. A fully certified ESL teacher provides the instruction. The teacher provides the instruction three days a week. The program is a “push in” model of ESL instruction. In order to meet the State Standards, the ESL teacher will combine grades (K-1); (2-3); (4-5) and the children will receive a double period of ESL instruction. Students scoring at the advanced level will receive the New York State Mandated ESL instructional time for 4 periods (180 minutes) per week. The students scoring at the beginner and intermediate proficiency level will receive 8 periods (360) of ESL instruction per week. The language of instruction is English. The students, coming from different linguistic and cultural background, speak the following languages at home: Russian, Albanian, Spanish, Chinese, Arabic, Lithuanian, Ukrainian and Korean.

The newly admitted students, whose home language survey indicates that they speak a language other than English, are tested with the LAB-R exam within the first ten days of enrollment. If a child is eligible for ESL services, the ESL teacher meets with the parents for Parent Orientation within the first ten days as well. The trend in parent choice has been ESL.

The ESL teacher at PS 3 ensures that the ESL curriculum reinforces the general curriculum of a particular grade level. The ESL teacher also provides challenging instruction, including content based instruction. The ESL standards promote ESL instruction that is closely aligned with standards based ELA instruction. The ESL teacher implements activities which integrate all four skills: listening, reading, speaking and writing. The activities reinforce the general curriculum and the content is always culturally diverse. Based on the NYSESLAT and Content Area exam scores, the emphasis in the ESL classroom is placed on writing and reading practices.

A. Curricular: Throughout the school year, PS 3 implements various academic programs in all content areas:

- *Teacher's College Reading and Writing Project K-5*
- *Wilson Foundations: Phonological, phonemic awareness, phonics and spelling program for grades K-2*
- *Prentice Hall Words Their Way for phonics, vocabulary and spelling is implemented in grades 3-5*
- *Everyday Math Curriculum for grades K-5*
- *NYS and City Scope & Sequence for Science, Harcourt Science Curriculum supplemented by Delta Science Modules and FOSS in grades 3-5*
- *NYS Scope & Sequence for Social Studies, supplemented by Daily Geography Practice Evan Moore, a program aligned with the NY State Standards*
- *Wilson multi sensory language intervention program for students with disabilities (SETTS)*
- *Extended Day Program (mandated students who participate in the program based on most current formative and summative assessment data)*
- *Independent Investigation Method for Enrichment in grades K-5*

PS 3 also offers Music enrichment classes, such as chorus, for students in grades K, 1, 4 and 5. In order to achieve performance levels required by the NYSED standards, PS3 offers Academic Intervention Services as enrichment classes during the regular school week for grades K through 5.

B. Extracurricular: According to their grade level, ELLs are offered the following self sustaining after-school enrichment programs:

- *Games and Sports for grades K, 1, 2, and 3*
- *Arts and Crafts for grades 4 and 5*
- *Test Taking Skills for grades 3, 4 and 5*
- *Literature Alive for grade 1*
- *Musical Theater for grades 2, 3, 4 and 5*
- *Test Taking Skills for the Future Third Grader for grade 2*

II. Parent/community involvement:

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

At PS 3 we do not have a program to assist newly enrolled ELLs prior to the opening of school in September but the ESL students are always encouraged to attend summer school enrichment programs. The ESL teacher also encourages parents to attend meetings for Parents of newly enrolled English Language Learners, as well as to attend ESL adult classes held at local schools.

IV. Staff Development (2010-2011 activities):

Staff development will be held in throughout the school year during designated professional development activities on Wednesday afternoons. The ESL teacher will provide the training for all classroom and special education teachers. The topics to be covered are as follows:

- a. *ESL Methodologies and how to use them in mainstream classroom*
- b. *Content Area Instruction and ELLs*
- c. *LAP policy*
- d. *ELL promotional criteria*
- e. *Chancellor’s Regulations A-663*
- f. *ESL Standards and Language Allocation Policy*
- g. *ELL students and testing accommodations*
- h. *ESL teaching strategies for classroom teacher*
- i. *Translation and Interpretation Services for parents of ELL students*

The topics chosen will help classroom teachers address the needs of ELL students in their classrooms. The ELL teacher will attend PD presented by the ELL Instructional Specialist.

