

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: CHARRETTE SCHOOL
DBN (i.e. 01M001): 02M003
Principal: LISA SIEGMAN
Principal Email: LSIEGMA@SCHOOLS.NYC.GOV
Superintendent: BONNIE LABOY
Network Leader: ADA CORDOVA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lisa Siegman	*Principal or Designee	
Jessica Harvey	*UFT Chapter Leader or Designee	
Jocelyn Anker	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Annie Smith, Denise Collins, Jordana Mendelson	Member/ Parents	
Nick Day, Patricia Laraia	Member/ Parents	
Samantha Rifkin, Sara Carder	Member/ Parents	
Emily Specker, Heidi Kreuzsch	Member/ Teachers	
Jean Hale, Jennifer Milligan	Member/ Teachers	
Lindsey Halligan, Michael DeShields	Member/ Teachers	

**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 may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, all classroom and intervention teachers will participate in improving reading instruction as demonstrated by students' growth as readers. This will be accomplished through the examination of instructional structures and strategies used on and across the grades and measured with periodic formative and summative 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.

Two strands came together to produce this goal. In the lower and middle grades, teachers are using the same components of balanced literacy in their reading instruction. However, based on the Teachers' College (TC) reading assessments and formative observations of reading behaviors, by Spring a significant number of students were not able to read at or near enough grade level to have sufficient access to the work in the following grade. This was the case despite the fact that a research-based reading intervention program was in place. Other students, who were at or approaching grade level reading skills, plateaued for uncomfortable lengths of time.

In the upper grades, although most students had become fluent readers and were predominantly at or approaching grade level and the instructional goals among classrooms were similar, classroom observations revealed a wide range of specific instructional practices. In the upper grades, reading progress was again an issue for some students.

This suggested that it would be beneficial for teacher teams to examine specific reading structures and practices, identify which were effective with which students, and share their practices with each other.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Generate and distribute survey of reading instructional practices to classroom teachers. Surveys are tailored by three grade bands: K/1, 2/3 and 4/5.
2. Read surveys, identify promising areas for discussion of comparative practice.
3. Develop a series of grade band PDs to support identification and sharing of best practices.
4. Apply practices learned from colleagues in classroom and track effects.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrative team and literacy coach, teachers.
2. Administrative team and literacy coach
3. Administrative team and literacy coach
4. Administrative team, literacy coach, teacher teams.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher teams participate in survey and provide feedback.
2. Administrative team and literacy coach meet weekly for three weeks to discuss the results of survey.
3. Administrative team, literacy coach, and teacher teams participate in structuring of four sessions of professional development in the Fall and four in the Spring.
4. Student reading development is measured by Teachers College (TC) reading assessments, classroom reading conferences, guided reading groups and book clubs at least five times per year.

D. Timeline for implementation and completion including start and end dates

1. September 2014.
2. October 2014.
3. November 2014 through May 2015

4. November 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly meeting between administrative team and literacy coach (Monday 11:30 – 12:15) and additional time after school.
2. Weekly meeting between administrative team and literacy coach (Monday 11:30 – 12:15)
3. Eight sessions of Monday afternoon professional time (2:40 – 4:00 PM), four in the fall and four in the spring.
4. Daily reading workshop and book club/guided reading time, additional coverage during TC reading assessment periods.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Reading goals and strategies are shared in September curriculum meetings with parents.
Workshops for parents on reading strategies and supports will be held in winter 2015.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside	X	Grants
--	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

Contract for Excellence Funding

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, teacher teams will have revised the units of study to better support more sophisticated mathematics instruction in order to support students in meeting the Common Core Standards (CCS). These units will be evaluated using student work against the CCS by grade teams and administrative review during June 2015 planning days.

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.

In last year's professional work with teacher teams, it was observed how essential it was for students in the lower grades to master specific components of the number system such as place value, specific models such as the open number line, a range of computational strategies that they could choose among to solve different types of problems, and the ability to fluently synthesize language-based and number-based representations of ideas. These skills and understandings form the foundation that the more complex math work that follows is built upon. It was further noted that the teachers in the lower grades had not received as much expert professional support as their upper grade colleagues. Upper grade teachers need ongoing support to continue to make the changes to curriculum and instruction necessary to meet the Common Core Standards. The math professional development plan was built around these understandings.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. First and second grade teams do intensive planning and teaching work with math staff developer from Metamorphosis Teaching and Learning Communities (TLC) in the first half of the school year.
2. Administrative and teacher teams plan follow-up work during second half of school year, possibly including attendance of relevant Metamorphosis TLC workshops, funding permitting.
3. Teacher representatives from other grades attend selected Metamorphosis workshops throughout school year and share learnings with grade level colleagues.
4. Teacher representatives from each grade participate in multi-school math curriculum planning facilitated by Metamorphosis in the Spring and share the work with colleagues during school curriculum planning.

