



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 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.

Name	Position and Constituent Group Represented	Signature
Lisa Siegman	*Principal or Designee	
Jacqueline Peters	*UFT Chapter Leader or Designee	
Nick Gottlieb	*PA/PTA President or Designated Co-President	
Dana Abraham	Member/Parent	
Melissa Bell	Member/Parent	
Patricia Laraia	Member/Parent	
Kirsty Mogensen	Member/Parent	
David Rosenberg	Member/Parent	
Cassidy Sehgal	Member/Parent	
Sandy Selinger	Member/Parent	
Bridget Eldridge	Member/Teacher	
Madeline Figueroa	Member/Teacher	
Jean Hale	Member/Teacher	
Marin Kaplansky	Member/Teacher	
Amie Schindel	Member/Teacher	
Dimple Vakharia	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 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 #1

Students will demonstrate the ability to use clear and relevant evidence to support their statements of opinion, as aligned to the expectations of the Common Core Learning Standards (CCLS) as demonstrated by observations of classroom conversations and by their written work by June 2013.

Comprehensive needs assessment

- Staff and administration studied the Common Core Learning Standard and noticed that this skill was an integral part of the standards. In various guises it runs through all areas of the curriculum. It was further noted that this is rooted in a habit of mind that needs to be developed cumulatively over time, starting with verbal expression and continuing through the various, increasingly sophisticated levels of written expression. It was also observed to connect with work we had begun on Classroom Discourse.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) In whole class and small group conversations throughout the grades, teachers will routinely ask students to give evidence for their ideas, choice of strategies, and answers. Periodic writing assignments and assessments will require students to voice an opinion and support it with evidence. In middle and upper grades, this will involve citing text-based evidence. Visual representations of ideas, graphic organizers to support the process will be modeled by teachers using Smartboards, charts and handouts and used by students in their work across the academic disciplines. Classroom conversations will be structured to explicitly support and practice giving evidence for ideas. Students will be supported in becoming increasingly independent in this type of task.
 - b) All instructional staff and administrators are integrally involved in these activities. They are shared at grade meetings and cross-grade meetings.
 - c) Interim assessments are constructed by teachers working in grade level and cross-grade groups. They also agree upon performance expectations.
 - d) The process was started at the beginning of the school year and is ongoing.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable.

Parents are kept informed of instructional priorities through classroom curriculum night in September, PTA meetings, breakfasts with the principal, regular newsletters from teachers, and regular parent events in classrooms.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: TL Literacy Assessment Funding

Service and program coordination

- We have implemented an early dismissal (8:10 – 2:20 PM) on Fridays to permit us to have regular grade and cross-grade meetings to plan and discuss curriculum, instructional strategies, and to review student work. The administrators visit and support these meetings. The Literacy Assessment Funding is used for teacher per session for additional teacher meetings and work on assessments.

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

By June 2013, demonstrate observable progress in the process of building a more coherent, vertically integrated curriculum through the use of curriculum mapping school wide that will be correlated with appropriate CCLS. This will be measured by consensus curriculum maps in Rubicon Atlas.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Years of observation and discussion with staff and families brought about the consensus that students would benefit from a more coherent, vertically integrated curriculum. This type of work had been accomplished in math, and begun in other areas, piloted by the 2/3 teaching team. However, many redundancies and gaps remained. Administrators and some teachers been introduced to the process of curriculum mapping at DY0 assessment colloquia and Network professional development sessions. When network staff introduced us to the Atlas online curriculum mapping software, it was agreed that it might provide the needed platform to accomplish the task.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Multiple planning meetings have been held to examine and discuss curriculum in reading, writing, science and social studies across each grade and across grades. These have been coordinated with the CCLS. Teachers of students with a range of abilities and disabilities have participated to ensure that the needs of all students are taken into account.
 - b) Key Personnel and Resources: Network achievement coach (Alexis Hoffman), 2nd/3rd grade teaching team (led by Stephanie Kim and Marin Kaplansky) who piloted mapping and working with the Atlas software that is constructed to align with CCLS.
 - c) N/A – At this time, teachers teams, literacy coach and administrators are evaluating the reconfiguring the maps on an ongoing basis.
 - d) The process was piloted last year by the 2/3 team working with the network achievement coach. Teachers worked over the summer to reconfigure curriculum and format it according to the requirements of the Atlas software. Teacher teams and the literacy coach are reviewing and revising through the course of this school year.