V. Support services provided to LEP students:

There are the following additional services provided to our ELL students throughout the school year:

- Reading Volunteers
- AIS services in Literacy and Math
- Independent Investigation Method - an enrichment program utilized once a week for grades K- 5.
- Great Leaps Program used by trained paraprofessionals with targeted students in math and literacy during the school day
- Test taking skills- an after school enrichment program

**SAMPLE STUDENT SCHEDULE 2010-2011 ESL**

ESL Program Type:             Free-Standing             Push-in             Pull-out  
 Indicate Proficiency Level:     Beginning             Intermediate             Advanced

**School District: 31                      School Building: PS 3**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:24	ESL	Reading &	ESL	ESL	Reading &

	To: 9:15		Writing Workshop			Writing workshop
<b>2</b>	From: 9:17 To: 10:08	ESL	Reading & Writing Workshop	ESL	ESL	Reading & Writing Workshop
<b>3</b>	From: 10:10 To: 11:01	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
<b>4</b>	From: 11:03 To: 11:54	L	U	N	C	H
<b>5</b>	From: 11:56 To: 12:47	Math	Math	Math	ESL	Math
<b>6</b>	From: 12:49 To: 1:40	Science	Music	Science	ESL 10 minutes 1:25pm- 1:35pm  IIM 1:35pm- 2:15pm	Science
<b>7</b>	From: 1:42 To: 2:33	Gym	Math	Math	IIM	Art

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

**Form TIII – A (1)(a)**

**NOT APPLICABLE**

**Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP**

**Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**NOT APPLICABLE**

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

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**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.

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**Form TIII – A (1)(b)**

**NOT APPLICABLE**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

**Title III LEP Program**

**School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		

<b>TOTAL</b>		
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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**NOT APPLICABLE**

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

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

## **Section II. Title III, Part A LEP Program Narrative**

### **NOT APPLICABLE**

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

---

**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**

**NOT APPLICABLE**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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**

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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.
  - a. The ELL contact person will distribute translated surveys to ALL parents with children in school. The surveys will inform the parents about the Chancellor's Regulations A-663.
  - b. Parents will have an opportunity to request written, as well as oral translation and interpretation services, for the entire school year.
  - c. The school ELL contact person, in collaboration with the school Parent Coordinator, will ensure that all parents are provided with appropriate and timely school correspondence in a language they request.
  
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.
  - Seventeen families in our school have requested that all school correspondence be translated to the following languages:
    - a. Albanian 2 families
    - b. Italian 1 family
    - c. Chinese 1 family
    - d. Russian 8 families
    - e. Spanish 4 families
    - f. Korean 1 family
  
  - Eight families have requested Spanish, Korean, Italian, Chinese and Russian speaking interpreters to be available for the Parent Teacher Conferences.

The ELL contact person notifies the school community about parents' interpretation needs through professional development sessions offered throughout the school year, as well as during School Leadership meetings.

## **Part B: Strategies and Activities**

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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.
  - School written correspondence that comes from the Chancellor's Office will be automatically downloaded in different languages and distributed to parents.
  - The correspondence that comes from the school will be translated by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school.
  - Samples of the school correspondence to be translated:
    - a. Report Cards
    - b. eChalk website
    - c. School newsletter
    - d. Trip notices
    - e. Letters from teachers
    - f. PTA letters
    - g. School Notices
  - For lower incident languages, the *DOE Translation and Interpretation Unit* will be contacted and translated correspondence will be sent electronically.
  - All school correspondence will be forwarded to the ELL contact person at least one week prior to distribution. This will ensure that all parents who request translations are provided with appropriate and timely information in a language they can understand.

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.
- The oral interpretation services will be provided for the following events:
    - a. Parent Teacher Conferences
    - b. ELL Parent Orientation
    - c. Phone calls from teachers regarding students' academic progress
    - d. IEP conferences
    - e. PTA Meetings
    - f. Parent Workshops
  - Oral interpretation services will be provided by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school.
  - Funds allocated from the *Translation and Interpretation Budget* will be used for lower incident languages.
  - Fully licensed bilingual DOE staff from the other schools will be hired for lower incident languages.
  - The School will directly contact the *DOE Translation and Interpretation Unit* for over-the-phone translation services for IEP conferences.
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>.
- Signs in each of the covered languages will be posted near the primary entrance to school.
  - Signs will indicate the availability of interpretation services.
  - Signs will notify parents that copies of translated versions of *The Bill of Parent Rights and Responsibilities* are available in the Main Office

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**NOT APPLICABLE**

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

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

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

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - 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.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

### ***Explanation/Background:***

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> 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 <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

**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**

**NOT APPLICABLE**

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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School Under Registration Review (SURR)

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

**NOT APPLICABLE**

*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.

