



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** CHARRETTE SCHOOL – P.S. 3

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 02M003

**PRINCIPAL:** LISA SIEGMAN **EMAIL:** LSIEGMA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MARIANO GUZMAN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| <b>Name</b>      | <b>Position and Constituent Group Represented</b> | <b>Signature</b> |
|------------------|---|------------------|
| Lisa Siegman     | *Principal or Designee                            |                  |
| Jackie Peters    | *UFT Chapter Leader or Designee                   |                  |
| Nick Gottlieb    | *PA/PTA President or Designated Co-President      |                  |
| Denise Collins   | Chairperson/ Parent                               |                  |
| Susan Korn       | Member/ Staff (Guidance)                          |                  |
| Amie Schindel    | Member/ Staff (Teacher)                           |                  |
| Stephanie Kim    | Member/ Staff (Teacher)                           |                  |
| Kimberly Jensen  | Member/ Staff (Teacher)                           |                  |
| Susan Soler      | Member/ Staff (Teacher)                           |                  |
| Jean Hale        | Member/Staff (Teacher)                            |                  |
| Cassidy Sehgal   | Member/ Parent                                    |                  |
| Liz Craig        | Member/ Parent                                    |                  |
| Dana Abraham     | Member/ Parent                                    |                  |
| Kirsten Mogensen | Member/ Parent                                    |                  |
| Sandy Selinger   | Member/ Parent                                    |                  |
| Patricia Laraia  | Member/ Parent                                    |                  |

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- To incorporate Common Core aligned mathematical tasks into our curriculum by May 2012 as measured by administrator classroom observations and grade wide math assessments.

### **Comprehensive needs assessment**

- The New York State Standards in Mathematics are changing to incorporate the Common Core Learning Standards. As per a staff audit of our math curriculum, we need to make changes and additions in order for our curriculum to address these new Standards. The process of curricular change takes place over time, since math instruction is cumulative based on what students have mastered in prior years. In order to ensure that our students are prepared for the Core Curriculum implementation, it is essential that we begin revising our math curriculum and assessments now.

### **Instructional strategies/activities**

- Grade, cross-grade, and small team teacher meetings to review our *Investigations*-based curriculum with the Common Core Math Standards, identify areas of need, and construct supplementary curriculum units. These began over the summer and are continuing through the school year.
- Teacher-led revision of the Design Your Own (DYO) Assessment interim math assessments to reflect Common Core Standards.
- Assignment of shared Teacher Aides to support second grade math instruction.
- Math Intervention support for third graders by Special Education Teacher Support Services (SETSS) teacher.
- Use of parallel teaching to reduce group size in Integrated Co-Teaching (ICT) classes.
- Teacher-led professional work in classroom discourse that incorporates Resnick and Hall's model of Effort Based Learning.
- Participation of selected teachers in Math Learning Communities composed of colleagues in other schools (through Metamorphosis, LLC).
- Onsite math lesson study for fourth and fifth grade teachers with facilitation by contracted math staff developer (Toni Cameron, Metamorphosis, LLC).
- Within all professional work, attention is directed toward our significant subgroups (children with autistic spectrum behaviors, learning disabilities, and attentional issues), with strategies identified to ensure their participation and understanding.

### **Strategies to increase parental involvement**

- Annual curriculum night in fall; teachers review and explain curriculum
- Regular classroom celebrations with parents invited
- Weekly emails home from teachers providing updates for curriculum and class events
- Teacher led parent workshops about math curriculum
- Regular principal, teacher and parent reports at monthly Parent Teacher Association (PTA) meetings
- Regular teacher attendance at PTA meetings
- Periodic breakfasts with principal to answer parent questions
- Regular meetings between administrators and PTA presidents
- Routine input from School Leadership Team (SLT) on school policies and issues

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Use of current staff referrals of colleagues in hiring
- Opportunities for differentiated professional development
- Opportunities for teachers to design and lead professional development and school wide projects
- Collegial model of administration, with administrators participating as learners

**Service and program coordination**

- N/A

**Budget and resources alignment**

- Fair Student Funding (FSF) funds are being used to purchase in-school professional development days from Metamorphosis and teacher per session work to develop curriculum and assessments.
- Network funds are being used to support teacher participation in Metamorphosis Advanced Learning Communities.
- PTA funds are being used to fund teacher per diem so that teachers may participate in learning communities, lesson study within the school, and hold extended meetings.
- Teachers whose math teaching is especially sophisticated are leading professional work for their colleagues during regular Friday afternoon meetings and on Professional Development (PD) days.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

- To ensure that instruction incorporates the Common Core standard that all students will learn to articulate an idea or opinion and support it with evidence by May 2012 as measured by administrator classroom observations and grade wide writing and math assessments.

### **Comprehensive needs assessment**

- The New York State Standards in Literacy are changing to incorporate the Common Core Learning Standards (CCLS). As per staff study of the CCLS and goals articulated by the New York City Department of Education, one Standard of focus is the expectation that students are able to articulate an idea or opinion and support their ideas with evidence. The expectation is that students will learn to do this with increasing sophistication, and will be able to make their arguments verbally and in writing. They are expected to learn to do this in response to text. This involves a relatively complex set of skills that requires practice over time. Therefore, it needs to be built into the curriculum starting in Kindergarten and building up through the grades. Administrator observation of classrooms and conversations with staff members have shown that this skill is not as uniformly developed as it need to be to meet the CCLS.