Strategies to increase parental involvement

- Information about this work has been shared at SLT and PTA meetings.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: Network professional support

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Teachers have been paid per session for the time they have put in developing and posting curriculum maps and supporting colleagues in the process of learning the Atlas software. Per diem funding has been spent to cover teachers for extended meetings. Professional meeting time has been devoted to the curriculum mapping process. Our network achievement coach has spent time onsite working with teacher teams.

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

As of June 2013, teachers will deepen their understanding of the big mathematical ideas as described in the CCLS and the associated processes and skills and employ those understandings to structure the math curriculum to promote improved student understanding as measured by classroom observations of teachers and student work, both in class and on assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- There were several components to the generation of this goal:
 - a) Disappointing student progress in math as measured by the NYS standardized assessment.
 - b) Evidence of significant summer loss of math proficiency and understanding, particularly in the upper grades, as measured by school-made assessments given in June and repeated the following September.
 - c) Staff examination of the changes in mathematical expectations on all grades as outlined in the CCLS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Teacher examination of our math curriculum, *Investigations*, concluded that it had both areas of strength and deficiency. Teachers therefore sought alternatives to supplement it, and determined that incorporating portions of the Math in the City Units of study, the Singapore math curriculum, and the Coach CCLS books (in grades 3-5) would be most productive. Math instruction is differentiated within the classroom, with extra supports and extension routinely provided. There is small group math intervention for third graders three times per week. The fourth graders have a math cluster class weekly with a math specialist; it is focused on games and projects involving mathematical thinking. Third, fourth and fifth graders who are strong math students participate in weekly small group sessions focused on logic, math puzzles, and algebra. Finally, the administrators are visiting math classes in cycles, a grade at a time, to better understand and share common problems and effective practices among teachers.
 - b) Administrators, classroom teachers, the two F-status math specialists, the PTA funded assistant teachers, our F-status procurement secretary, Network math professional development with Dr. Nicky Newton, professional development work with Toni Cameron of Metamorphosis are all key to these efforts.
 - c) At regular grade meetings and common preps, teachers share effective instructional strategies and discuss which components of the various math curricula best support the CCLS. Teachers construct, review and revise interim assessments and agree on performance standards.
 - d) These discussion were begun last school year, continued over the summer, and are ongoing.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable.

Parents are kept informed of instructional priorities through classroom curriculum night in September, PTA meetings, breakfasts with the principal, regular newsletters from teachers, and regular parent events in classrooms.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: P.T.A. funded assistant teachers support small math intervention groups. Network funding supported professional development.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Teachers work collaboratively with each other, assistant teachers and math specialists. Administrators schedule and coordinate the services provided by the Network and the P.T.A. Work is funded with per diem and per session allocations.