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



## **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>

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### **Part A: FOR TITLE I SCHOOLS**

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

### **Part B: FOR NON-TITLE I SCHOOLS**

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

We currently have five Students in Temporary Housing who are attending our school. The students include one Pre-Kindergartener, one Kindergartener, two first graders, and one fourth grader.

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

We plan to support the Students in Temporary Housing with at-risk counseling services on a weekly basis. The students will meet in small groups to address social and emotional issues in order to avoid an impact on student performance and progress.

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.

We received set aside funds in the amount of \$3908.75 to support the needs of Students in temporary Housing.

**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**

<b>School Name:</b>	P.S. 003 The Margaret Gioiosa School					
<b>District:</b>	31	<b>DBN:</b>	31R003	<b>School</b>		353100010003

**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		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	52	48	47		94.2	94.6	93.7
Kindergarten	141	179	158				
Grade 1	146	159	175	<b>Student Stability - % of Enrollment:</b>			
Grade 2	136	150	158	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	134	138	155		96.0	97.6	97.8
Grade 4	110	132	134				
Grade 5	115	109	132	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		12.7	28.8	28.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	2	4
Grade 12	0	0	0				
Ungraded	5	7	1	<b>Recent Immigrants - Total Number:</b>			
Total	839	922	960	(As of October 31)	2007-08	2008-09	2009-10
					2	1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	43	42	Principal Suspensions	6	9	1
# in Collaborative Team Teaching (CTT) Classes	12	12	5	Superintendent Suspensions	2	1	5
Number all others	65	73	93				

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

<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	19	21	TBD
# ELLs with IEPs	0	6	TBD
Number of Teachers	48	49	53
Number of Administrators and Other Professionals	18	21	6
Number of Educational Paraprofessionals	22	21	38

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	95.8	98.0	100.0
				% more than 2 years teaching in this school	81.3	81.6	77.4
				% more than 5 years teaching anywhere	72.9	73.5	81.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	98.0	98.0	96.2
American Indian or Alaska Native	0.4	0.4	0.4	% core classes taught by "highly qualified" teachers	93.5	90.9	93.9
Black or African American	0.2	0.2	0.5				
Hispanic or Latino	6.3	6.0	7.3				
Asian or Native Hawaiian/Other Pacific	4.2	4.2	5.1				
White	88.6	88.6	86.4				
<b>Male</b>	47.9	48.7	48.4				
<b>Female</b>	52.1	51.3	51.6				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### 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
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	39.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	5.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	30.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.8		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>604</b>	District <b>31</b>	School Number <b>003</b>	School Name <b>PS 3</b>
Principal <b>Judith Wilson</b>		Assistant Principal <b>Maria Best/ Lorrie Brown</b>	
Coach <b>NA</b>		Coach <b>NA</b>	
Teacher/Subject Area <b>Luz Gonzalez, ESL Teacher</b>		Guidance Counselor <b>Pamela Rosenfeld</b>	
Teacher/Subject Area <b>Elizabeth DeSaro, Kindergarten</b>		Parent <b>Dawn Chadwick</b>	
Teacher/Subject Area		Parent Coordinator <b>Linda Marone</b>	
Related Service Provider <b>Robert Gershon</b>		Other <b>Cynthia Taibi</b>	
Network Leader <b>Greg Jaenicke</b>		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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>926</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>2.27%</b>
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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. All families are welcomed in the main office at the counter by the school secretary and/ or parent coordinator. Upon registration for a new student, a complete packet is presented and explained. If a parent indicates translation services are needed or it is apparent that English is not understood, a staff member, including but not limited to the principal, assistant principal, ESL teacher, speech teacher, secretary and/ or adaptive physical education teacher assist with the interview process. THE ESL teacher, when available, is present for all intake interviews. The Home Language Identification Survey (HLIS) is completed, with assistance described above, if necessary. The staff member, who assists with interview, completes the designated area. The ESL teacher, in collaboration with the Pupil Accounting Secretary screens every HLIS to identify students who are in need of LAB-R testing. Students who fall below the LAB-R cut score and are Spanish-speaking also take the Spanish LAB. All students identified as ELLs, including those who have opted out of ESL services and x-coded students, are administered the NYSESLAT by the ESL teacher annually.