### **Instructional strategies/activities**

- There are a number of skills involved in this standard. They include being able to listen, to speak, to decode and understand text, to synthesize ideas, to form opinions, to construct a logical argument, to provide evidence in its support, and to organize this information in writing. These skills must be built cumulatively. They involve:
  - Reading for comprehension
  - Student classroom conversations about debatable issues
  - Higher order questioning
  - Comparisons of opinions and synthesis of multiple texts
- These will be accomplished through:
  - Professional study of classroom discourse at Friday staff meetings.
  - Observation and feedback to teachers focused on instructional practice that develops these student skills
  - Revision of interim writing assessments to incorporate this standard. This was begun by the literacy coach and administrators and has been accomplished by grade level teams revising the assessments and then cross-grade meetings to share the work to ensure vertical consistency.
- This work was begun on the first Professional Day in September and has been ongoing since then.

### **Strategies to increase parental involvement**

- See Goal #1.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- See Goal #1.
- All professional development is done using the principles of effective teaching. Staff has structured opportunities to work with each other and share their work with the group.

**Service and program coordination**

- N/A

**Budget and resources alignment**

- FSF is being used to fund collaborative work to finish the construction of the revised assessments and to examine the resulting student writing

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- By May 2012 upper grade students will more consistently use standard conventions in their writing as evidenced by grade wide writing assessment.

#### **Comprehensive needs assessment**

- Analysis of classroom writing, interim writing assessments and the New York State English Language Arts (ELA) exam data provide evidence that students at all academic levels observe standard conventions (spelling, punctuation, capitalization, paragraphing) less consistently than would be expected relative to the content of their writing. In many cases this renders their writing unnecessarily difficult to read and lowers their scores on the NYS ELA exam.

#### **Instructional strategies/activities**

- Working to make expectations and instruction of use of writing conventions more consistent school wide. This involves many components.
  - Building student understanding of what constitutes a sentence starting in the earliest grades through oral practice.
  - Creating the expectation that common/familiar words be spelled correctly starting in the earliest grades.
  - Designing editing checklists for students to use to self-correct their work that are cumulative and build as they go up the grades.
  - Revisiting the school wide writing expectations to ensure that all staff is familiar with them.
  - Ensuring that all classroom teachers set aside time for students to do timed on-demand writing, followed by a discrete self-editing time. These time periods can be extended for students with known learning issues and for English Language Learners (ELLs).
  - Continuing to do systematic spelling and handwriting instruction.
  - Introducing systematic grammar instruction in fourth and fifth grade.
  - Identifying students who struggle with handwriting by mid second grade and encouraging them to learn keyboarding. This permits them to shift their attention to the content and form of their work.
- Teachers began sharing observations of student work and ideas for strategies and resources to address this issue during the earliest staff and grade meetings. We will continue to study this by examining student work to determine which instructional strategies are fruitful. The administrators (principal and assistant principal) and literacy coach participate in these meetings.
- Teachers are developing checklists and rubrics for our revised writing assessments that include use of standard conventions.

#### **Strategies to increase parental involvement**

- See Goal #1.
- Student progress in this area is being incorporated into report card comments and parent-teacher conference discussions.

|  |
|--|
| <b>Strategies for attracting Highly Qualified Teachers (HQT)</b> <ul style="list-style-type: none"><li>• See goal #2.</li></ul>  |
| <b>Service and program coordination</b> <ul style="list-style-type: none"><li>• N/A</li></ul>  |
| <b>Budget and resources alignment</b> <ul style="list-style-type: none"><li>• FSF is being used to fund collaborative work to share instructional strategies and to examine the resulting student writing.</li></ul> |

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

|          | <b>ELA*</b>                        | <b>Mathematics*</b>                | <b>Science</b>                     | <b>Social Studies</b>              | <b>At-risk Services: Guidance Counselor</b> | <b>At-risk Services: School Psychologist</b> | <b>At-risk Services: Social Worker</b> | <b>At-risk Health-related Services</b> |
|----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
|          | <b># of Students Receiving AIS</b>          | <b># of Students Receiving AIS</b>           | <b># of Students Receiving AIS</b>     | <b># of Students Receiving AIS</b>     |
| <b>K</b> | N/A                                | N/A                                | N/A                                | N/A                                | 4   | 0  | 0                                      | 0                                      |
| <b>1</b> | 31                                 | N/A                                | N/A                                | N/A                                | 13  | 0  | 1                                      | 0                                      |
| <b>2</b> | 10                                 | 9                                  | N/A                                | N/A                                | 6   | 0  | 0                                      | 0                                      |
| <b>3</b> | 14                                 | 16                                 | N/A                                | N/A                                | 23  | 0  | 0                                      | 10                                     |
| <b>4</b> | 20**                               | 20**                               | 0                                  | 0                                  | 13  | 1  | 2                                      | 0                                      |
| <b>5</b> | 15**                               | 14                                 | 0                                  | 0                                  | 9   | 1  | 0                                      | 0                                      |

\* In addition to the numbers listed, other students cycle through small group support during our intervention/extension period. Each classroom teacher teaches two 40 minute intervention period per week.