ANNUAL GOAL #4 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 #4

By June 2013, teacher effectiveness for teachers at different stages of their careers will be improved through a combination of frequent classroom visits and targeted written feedback that engages teachers in reflection about what constitutes effective instruction. This will be measured in reference to research based standards for teacher effectiveness.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As per current city, state, and federal expectations, assuring teacher effectiveness is a top priority since numerous research studies have tied it closely to student learning. Within the school, it has long been a concern for a multitude of reasons. Student engagement, learning, and eagerness to attend school are all directly affected by the quality of teaching. This is apparent when administrators observe in classrooms, as well as through examination of student work. Family expectations also play a significant role, as in our community, all teachers are held to the standards of the most effective ones.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Teachers in all stages of their careers are known to require ongoing support, feedback, and opportunities for growth. As a result of City and Network professional development, administrators have familiarized themselves and key staff members with the Danielson framework. This has been used within the school as a springboard for staff examination of what constitutes effective teaching. Through Network administrator meetings, we have also had the opportunity to revisit the coaching model of conducting observations. Simultaneously, the assistant principal (Regina Chiou) learned at New Teacher Project mentoring meetings that research has shown that this model is the most effective way for changing teachers' practice. This has led us to initiating subject and grade specific cycles of classroom observations, with preliminary discussions about the planned lessons, follow-up conversations about key points of the observed practice and content, and written feedback that is sometimes individual and sometimes to the grade group. In regards to mentoring, we have three mentor pairs, and the assistant principal supports the mentors. Finally, we periodically send teachers to observe each other or to ask for support and resources from a well-matched peer.
 - b) This is mostly covered above. The principal and assistant principal work together as a team whenever possible on the observations, conversations, and written feedback to teachers.
 - c) Teachers have been involved in "thinking alongside" administrators throughout these processes.
 - d) The groundwork was laid at Network meetings last year and early this year. Staff conversations were begun at professional meetings late last year and during the first days back this school year. The shift to the coaching approach took place this November and is ongoing.

Strategies to increase parental involvement

- Parents are informed about our ongoing work with teachers at monthly SLT and PTA meetings and additional periodic morning meetings with the principal.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Much of this work occurs during the school day, although the extra preparation on the part of the teachers and the time devoted to the process by administrators does extend beyond school hours. It is generally considered “part of the job” and, as such, there is no additional compensation. Teacher mentors are paid per session for their mentoring work.

ANNUAL GOAL #5 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 #5

Students in the fifth grade will show greater growth in ELA than fifth graders did in 2012. Examination of student performance on the NYS ELA, particularly on the multiple choice section, will be studied for observable evidence of growth. The extended response will also be examined relative to the students' fourth grade writing to look for observable growth, particularly in the use of standard conventions.

Comprehensive needs assessment

- Analysis of NYS testing data for 2012 showed that many students, including those testing at all levels, did not make adequate progress on their fifth grade ELA tests relative to their fourth grade ELA scores. This was true of students at all levels of testing. Further examination showed that the lack of progress appeared more significant in the multiple choice sections than the extended response sections.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Students in all subgroups are receiving more explicit practice throughout the year in multiple choice questions, with an additional focus on standard literacy vocabulary. This is being done through the use of several workbooks that provide practice in these areas, as well as incorporating CCLS. Classes are also continuing to focus on writing conventions, since this focus has improved student writing in the past year.
 - b) Classroom teachers are responsible for doing this work with their classes. Specific textbook resources have been purchased to support this work. In addition, teachers are continuing to do “on demand” writing followed by timed student self-correction several times per week.
 - c) The 2012 fifth grade ELA tests and results were examined by administrators with the fifth grade teaching team. Together the areas of greatest student weakness were identified.
 - d) Students who need extra support with reading comprehension, but who do not receive mandated support services, work in book groups with student teachers, assistant teachers, or America Reads tutors, monitored and guided by classroom teachers.
 - e) This work began at the beginning of the school year and is ongoing.

Strategies to increase parental involvement

- Fifth grade teachers explained this initiative to families at Curriculum night in September. Components of the multiple choice practice are included in homework.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

NYSTL textbook funds to purchase student books for practice of multiple choice questions.