2. After the administration of the LAB-R, within ten days of registration to the school, students who fall below the cut score, are entitled to ESL services. Parents are notified in writing in their native language, when available with an entitlement of services letter and are invited to a parent orientation. Translation services are arranged by the ESL teacher, with assistance from the parent coordinator. During the orientation, hosted by the ESL teacher and parent coordinator, parents view the EPIC video which describes, in their native language when available, the three program choices. Discussion is held to address concerns and questions. The parent completes the parent survey and program selection forms. If the desired program is not available the principal is made aware. It has not been typical that a parent selects a program not available at the school.

3. The school ensures that entitlement letters are distributed after the administration of the LAB-R. Prior to receiving official scores in ATS, the ESL teacher prepares the entitlement letter and schedules a parent orientation when translation services are available and parents are available. Letters are photocopied, one for the central ESL file, one for the ESL teacher's records and the third to be backpacked home with the student. The classroom teacher collects the tear-offs and returns to the ESL teacher, who maintains the files. The ESL teacher follows up when tear-off forms are not returned with a second notice and a phone call. She proceeds until all forms are returned for the file.

4. Once students are identified as an English Language Learners, through the HLIS and LAB-R results, parents decide the appropriate program choice for their child. Our school currently offers freestanding ESL. Parents who choose another option are offered the option to attend a local school which offers their preference. However, we realize if 15 or more families opt for a choice our school does not currently offer, a preferred program must be consider to address the needs of our students. Translation services are made available if our school staff cannot meet the families' needs.

5. Our trend in program choices that parents have requested has always been freestanding ESL. We have been able to fully meet the needs and requests of our families.

6. Our program model of freestanding ESL has fully met the needs of our parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	1	5	5	3	5	2	0	0	0	0	0	0	0	21
<b>Total</b>	1	5	5	3	5	2	0	0	0	0	0	0	0	21

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	21	<b>Newcomers (ELLs receiving service 0-3 years)</b>	16	<b>Special Education</b>	3
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	5	<b>Long-Term (completed 6 years)</b>	0

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

	ELLs by Subgroups									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		
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	16	0	0	5	0	3	0	0	0	21	
<b>Total</b>	16	0	0	5	0	3	0	0	0	21	

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

**C. Home Language Breakdown and ELL Programs**

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

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

**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	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Chinese	0	1	0	1	1	0	0	0	0	0	0	0	0	3
Russian	0	2	4	2	1	1	0	0	0	0	0	0	0	10
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	1	0	0	0	1	1	0	0	0	0	0	0	0	3
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	1	0	0	0	0	0	0	0	0	1
<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>21</b>						

## 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. PS 3 provides English language learners with English as a Second Language Program in grades K through 5. A fully certified ESL teacher provides the instruction. The teacher provides the instruction three days a week. The program is a “push in/ pull-out” model of ESL instruction. In order to meet the State Standards, the ESL teacher will combine grades (K-1); (2-3); (4-5) and the children will receive a double period of ESL instruction. Students scoring at the advanced level will receive the New York State Mandated ESL instructional time for 4 periods (180 minutes) per week. The students scoring at the beginner and intermediate proficiency level will receive 8 periods (360) of ESL instruction per week. The language of instruction is English. The students, coming from different linguistic and cultural background, speak the following languages at home: Russian, Albanian, Spanish, Chinese, Arabic, Lithuanian, Ukrainian and Korean. Since students mandated needs are a challenge to program with the services of a part time ESL teacher, student often meets in mixed grade groups. Homogeneous or mixed-grade groups are pull-out in order be least intrusive in the classroom and accommodate the needs of ELLs. In cases of beginner ELLs, who require more minutes of ESL, a push-in model supports the learners in the classroom while avoiding missing class work. In extended day, heterogeneous groups are served by grade level. ELLs have the opportunity to build linguistic skills through literacy experiences.

2. The ESL teacher’s schedule is able to accommodate the minimum mandate of our ELLs during the regular school day. Attendance is tracked for our students in special education who are also ELLs. ELLs have also been invited to participate in our extended day program which provides additional instruction, beyond the mandate. The ESL teacher ensures the mandates are met and reports to the assistance

principal and principal monthly during ESL meetings.