\*\* Projection based on historical data for attendance at after school program scheduled to begin in January 2012.

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),

2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS)                | Description  |
|---|--|
| <b>ELA</b>  | Foundations, small group intervention, during school day<br>Wilson, small group, during school day<br>Great Leaps, one on one, during school day<br>Guided reading, small group, during school day,<br>Reading and writing, mid-size group, after school (starts in January) |
| <b>Mathematics</b>  | Small group intervention, during school day (piloting use of JUMP math in some groups)<br>Mid-size group after school (starts in January)  |
| <b>Science</b>  | Small group instruction during school day, focused on 3 <sup>rd</sup> grade.   |
| <b>Social Studies</b>                                       | No stand-alone Social Studies AIS are provided. Any intervention is done within the context of ELA.  |
| <b>At-risk Services provided by the Guidance Counselor</b>  | Short term counseling, small group or one on one, during school day  |
| <b>At-risk Services provided by the School Psychologist</b> | Emergency counseling, one on one, during school day<br>In-service strategies for classroom teachers  |
| <b>At-risk Services provided by the Social Worker</b>       | Emergency counseling, one on one, during school day<br>Outreach to families<br>Emergency support for students, one on one, during school day<br>Socialization groups, small group, during school day   |
| <b>At-risk Health-related Services</b>                      | Asthma group, small group, during school day   |

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

|   |                    |                          |                          |
|---|--------------------|--------------------------|--------------------------|
| Cluster Leader/Network Leader <b>Charles Admunsen/Ada Cordova</b> | District <b>02</b> | Borough <b>Manhattan</b> | School Number <b>003</b> |
| School Name <b>Charrette School</b>                               |                    |                          |                          |

### B. Language Allocation Policy Team Composition [?](#)

|   |   |
|---|---|
| Principal <b>Lisa Siegman</b>                                 | Assistant Principal <b>Regina Chiou</b>           |
| Coach <b>Lucy Rubin</b>                                       | Coach   |
| ESL Teacher <b>Jean Hale</b>                                  | Guidance Counselor <b>Susan Korn</b>              |
| Teacher/Subject Area <b>Susan Soler/ K/1 classroom</b>        | Parent <b>Lilia Fakhreddine</b>                   |
| Teacher/Subject Area <b>Emily Finer/ 2/3 classroom</b>        | Parent Coordinator <b>Therese Spring-Robinson</b> |
| Related Service Provider <b>Mirza Silva/ ASD case manager</b> | Other <b>type here</b>                            |
| Network Leader <b>Ada Cordova/Jayne Godlewski</b>             | Other <b>type here</b>                            |

### C. Teacher Qualifications [?](#)

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

|  |          |  |          |  |          |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers   | <b>2</b> | Number of certified bilingual teachers   | <b>1</b> | Number of certified NLA/foreign language teachers              |          |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>0</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |          |

### D. School Demographics

|                                    |            |                      |           |   |              |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | <b>729</b> | Total Number of ELLs | <b>28</b> | ELLs as share of total student population (%) | <b>3.84%</b> |
|------------------------------------|------------|----------------------|-----------|---|--------------|

## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

1. The Home Language Information Survey, including the informal oral interview, is the starting point for ELL placements. This process is supervised by Jean Hale, our licensed ELL Teacher/Coordinator. If the HLIS demonstrates that a student is entitled to testing, s/he is given the LAB-R. Performance on the Language Assessment Battery - Revised (LAB-R) determines a child's entitlement to English language development support services. If the LAB-R results show that a child is an ELL and Spanish is used in the home, the Spanish Lab is administered by Jean Hale, who is a fluent Spanish speaker. Based on the outcome of the assessments, students are placed in an appropriate level and program of instruction.

In the spring, all ELL students are given the New York State English as a Second Language Achievement Test (NYSESLAT) in Reading, Writing, Listening and Speaking to determine the degree and nature of their progress.

2. All parents of ELLs are informed of their three program options at the start of each school year: Transitional Bilingual Education, Dual Language Education, and freestanding English as a Second Language. The parent survey and program selection forms are handed to parents directly by the ELL Teacher/Coordinator. The entitlement letters are also distributed in this way to the parents. This year the ELL Teacher conducted morning and evening meetings on three separate days in order to discuss parent choices and address any questions that they had. In the past 16 years, no parent has chosen a TBE/DL program as their first choice at our school. Parents who have moved into the neighborhood and whose children previously were enrolled in TBE programs, have enthusiastically chosen a freestanding ESL program as their first choice. In the event that we were to have any students whose parents preferred a TBE or DL program, we would assist them in registering at the closest school that offered these. In the event that we had 15 students in contiguous grades who spoke the same language whose parents preferred a TBE program, we would open a class to accommodate them.

3. At the end of each orientation session, the ELL coordinator collects the Entitlement Letter, Parent Survey and Program Selection Form. These are studied, the information gathered, and then the forms are maintained in secure files by the ELL teacher.

4. Identified ELLs are administered the LAB-R within the first 10 days of the school year. The Spanish LAB is administered when appropriate. The ELL Coordinator distributes the required forms and meets with all new parents either in a group or individually. Parents choose the program that they wish. Placement letters are distributed to parents the day after the informational meetings. A copy is maintained by the ELL teacher.