Service and program coordination

- Teachers discuss strategies at grade meetings. Supporting texts are purchased using NYSTL funds.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Fundations (gr. 1 and 2)	Small groups with IEP teacher	During school day*
	Phonemic awareness (gr. 1)	Small groups with speech and language specialists	During school day
	Structured literacy - reading and writing practice (gr. 4)	Mid-size ability groups	After school
	Guided reading (gr. 2, 3)	Small groups	During school day
	Textual analysis and reading comprehension strategy instruction (gr. 3, 4, 5)	Small groups	During school day
Mathematics	Guided math practice (gr. 3)	Small groups	During school day
	Math enrichment (gr. 3, 4, 5) (logic, algebra)	Mid-size groups	During school day
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling	One to one by guidance counselor, social worker and psychologist.	During school day
	Social skills groups	Small group work led by ASD case manager and F-status guidance counselor.	

* Our intervention/enrichment program is folded into a longer school day for all students.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Hiring:
 - We turn to staff for recommendations of colleagues and former student teachers who they judge to be good candidates
 - Current staff participate in the interview process and make recommendations
 - Our interview questions have been developed over the years and are designed to give us as full a picture as possible of a prospective teacher's grasp of the complexities of teaching in a heterogeneously grouped environment and ability to problem-solve, as well as their ability to work well in an environment with significant arts integration and a high degree of family involvement
 - Whenever possible, we arrange for candidates to teach a demonstration lesson
- Teachers new to the school
 - For new teachers, we make very deliberate mentor matches for new teachers, taking into account subject, experience and style
 - For experienced teachers, we connect them with several colleagues on a grade who are well positioned to support them by reason of particular expertise and/or similarity of experience; this includes but is not limited to classroom visits
 - Our (part-time) literacy coach includes teachers new to the school in her first round of intensive support, and then as needed
- Professional development
 - We offer as full a range of professional development as budget permits. PTA funding helps us with this process.
 - We most often offer staff choice in attending workshops in a range of subjects including specific academic topics, special education strategies, and social-emotionally focused areas.
 - We encourage teachers to attend specific workshops when they would be helpful with a particular area of growth.
 - Administrators share their own professional learning.
 - We offer experienced teachers opportunities to mentor, lead planning, or initiate projects/trainings for colleagues.
- School environment
 - We work to maintain as humane and collaborative school environment as possible
 - Teachers are encouraged to share their thinking and ideas with each other and with administrators
 - Teacher input is routinely sought for decisions affecting many aspects of school life
 - Administrators view their role as supporting teachers both in their daily practice and dealing with families, and in their growth over time
 - Administrators work to maintain high expectations, but not at the expense of viewing teachers as human beings

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Charles Admunsen/Ada Cordova	District 02	Borough Manhattan	School Number 003
School Name Charrette School			

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

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

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

D. School Demographics

Total number of students in school	729	Total Number of ELLs	28	ELLs as share of total student population (%)	3.84%
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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. 

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)														0
Dual Language (50%;50%)														0
Freestanding ESL														
Self-Contained	10	5	2	4	3	4								28
Push-In														0
Total	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)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	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	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
TOTAL	10	5	2	4	3	4	0	28						