3. Content area instruction is delivered by the classroom teacher. When the ESL is pushing in with the ELLs, she supports and scaffolds instruction through vocabulary development and multi-sensory differentiation. The ESL teacher teachers through grade appropriate content area in small groups when she pulls out ELLs.

4. The newly admitted students, whose home language survey indicates that they speak a language other than English, are tested with the LAB-R exam within the first ten days of enrollment. If a child is eligible for ESL services, the ESL teacher meets with the parents for Parent Orientation within the first ten days as well. The trend in parent choice has been ESL.

The ESL teacher at PS 3 ensures that the ESL curriculum reinforces the general curriculum of a particular grade level. The ESL teacher also provides challenging instruction, including content based instruction. The ESL standards promote ESL instruction that is closely aligned with standards based ELA instruction. The ESL teacher implements activities which integrate all four skills: listening, reading, speaking and writing. The activities reinforce the general curriculum and the content is always culturally diverse. Based on the NYSESLAT and Content Area exam scores, the emphasis in the ESL classroom is placed on writing and reading practices.

**A. NOT APPLICABLE**

B. Newcomers are immersed in content and literacy experiences within their balanced literacy instruction in the classroom and additionally supported through ESL. In their first year, ELLs in testing grades do not take the state ELA exam, but are required to take the content area exams. Within the first year, newcomers in testing grades are exposed to the content and structure of the state exams to help them adjust to the demands of the state testing program. Within regular classroom instruction, students are supported as readers and writers daily.

C. For ELLs who have been receiving services for four to six years, studnets are identified for AIS services available within the school day as well as during extended day. ELA skills are trageted using item skill analysis and classroom teacher data.

D. For ELLs who have received services for more than six years, often the Pupil Progress Team is involved in examining the individual needs and schedules more intensive and regular services. Parents are an intricle part of the process which can at times lead to an times to at risk special education services.

E. For ELLs with special needs, the eduational plan is outlined in the IEP. At times, these students are x-coded from ESL services and are supported by their classroom teacher and special education services. ELLs with special needs are required to take the NYSESLAT exam annually.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

## 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. ELLs attend our extended day program as mandated students. During this time after on Tuesdays and Thursdays, the ELLs are able to socialize with other ELLs while building literacy experiences. Some ELLs receive related services during the school.

6. Many of our ELLs are reaching proficiency as measured by the NYSESLAT exam. The ESL teacher assures the students are adequately prepared for the NYSESLAT through test preparation and language acquisition and development.

7. NA

8. NA

9. All students share the same opportunities here. When students are unable to spare the expense of the self-sustaining after school, the PTA has reserve funds to assist so all students can participate.

10. The ESL teacher has access to a collection of varied instruction resources. ELLs have access to laptops, Smart Boards, and Senteos in their classrooms.

### 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)?

NOT APPLICABLE

### 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. Staff development will be held in throughout the school year during designated professional development activities on Wednesday afternoons. The ESL teacher will provide the training for all classroom and special education teachers. The topics to be covered are as follows:

- a. ESL Methodologies and how to use them in mainstream classroom
- b. Content Area Instruction and ELLs
- c. LAP policy
- d. ELL promotional criteria
- e. Chancellor's Regulations A-663
- f. ESL Standards and Language Allocation Policy
- g. ELL students and testing accommodations
- h. ESL teaching strategies for classroom teacher
- i. Translation and Interpretation Services for parents of ELL students

The topics chosen will help classroom teachers address the needs of ELL students in their classrooms. Teachers are invited to request attendance at professional development sessions they find on the network website and or on Protraxx.

2. ELLs will experience a departmentalization in the fifth grade which will assist with the transition into middle school. The students will move from between classes to different teachers.

3. We are developing a tracking system to monitor the number of hours of ESL training teachers have accrued to date. Teachers are to submit evidence of attendance and the ESL teacher and assistant principal arrange for ESL training for teachers in need of ESL hours.

### 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. In the 2010-2011 school year, the first parent orientation for the newly enrolled English Language Learners will be held in September. After September, the orientations are scheduled within the first ten days of ELL's admission to school. At the orientation, parents will see the video and receive literature about the different ELL services in their native language. The sessions usually last about one hour. The orientations will be held in the morning, in the afternoon and in the evening. PS3 parent coordinator will be present at the orientations as well. A parent orientation for all ELLs will also be held in September. During this meeting the State standards, assessments, school expectations and general program requirements will be discussed. The parent coordinator provides ESL teacher with correspondence to be distributed to parents of LEP students in their native languages.