Based on the results of the previous spring's NYSESLAT, the continuing entitlement letters are distributed to the parents of students who continue to be eligible for ELL services at the very beginning of the school year. A copy of each continuing entitlement letter is maintained by the ELL teacher.

In all the above instances, students are then placed into ELL classes at the appropriate level.

5. All parents have chosen the Freestanding ESL option.

6. Yes, the program offered is aligned with the 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\*

This school offers (check all that apply):

|  |                                      |                          |                               |
|--|--------------------------------------|--------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |
| Dual language program                    | Yes <input checked="" type="radio"/> | No <input type="radio"/> | If yes, indicate language(s): |

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

| ELL Program Breakdown  |    |   |   |   |   |   |   |   |   |   |    |    |    |         |
|--|----|---|---|---|---|---|---|---|---|---|----|----|----|---------|
|  | K  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |    |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Dual Language</b><br>(50%:50%)  |    |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Freestanding ESL</b>  |    |   |   |   |   |   |   |   |   |   |    |    |    |         |
| <b>Self-Contained</b>  | 10 | 5 | 2 | 4 | 3 | 4 |   |   |   |   |    |    |    | 28      |
| <b>Push-In</b>   |    |   |   |   |   |   |   |   |   |   |    |    |    | 0       |
| <b>Total</b>   | 10 | 5 | 2 | 4 | 3 | 4 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 28      |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                               |   |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs                    | 28 | Newcomers (ELLs receiving service 0-3 years) | 25 | Special Education             | 2 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 3  | Long-Term (completed 6 years) | 0 |

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

|               | ELLs by Subgroups |      |                   |                  |      |                   |                                    |      |                   | Total |
|---------------|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|               | ELLs (0-3 years)  |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   |       |
|               | All               | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE           |                   |      |                   |                  |      |                   |                                    |      |                   | 0     |
| Dual Language |                   |      |                   |                  |      |                   |                                    |      |                   | 0     |
| ESL           | 25                | 0    | 2                 | 3                |      |                   |                                    |      |                   | 28    |

| ELLs by Subgroups   |     |      |                   |     |      |                                    |     |      |                   |       |
|---|-----|------|-------------------|-----|------|------------------------------------|-----|------|-------------------|-------|
| ELLs (0-3 years)  |     |      | ELLs (4-6 years)  |     |      | Long-Term ELLs (completed 6 years) |     |      |                   |       |
|   | All | SIFE | Special Education | All | SIFE | Special Education                  | All | SIFE | Special Education | Total |
| Total   | 25  | 0    | 2                 | 3   | 0    | 0                                  | 0   | 0    | 0                 | 28    |
| Number of ELLs in a TBE program who are in alternate placement: 0 |     |      |                   |     |      |                                    |     |      |                   |       |

### C. Home Language Breakdown and ELL Programs

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

| Dual Language (ELLs/EPs)                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 9-12   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Number of ELLs by Grade in Each Language Group |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Spanish      |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese      |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian      |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean       |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian      |     |    |     |    |     |    |     |    | 0     | 0  |
| French       |     |    |     |    |     |    |     |    | 0     | 0  |
| Other        |     |    |     |    |     |    |     |    | 0     | 0  |
| <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): | Number of third language speakers: |                  |
| Ethnic breakdown of EPs (Number):                                 |                                    |                  |
| African-American: ____  | Asian: ____                        | Hispanic/Latino: |
| Native American: ____   | White (Non-Hispanic/Latino): ____  | Other:           |

| Freestanding English as a Second Language      |           |          |          |          |          |          |          |          |          |          |          |          |          |           |
|--|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group |           |          |          |          |          |          |          |          |          |          |          |          |          |           |
|  | K         | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
| Spanish  | 2         | 2        | 2        | 2        | 2        | 1        |          |          |          |          |          |          |          | 11        |
| Chinese  | 1         | 1        |          |          |          |          |          |          |          |          |          |          |          | 2         |
| Russian  | 1         |          |          |          |          |          |          |          |          |          |          |          |          | 1         |
| Bengali  |           |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Urdu   |           |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Arabic   |           | 2        |          |          | 1        | 2        |          |          |          |          |          |          |          | 5         |
| Haitian  |           |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| French   |           |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Korean   |           |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi  |           |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Polish   |           |          |          |          |          |          |          |          |          |          |          |          |          | 0         |
| Albanian                                       |           |          |          | 1        |          |          |          |          |          |          |          |          |          | 1         |
| Other  | 6         |          |          | 1        |          | 1        |          |          |          |          |          |          |          | 8         |
| <b>TOTAL</b>                                   | <b>10</b> | <b>5</b> | <b>2</b> | <b>4</b> | <b>3</b> | <b>4</b> | <b>0</b> | <b>28</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