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 ⓘ

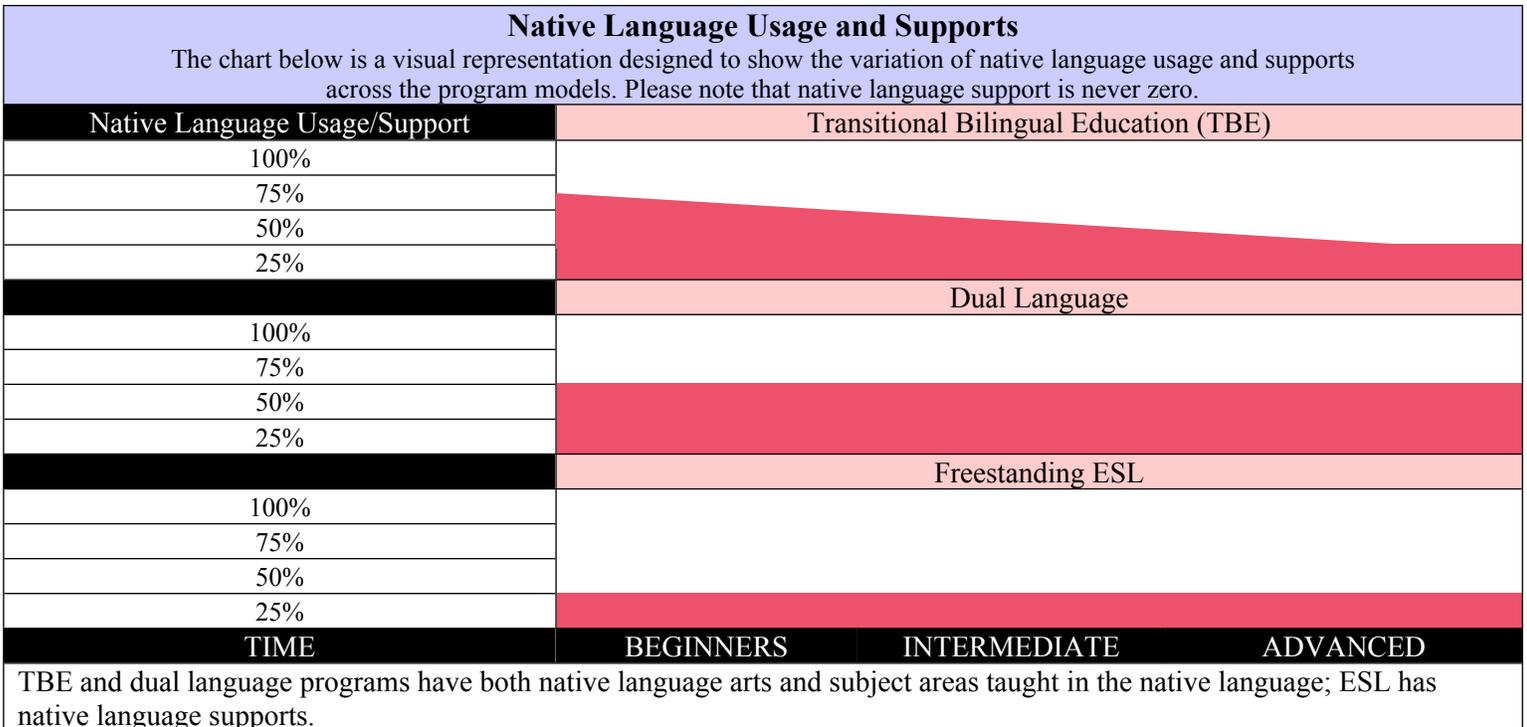
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:				

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

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



B. Programming and Scheduling Information--Continued

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 figures prominently in these conversations is the distinction between social language and academic language, and the increased cognitive demands that content specific language and syntax place on ELLs.

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

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

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

16. The PTA sends welcome packets to all known entering students including ELLs. We do not have funding for additional outreach.

17. We have no language electives.

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.

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
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

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

2 and 3. The results of the LAB-R and NYSESLAT are not surprising. They showed that our younger students are more proficient in 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.

4. a. We have given the NYS math test in Arabic by providing either a contracted or school staff translator. Most of our testing grade students are more fluent in academic English than they are in their corresponding native language. Therefore we have insufficient data to deduce a trend.

b. We have insufficient data to assess.

c. Same as above.

5. N/A

6. We evaluate the success of our program through the following means: Regarding standard assessments we ask: Do students test as proficient on the NYSESLAT?

Are students on or near grade level in the NYS tests? Regarding classroom work and assessments we ask: Are students able to competently complete grade level assignments in a range of modalities? How do students perform on reading (T.C.), writing, and math assessments relative to their native language peers? Regarding classroom behaviors we ask: Are students comfortably integrated into the social life of the school? Do they socialize with a range of peers?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Charrette School

School DBN: 02M003

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 nd /3 rd 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

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

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.