2. NA
3. Parents are also invited to participate in other workshops given throughout the school year, exp. Family Math and Literacy Night at PS 3, etc.
4. Interpreters will be provided if needed.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	0	1	1	0	0	0	0	0	0	0	0	4
Intermediate(I)	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Advanced (A)	0	3	5	1	4	2	0	0	0	0	0	0	0	15
Total	1	5	5	3	5	2	0	0	0	0	0	0	0	21

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

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

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

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

- Our ELLs are benchmarked with the same assessment our native speakers, the Teachers College Reading and Writing assessments.
- Our data patterns reveal that ELLs make steady progress within our freestanding ESL program. Many students who are initially identified through LAB-R screening start as beginners and move toward advanced ELLs each year. While few test out of ESL through the NYSESLAT testing, all make progress.
- The patterns across the NYSESLAT modalities affect the instructional decisions in the ESL classroom. The ESL teacher makes instructional decisions for various groups at different levels. Using the NYSESLAT data, she is able to identify strengths and weaknesses and address them through ESL instruction.

**Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

### Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

NOT APPLICABLE

## 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		

**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 <b>604</b>	District <b>31</b>	School Number <b>003</b>	School Name <b>PS 3</b>
Principal <b>Judith Wilson</b>		Assistant Principal <b>Maria Best/ Lorrie Brown</b>	
Coach <b>NA</b>		Coach <b>NA</b>	
Teacher/Subject Area <b>Luz Gonzalez, ESL Teacher</b>		Guidance Counselor <b>Pamela Rosenfeld</b>	
Teacher/Subject Area <b>Elizabeth DeSaro, Kindergarten</b>		Parent <b>Dawn Chadwick</b>	
Teacher/Subject Area		Parent Coordinator <b>Linda Marone</b>	
Related Service Provider <b>Robert Gershon</b>		Other <b>Cynthia Taibi</b>	
Network Leader <b>Greg Jaenicke</b>		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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>926</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>2.27%</b>
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## Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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. All families are welcomed in the main office at the counter by the school secretary and/ or parent coordinator. Upon registration for a new student, a complete packet is presented and explained. If a parent indicates translation services are needed or it is apparent that English is not understood, a staff member, including but not limited to the principal, assistant principal, ESL teacher, speech teacher, secretary and/ or adaptive physical education teacher assist with the interview process. THE ESL teacher, when available, is present for all intake interviews. The Home Language Identification Survey (HLIS) is completed, with assistance described above, if necessary. The staff member, who assists with interview, completes the designated area. The ESL teacher, in collaboration with the Pupil Accounting Secretary screens every HLIS to identify students who are in need of LAB-R testing. Students who fall below the LAB-R cut score and are Spanish-speaking also take the Spanish LAB. All students identified as ELLs, including those who have opted out of ESL services and x-coded students, are administered the NYSESLAT by the ESL teacher annually.

2. After the administration of the LAB-R, within ten days of registration to the school, students who fall below the cut score, are entitled to ESL services. Parents are notified in writing in their native language, when available with an entitlement of services letter and are invited to a parent orientation. Translation services are arranged by the ESL teacher, with assistance from the parent coordinator. During the orientation, hosted by the ESL teacher and parent coordinator, parents view the EPIC video which describes, in their native language when available, the three program choices. Discussion is held to address concerns and questions. The parent completes the parent survey and program selection forms. If the desired program is not available the principal is made aware. It has not been typical that a parent selects a program not available at the school.

3. The school ensures that entitlement letters are distributed after the administration of the LAB-R. Prior to receiving official scores in ATS, the ESL teacher prepares the entitlement letter and schedules a parent orientation when translation services are available and parents are available. Letters are photocopied, one for the central ESL file, one for the ESL teacher's records and the third to be backpacked home with the student. The classroom teacher collects the tear-offs and returns to the ESL teacher, who maintains the files. The ESL teacher follows up when tear-off forms are not returned with a second notice and a phone call. She proceeds until all forms are returned for the file.