- 1.a. Because of the relatively low percentage of ELLs and their distribution throughout the grades, we ensure that they receive the mandated amount of instruction via creative scheduling. Our ESL teacher runs a conversation group for our youngest students, focusing on oral communication. She supplements her formal instructional groups through flexible push-in work and through a story-telling cluster. We also are cognizant of matching students' native language with that of licensed bilingual teachers who are teaching general education classes. In grades K-5, the ELL teacher meets twice daily with beginning students. She addresses the mandates through mixed grade pull-out groups and pushing into classrooms.
- b. Students are fully integrated into general classes, which are in a K/1, 2/3, 4 and 5 configuration. ELL instruction takes place on these grade levels. In addition, the ELL teacher pushes into two K/1 classrooms that have a higher percentage of ELL students during literacy workshop. She pushes into a 2/3 class during an alternating math/literacy workshop time.
2. Because of our relatively small population of ELLs, this is done by the ELL teacher and administrators.
  - 2.a. Beginners are seen by the ELL teacher twice per day in order to ensure the mandates are met. The ESL teacher works with classroom teachers to ensure that all students are receiving appropriate ELA instruction and support. The school uses a balanced literacy approach to literacy instruction. We use the Teachers College reading assessments supplemented by portions of ECLAS-2 and by school-made periodic writing assessments. Our literacy instruction incorporates guided and shared reading and writing, read alouds, Words Their Way and other word study models, and the integration of visual literacy. We use trade books with support from leveled readers and Wilson Foundations materials. By coordinating instruction with classroom teachers, the ELL teacher/coordinator is able to ensure that ELL and ELA instruction are coherent.
3. Content areas are delivered by the classroom teachers, supported by the ESL teacher. Teachers use visual supports, such as picture dictionaries and SmartBoards, to ensure that students have access to all content area vocabulary. During the past three years, the ESL teacher has given particular attention to supporting content language acquisition in Social Studies and Science. Teachers are assisted by student teachers, America Reads tutors, Power Lunch and parent volunteers. The language of instruction is English. Our program of classroom instruction is one that includes both book based and experience based work. Within the classroom, hands-on science, music and art activities are an integral part of the daily learning and support the development of English language skills. Most classes also engage in extra physical activities such as swimming, soccer, community sing, and physical games.
4. New Spanish speaking students are administered the Spanish LAB. The ELL teacher, who speaks Spanish, French and some German, supplements the formal evaluation in their home language if possible. In other instances, we rely on other members of the staff and school community to supplement evaluation in their home languages (specifically Arabic, Greek, Urdu, Japanese, Mandarin and Cantonese).
5. ESL instruction is tailored to student need based on prior life and literacy experience, home literacy, and any learning issues that a

## A. Programming and Scheduling Information

student may have. We are fortunate to be located near NYU, and as such, we receive a large number of student teachers from the School of Education and the Theater Education program, as well as America Reads/America Counts tutors. In addition, because we have a strong parent-backing for integrated arts curriculum, we receive PTA funding for Artists in Residence who work in the classroom. We also participate in the Power Lunch Program. Cumulatively, this means that we have a number of educated and enthusiastic adults who are able to work one-on-one and in small groups with our students who need extra support. It also means that our ELL and students with special needs are given many opportunities for non-verbal communication and for negotiating the space between verbal and non-verbal communication. This takes place through music, dance, visual arts and theater projects and performances.

a. We currently have no SIFE students.

b. The needs of newcomers are as addressed above. Newcomers in the testing grades are given additional support during our extended day intervention period. Newcomers are given the preponderance of our attention, with extra community support for their families via the parent coordinator, PTA and ELL to ensure that their home situations are as stable as possible. Because the majority of our ELLs are newcomers, they receive the greatest share of ELL attention and instruction. There is an initial focus on oral language and shared experiences and the language to articulate these. As students develop more facility with oral language, the focus shifts to the written word. Also, because most of our newcomers are in the lower grades, there is a built-in focus on language acquisition.

c. This year we have three students who have received ELL services for 4 or more years. For these students, the focus has shifted to reading, writing, and especially academic language. The ELL teacher is working with them by teaching them expository text structures and how to analyze text, particularly looking for cues and signal words. Particular areas of focus are description, sequence, comparison, cause and effect, problem/solution, exemplification and classification. She is using graphic organizers and explicit strategy instruction to support their comprehension. To support student writing, the ELL teacher is focusing on supporting organization using graphic organizers, increasing production using guided imagery, and through a focus on non-fiction writing based on shared readings.

d. N/A We currently have no long-term ELLs.

6. A primary strategy that teachers of ELLs and SWDs use is information with visual components. Whenever possible, teachers use instructional materials to support their teaching that include a wide range of print and digital resources including Smartboards, computers, whiteboards, chart tablets, classroom signs with picture symbols, books and teacher made materials with illustrations. Another essential instructional strategy is the modeling and scaffolding of academic language, with physical illustration and/or equivalent words used in conjunction with more sophisticated language to build students' understanding of academic language. A third strategy is partnering a student with a native speaking or typically developing peer, so that they work collaboratively on a skill or project, giving the ELL or SWD an opportunity to learn from a one on one model.

7. The ELL teacher works with the SETSS and inclusion classroom teachers and with the related service providers to ensure continuity and appropriateness of support. The difficulty of developing fluency in two languages for a child with a language processing disability is approached from all angles, including the school's integrated arts and multi-sensory approaches.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

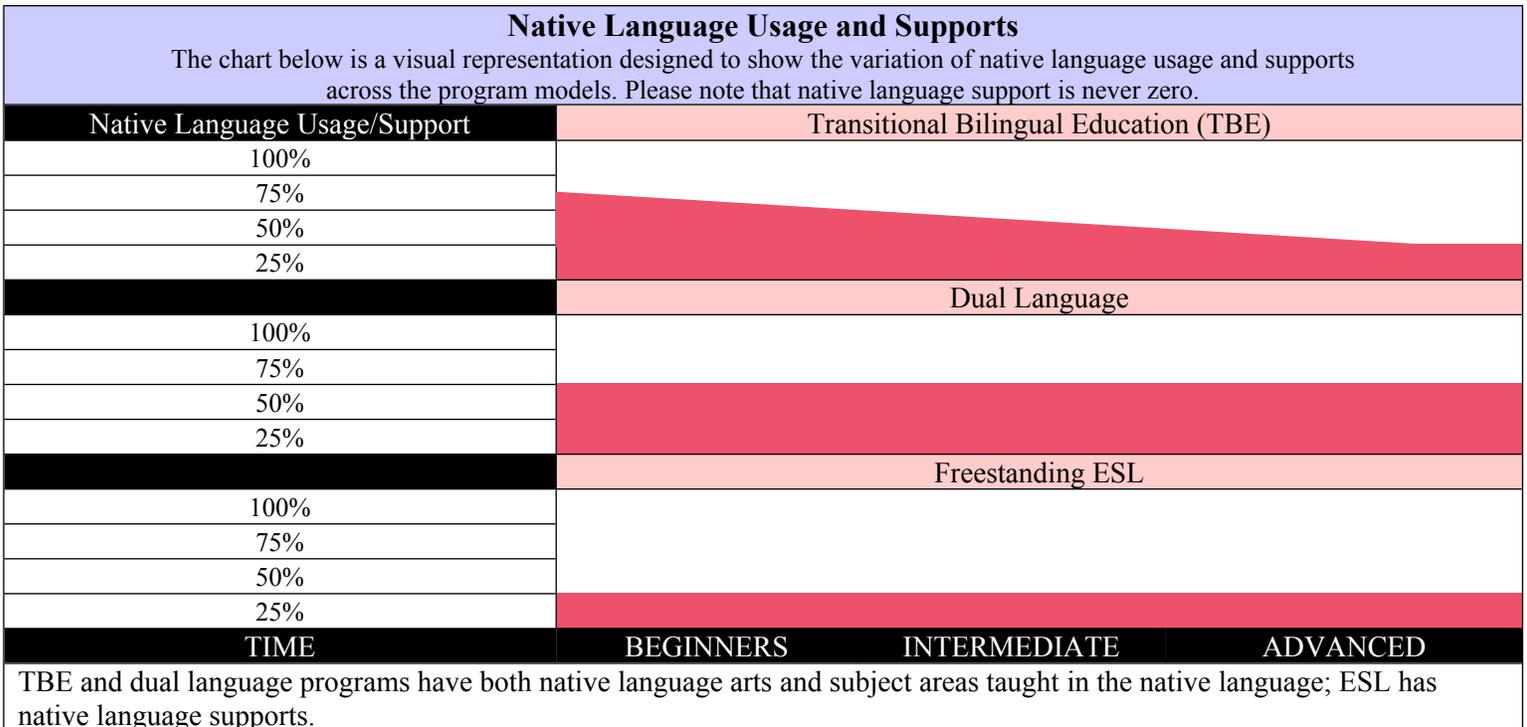
| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts |                            |  |                    |                            |
| Social Studies:      |                            |  |                    |                            |
| Math:                |                            |  |                    |                            |
| Science:             |                            |  |                    |                            |
|                      |                            |  |                    |                            |

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

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



**B. Programming and Scheduling Information--Continued**

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. ELA intervention Teachers work with students who need specific letter-sound correspondence practice using the Foundations/Wilson programs and with students who need to improve fluency with the Wilson and Great Leaps programs. Small guided reading groups are used in the lower grades and book clubs in the upper grades to help students develop their reading comprehension and inferencing skills.

In all content areas, including Science and Social Studies, the emphasis is on the reading of informational texts. Students are asked to gather evidence and synthesize content. Their understanding is supported with word walls, word lists, and group work. Temporary guidance and scaffolding is provided by the teacher or a capable peer, with the goal of fostering the student's ability to work towards independence. In writing, again in all content areas, the emphasis is on arguing, explaining and informing. Again, the ability to articulate a point of view, supported by evidence, is the goal.

Math intervention is done primarily in the classroom, where teachers use a range of hands-on materials and graphic representations to support student learning. Teachers explicitly teach content-related vocabulary. Additional support is provided through 2nd and 3rd grade small group math work and a 4th grade after school program that begins mid-year.

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

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

11. No programs will be discontinued at this time.

12. All students, regardless of their home language, participate in an instructional program of grade appropriate work in literacy, math, social studies, science and the arts. Students read in a range of genres for a variety of purposes. They build a shared knowledge of the topic through integrated curriculum and thematic teaching. Students are grouped homogeneously for language instruction. The small group instruction permits students to build community and create connections and permits teachers to differentiate instruction. Students think critically, solve problems and acquire language in the process.