4. Once students are identified as an English Language Learners, through the HLIS and LAB-R results, parents decide the appropriate program choice for their child. Our school currently offers freestanding ESL. Parents who choose another option are offered the option to attend a local school which offers their preference. However, we realize if 15 or more families opt for a choice our school does not currently offer, a preferred program must be consider to address the needs of our students. Translation services are made available if our school staff cannot meet the families' needs.

5. Our trend in program choices that parents have requested has always been freestanding ESL. We have been able to fully meet the needs and requests of our families.

6. Our program model of freestanding ESL has fully met the needs of our parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Push-In</b>	1	5	5	3	5	2	0	0	0	0	0	0	0	21
<b>Total</b>	1	5	5	3	5	2	0	0	0	0	0	0	0	21

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	21	<b>Newcomers (ELLs receiving service 0-3 years)</b>	16	<b>Special Education</b>	3
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	5	<b>Long-Term (completed 6 years)</b>	0

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

	ELLs by Subgroups									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		
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	16	0	0	5	0	3	0	0	0	0	21
<b>Total</b>	16	0	0	5	0	3	0	0	0	0	21

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

### C. Home Language Breakdown and ELL Programs

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

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

**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	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Chinese	0	1	0	1	1	0	0	0	0	0	0	0	0	3
Russian	0	2	4	2	1	1	0	0	0	0	0	0	0	10
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	1	0	0	0	1	1	0	0	0	0	0	0	0	3
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	1	0	0	0	0	0	0	0	0	1
<b>TOTAL</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>21</b>						

## 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. PS 3 provides English language learners with English as a Second Language Program in grades K through 5. A fully certified ESL teacher provides the instruction. The teacher provides the instruction three days a week. The program is a “push in/ pull-out” model of ESL instruction. In order to meet the State Standards, the ESL teacher will combine grades (K-1); (2-3); (4-5) and the children will receive a double period of ESL instruction. Students scoring at the advanced level will receive the New York State Mandated ESL instructional time for 4 periods (180 minutes) per week. The students scoring at the beginner and intermediate proficiency level will receive 8 periods (360) of ESL instruction per week. The language of instruction is English. The students, coming from different linguistic and cultural background, speak the following languages at home: Russian, Albanian, Spanish, Chinese, Arabic, Lithuanian, Ukrainian and Korean. Since students mandated needs are a challenge to program with the services of a part time ESL teacher, student often meets in mixed grade groups. Homogeneous or mixed-grade groups are pull-out in order be least intrusive in the classroom and accommodate the needs of ELLs. In cases of beginner ELLs, who require more minutes of ESL, a push-in model supports the learners in the classroom while avoiding missing class work. In extended day, heterogeneous groups are served by grade level. ELLs have the opportunity to build linguistic skills through literacy experiences.

2. The ESL teacher’s schedule is able to accommodate the minimum mandate of our ELLs during the regular school day. Attendance is tracked for our students in special education who are also ELLs. ELLs have also been invited to participate in our extended day program which provides additional instruction, beyond the mandate. The ESL teacher ensures the mandates are met and reports to the assistance

principal and principal monthly during ESL meetings.

3. Content area instruction is delivered by the classroom teacher. When the ESL is pushing in with the ELLs, she supports and scaffolds instruction through vocabulary development and multi-sensory differentiation. The ESL teacher teachers through grade appropriate content area in small groups when she pulls out ELLs.

4. The newly admitted students, whose home language survey indicates that they speak a language other than English, are tested with the LAB-R exam within the first ten days of enrollment. If a child is eligible for ESL services, the ESL teacher meets with the parents for Parent Orientation within the first ten days as well. The trend in parent choice has been ESL.

The ESL teacher at PS 3 ensures that the ESL curriculum reinforces the general curriculum of a particular grade level. The ESL teacher also provides challenging instruction, including content based instruction. The ESL standards promote ESL instruction that is closely aligned with standards based ELA instruction. The ESL teacher implements activities which integrate all four skills: listening, reading, speaking and writing. The activities reinforce the general curriculum and the content is always culturally diverse. Based on the NYSESLAT and Content Area exam scores, the emphasis in the ESL classroom is placed on writing and reading practices.

**A. NOT APPLICABLE**

B. Newcomers are immersed in content and literacy experiences within their balanced literacy instruction in the classroom and additionally supported through ESL. In their first year, ELLs in testing grades do not take the state ELA exam, but are required to take the content area exams. Within the first year, newcomers in testing grades are exposed to the content and structure of the state exams to help them adjust to the demands of the state testing program. Within regular classroom instruction, students are supported as readers and writers daily.