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

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

13. In order to support both our ELLs and our numerous students with learning differences and difficulties, classroom teachers make use of a number of multisensory cues, including visual aids such as pictures, graphic organizers, webs and timelines. In mathematics, there is fluid movement between manipulatives and more abstract representations of mathematical procedures and ideas. The ELL teacher/coordinator meets with teachers to discuss student process and strategies to support ELLs within the general education classroom. One subject that

## B. Programming and Scheduling Information--Continued

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## E. Parental Involvement

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

Paste response to questions 1-4 here

1. The school as a whole has an extraordinary amount of parent involvement, with parents participating in classroom projects, organizing and chaperoning field trips, special programs and events. The parents of ELL students are included in these activities through outreach by the ELL teacher/coordinator, the PTA and the Class Parents' Committee. Parents of K and 1st grade students are invited to participate in ELL group instruction with our younger students. They assist the ELL teacher and, at the same time, improve their own English skills. Outreach is also done through the PTA Class Parents' Committee and the Parent Coordinator. Parents are involved in many PTA committees including the Arts Committee, Fundraising, Lunch/Recess and Class Parents Committee. They also sit on the board of PS 3 til 6, the after school program.
2. Not at this time.
3. All staff participates in the evaluation of needs of parents, from the classroom teachers to the office staff, to the guidance and related service providers, to other families in the school. The school community is a strong one and every effort is made to share information in the most positive way possible. The parent coordinator and ELL teacher do specific outreach to families in several ways. They invite participation directly early in the school year. They also solicit referrals from classroom teachers and office staff of families that might need additional support.
4. See 1 and 3 above. In addition, depending upon the languages spoken by parents of 5th graders, the ELL coordinator supports the middle school application process in order to assure that these students (ELLs and former ELLs) have access. She assists parents in attending middle school tours and negotiating the Department of Education and school websites and connects them with other families who are considering the same schools for their children, as well as those of graduates whose children attend the middle schools under consideration.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. Professional development for all ELL personnel happens at staff and grade meetings and is integrated into study of differentiated literacy instruction for students with a range of abilities and special needs. The ELL teacher/coordinator, as well as bilingually licensed teachers, participate in these meetings and share their expertise in working with LEP students. Meeting agendas and notes are recorded. The ELL coordinator participates in a regular monthly study with colleagues from other NYC public schools. In addition, she attends workshops at Teachers College, the New York Historical Society, and Bank Street College of Education. She plans on attending the International TESOL conference in Philadelphia this school year.

2. Administration and guidance personnel direct classroom teachers in the 5th grade to place special emphasis on oral presentations, writing, and academic language in an effort to prepare all their students for middle school. We have few ELLs and their placement is clustered to facilitate 5th grade teachers and the ELL teacher working with a small group to meet their specific needs. The guidance counselor, who is our middle school liaison, works with the ELL teacher and classroom teachers to ensure that middle school choices are appropriate ones and that the family understands the process.

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3. The 7.5 hours of ELL training are done within grade level meetings and whole staff meetings during the course of the school year. These meetings are attended by all staff members including the parent coordinator, the guidance counselor, and administrators. Meeting agendas are maintained.

## E. Parental Involvement

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

Paste response to questions 1-4 here

1. The school as a whole has an extraordinary amount of parent involvement, with parents participating in classroom projects, organizing and chaperoning field trips, special programs and events. The parents of ELL students are included in these activities through outreach by the ELL teacher/coordinator, the PTA and the Class Parents' Committee. Parents of K and 1st grade students are invited to participate in ELL group instruction with our younger students. They assist the ELL teacher and, at the same time, improve their own English skills. Outreach is also done through the PTA Class Parents' Committee and the Parent Coordinator. Parents are involved in many PTA committees including the Arts Committee, Fundraising, Lunch/Recess and Class Parents Committee. They also sit on the board of PS 3 til 6, the after school program.

2. Not at this time.

3. All staff participates in the evaluation of needs of parents, from the classroom teachers to the office staff, to the guidance and related service providers, to other families in the school. The school community is a strong one and every effort is made to share information in the most positive way possible. The parent coordinator and ELL teacher do specific outreach to families in several ways. They invite participation directly early in the school year. They also solicit referrals from classroom teachers and office staff of families that might need additional support.

4. See 1 and 3 above. In addition, depending upon the languages spoken by parents of 5th graders, the ELL coordinator supports the middle school application process in order to assure that these students (ELLs and former ELLs) have access. She assists parents in attending middle school tours and negotiating the Department of Education and school websites and connects them with other families who are considering the same schools for their children, as well as those of graduates whose children attend the middle schools under consideration.

## 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)   | 2  |   |   |   |   | 1 |   |   |   |   |    |    |    | 3     |
| Intermediate(I)   |    |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Advanced (A)  | 8  | 1 |   |   |   |   |   |   |   |   |    |    |    | 9     |
| Total   | 10 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 12    |

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

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         | 3       |         |         | 3     |
| 4       |         | 3       | 1       |         | 4     |
| 5       |         |         |         |         | 0     |

## 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.

Paste response to questions 1-6 here

- As a school, we were approved for the "Design Your Own Assessment" model. During the school year, we use the Teachers College literacy assessments, supplemented by a portion of ECLAS-2, to monitor all students' growth in decoding, comprehension and spelling. In addition, teachers do reading on demand writing that they use as assessments of student growth. Depending upon home language,

### Additional Information

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

Paste additional information here

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

| NYS Science                  |         |    |         |    |         |    |         |    |       |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                              | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                              | English | NL | English | NL | English | NL | English | NL |       |
| 4                            |         |    |         |    | 3       |    | 1       |    | 4     |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>Spe Ed |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam |                            |                 |                             |                 |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                             | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                             | English                    | Native Language | English                     | Native Language |
| Comprehensive English       |                            |                 |                             |                 |
| Integrated Algebra          |                            |                 |                             |                 |
| Geometry                    |                            |                 |                             |                 |
| Algebra 2/Trigonometry      |                            |                 |                             |                 |
| Math                        |                            |                 |                             |                 |
| Biology                     |                            |                 |                             |                 |
| Chemistry                   |                            |                 |                             |                 |
| Earth Science               |                            |                 |                             |                 |
| Living Environment          |                            |                 |                             |                 |
| Physics                     |                            |                 |                             |                 |
| Global History and          |                            |                 |                             |                 |

### New York State Regents Exam

|                           | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|---------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                           | English                    | Native Language | English                     | Native Language |
| Geography                 |                            |                 |                             |                 |
| US History and Government |                            |                 |                             |                 |
| Foreign Language          |                            |                 |                             |                 |
| Other                     |                            |                 |                             |                 |
| Other                     |                            |                 |                             |                 |
| NYSAA ELA                 |                            |                 |                             |                 |
| NYSAA Mathematics         |                            |                 |                             |                 |
| NYSAA Social Studies      |                            |                 |                             |                 |
| NYSAA Science             |                            |                 |                             |                 |

### Native Language Tests

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

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

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  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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

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

## Additional Information

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Paste additional information here

## Part VI: LAP Assurances

| <b>School Name: <u>Charrette School</u></b>                                       |                                 | <b>School DBN: <u>02M003</u></b> |                 |
|---|---------------------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                                 |                                  |                 |
| Name (PRINT)  | Title                           | Signature                        | Date (mm/dd/yy) |
| Lisa Siegman  | Principal                       |                                  | 12/12/11        |
| Regina Chiou  | Assistant Principal             |                                  | 12/12/11        |
| Therese Spring-Robinson   | Parent Coordinator              |                                  | 12/13/11        |
| Jean Hale   | ESL Teacher                     |                                  | 12/12/11        |
| Lilia Fakhreddine   | Parent                          |                                  | 12/13/11        |
| Susan Soler - K/1 class   | Teacher/Subject Area            |                                  | 12/12/11        |
| Emily Finer - 2 <sup>nd</sup> /3 <sup>rd</sup> grade                              | Teacher/Subject Area            |                                  | 12/12/11        |
| Lucy Rubin - Literacy Coach   | Coach                           |                                  | 12/12/11        |
|   | Coach                           |                                  | 1/1/01          |
| Susan Korn  | Guidance Counselor              |                                  | 12/12/11        |
| Ada Cordova/Jayne Godlewski   | Network Leader                  |                                  | 12/12/11        |
| Mirza Silva   | Other - <u>ASD case manager</u> |                                  | 12/12/11        |
|   | Other                           |                                  | 1/1/01          |
|   | Other                           |                                  | 1/1/01          |
|   | Other                           |                                  | 1/1/01          |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 02M003 School Name: Charrette School**

**Cluster: 2 Network: 206**

**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.

We use the following sources of information to assess our written translation and oral interpretation needs:

- 1) Contact with families during registration \* - primary method
- 2) Home language survey
- 3) Outreach of ELL teacher/coordinator
- 4) Data from classroom teachers, students and other community members

These streams of information provide us with the knowledge of the translation and oral interpretation needs of our families. Information is shared among appropriate staff members including teaching staff, office staff, parent coordinator, relevant guidance and related service providers, and administrators.

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.

Virtually all of our families are able to communicate in English. The preponderance of our ELL students' families are either academics working at NYU, or business people in the local community and are bilingual or multi-lingual. There are several families where communication requires interpretation and/or translation into Spanish or Arabic. In these instances, we have either placed the students in classrooms where the teacher is bilingual, or connected the family with a staff member (teacher or paraprofessional) who is fluent in their native language and is able to provide these services. Classroom teachers, the parent coordinator, and class parents also connect families with other families who are bilingual and can provide information support. Information about translation and interpretation needs was shared directly with relevant staff members and the SLT.

## 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.

Department of Education versions of any available Spanish and Arabic documents are utilized. In other cases, Spanish written translation services are provided as needed by the classroom teacher or the ELL teacher/coordinator. Arabic written translation services are provided by a paraprofessional. If there is any question about whether important written documents have been received by the family (for example notifications about missing immunizations or the middle school application process, outreach is done by telephone or personal visit.

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

Oral interpretation in Spanish and Arabic is provided for parent-teacher conferences, other parent meetings, and any other official school business by our bilingual staff members. Their assistance is utilized for any parent initiated phone or personal contacts. Parent volunteers supplement this with communications about social events within the school community.

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>.

Our administration, office staff, ELL teacher/coordinator, and parent coordinator work closely to ensure that all families receive all Department of Education required communications and information. In addition to the formal channels of communication, we have an extremely high degree of parent involvement in our school, with all families in grade PK, K and 1 invited to bring their children directly to their classrooms, and many classroom celebrations. These create additional informal opportunities for communication of these requirements. We also have class parents in all classes that do outreach to all families and are in close communication with classroom teachers and administration, providing an a further backup system.