C. For ELLs who have been receiving services for four to six years, studnets are identified for AIS services available within the school day as well as during extended day. ELA skills are trageted using item skill analysis and classroom teacher data.

D. For ELLs who have received services for more than six years, often the Pupil Progress Team is involved in examining the individual needs and schedules more intensive and regular services. Parents are an intricle part of the process which can at times lead to an times to at risk special education services.

E. For ELLs with special needs, the eduational plan is outlined in the IEP. At times, these students are x-coded from ESL services and are supported by their classroom teacher and special education services. ELLs with special needs are required to take the NYSESLAT exam annually.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

## 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. ELLs attend our extended day program as mandated students. During this time after on Tuesdays and Thursdays, the ELLs are able to socialize with other ELLs while building literacy experiences. Some ELLs receive related services during the school.

6. Many of our ELLs are reaching proficiency as measured by the NYSESLAT exam. The ESL teacher assures the students are adequately prepared for the NYSESLAT through test preparation and language acquisition and development.

7. NA

8. NA

9. All students share the same opportunities here. When students are unable to spare the expense of the self-sustaining after school, the PTA has reserve funds to assist so all students can participate.

10. The ESL teacher has access to a collection of varied instruction resources. ELLs have access to laptops, Smart Boards, and Senteos in their classrooms.

### 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)?

NOT APPLICABLE

### 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. Staff development will be held in throughout the school year during designated professional development activities on Wednesday afternoons. The ESL teacher will provide the training for all classroom and special education teachers. The topics to be covered are as follows:

- a. ESL Methodologies and how to use them in mainstream classroom
- b. Content Area Instruction and ELLs
- c. LAP policy
- d. ELL promotional criteria
- e. Chancellor's Regulations A-663
- f. ESL Standards and Language Allocation Policy
- g. ELL students and testing accommodations
- h. ESL teaching strategies for classroom teacher
- i. Translation and Interpretation Services for parents of ELL students

The topics chosen will help classroom teachers address the needs of ELL students in their classrooms. Teachers are invited to request attendance at professional development sessions they find on the network website and or on Protraxx.

2. ELLs will experience a departmentalization in the fifth grade which will assist with the transition into middle school. The students will move from between classes to different teachers.

3. We are developing a tracking system to monitor the number of hours of ESL training teachers have accrued to date. Teachers are to submit evidence of attendance and the ESL teacher and assistant principal arrange for ESL training for teachers in need of ESL hours.

### 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. In the 2010-2011 school year, the first parent orientation for the newly enrolled English Language Learners will be held in September. After September, the orientations are scheduled within the first ten days of ELL's admission to school. At the orientation, parents will see the video and receive literature about the different ELL services in their native language. The sessions usually last about one hour. The orientations will be held in the morning, in the afternoon and in the evening. PS3 parent coordinator will be present at the orientations as well. A parent orientation for all ELLs will also be held in September. During this meeting the State standards, assessments, school expectations and general program requirements will be discussed. The parent coordinator provides ESL teacher with correspondence to be distributed to parents of LEP students in their native languages.

2. NA
3. Parents are also invited to participate in other workshops given throughout the school year, exp. Family Math and Literacy Night at PS 3, etc.
4. Interpreters will be provided if needed.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	0	1	1	0	0	0	0	0	0	0	0	4
Intermediate(I)	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Advanced (A)	0	3	5	1	4	2	0	0	0	0	0	0	0	15
Total	1	5	5	3	5	2	0	0	0	0	0	0	0	21

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

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

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

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

- Our ELLs are benchmarked with the same assessment our native speakers, the Teachers College Reading and Writing assessments.
- Our data patterns reveal that ELLs make steady progress within our freestanding ESL program. Many students who are initially identified through LAB-R screening start as beginners and move toward advanced ELLs each year. While few test out of ESL through the NYSESLAT testing, all make progress.
- The patterns across the NYSESLAT modalities affect the instructional decisions in the ESL classroom. The ESL teacher makes instructional decisions for various groups at different levels. Using the NYSESLAT data, she is able to identify strengths and weaknesses and address them through ESL instruction.

**Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

### Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

NOT APPLICABLE

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		