B. Key personnel and other resources used to implement each strategy/activity

1. Math staff developer from Metamorphosis, administrative team, first and second grade teacher teams.
2. Administrative team and first and second grade teacher teams.
3. Kindergarten, third, fourth and fifth grade teacher representatives and teams, administrative team
4. Metamorphosis staff, teacher representatives, teacher teams, administrative team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Math unit assessments throughout the year, administrative observations, adjustments to curriculum
2. Math unit assessments throughout the year, administrative observations, adjustments to curriculum
3. Math unit assessments throughout the year, administrative observations, adjustments to curriculum and participation in teacher team meetings.
4. Math unit assessments throughout the year, administrative observations, adjustments to curriculum, and participation in vertical team meetings.

D. Timeline for implementation and completion including start and end dates

1. September 2014 through January 2015
2. February through May 2015
3. October 2014 through May 2015
4. May and June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Monthly full day professional development (PD) sessions split between first and second grade teams with coverage provided for teachers.

2. Attendance of teachers at math PD workshops and Monday PD devoted to sharing work with rest of grade teams.
3. Per diem coverage for teachers to attend workshops and Monday PD time for them to share work with rest of grade teams.
4. Coverage for two teacher-representatives from each grade to attend multi-school math curriculum planning sessions in spring. Subsequent curriculum planning days for each grade.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Math goals and strategies are shared in September curriculum meetings with parents.
 Teachers lead grade level math workshops for parents at intervals through the school year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
---	----------	----------	-----------	-----------	-----------	---	--------

List any additional fund sources your school is using to support the instructional goal below.

Contract for Excellence

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, a select group of classes will have piloted the study of what types of feedback effectively support the development of an ethic of effort in students and leads to high quality student work. Feedback includes teacher to student feedback, student to student feedback, and student self-coaching, and its impact will be evaluated through examination of student work samples over the course of the study.

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.

Based on staff observations and Department of Education reports, the majority of our students would benefit from an increase in perseverance when completing their academic work. There is a significant range of abilities and challenges, both learning and behavioral, among our student body. Standard measures are too infrequent and too variable to provide students with useful information about their own success. Some teachers have been able to build on an ethic of "personal best" to help students internalize consistently high expectations for themselves in their daily work. One piece of constructive feedback we received from our Quality Review last December and the Principal Performance Observation last spring was that students needed more consistent feedback about the quality of their work. Our staff's observations and this outside feedback came together to generate this goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development in which selected staff share strategies that are already being used successfully to increase student self-monitoring and perseverance.
2. Staff study of professional work on effort based learning (such as Lauren Resnick) and effective student-to-student feedback (such as Ron Berger).

B. Key personnel and other resources used to implement each strategy/activity

1. Selected teachers and the administrative team.
2. Selected teachers, administrators, professional articles about effort based education, and excerpts from Ron Berger's book *Ethics of Excellence* and supporting videos.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Reports of the study group of selected teachers and administrators on the impact of specific types of feedback on student work at twice monthly meetings during Tuesday afternoon professional time.
2. Sharing of student work samples demonstrating increased student self-monitoring and perseverance at twice monthly meetings of selected teachers and administrators during Tuesday afternoon professional time. Classroom observations/visits by members of pilot to assess impact of feedback on student work, schedule TBD.

D. Timeline for implementation and completion including start and end dates

1. Mid-January through mid-May 2015.
2. February 2015 into the 2015-16 school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Planning sessions with administrators and pilot teachers during prep periods or after school. Time at Tuesday sessions for teachers to share strategies and discuss and study professional writings/videos.
2. Study sessions with administrators and representative teachers during prep periods or after school. Time for cycles of classroom visits during the school day.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Presentation of work at School Leadership Team SLT and/or Parent Teacher Association meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Decoding and comprehension using Foundations (grades 1 and 2) Guided reading groups and book clubs grades 1-5 Reading comprehension, writing organization (grade 4, possibly grades 3 and 5 – will begin in January)	Small group Mid-size group	During school day After School
Mathematics	Deconstruction of word problems, strategy practice	Small group Mid-size group	During school day After school starting in January
Science	Addressed within ELA intervention using nonfiction content materials	Small and mid-size groups	During school day
Social Studies	Addressed within ELA intervention using nonfiction content materials	Small and mid-size groups	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor, School Psychologist, Social Worker, ASD case manager and guidance counselor	Individual and small group	Individual and small group

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)		Targeted Assistance (TA) Schools
		X	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

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 Parent Involvement Policy and 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 receive training 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 by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- 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., 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 02	Borough Manhattan	School Number 003
School Name Charrette School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lisa Siegman	Assistant Principal Regina Chiou
Coach type here	Coach type here
ESL Teacher Jean Hale	Guidance Counselor Susan Korn
Teacher/Subject Area Susan Soler/ Kindergarten	Parent Maritza Colon-Valle
Teacher/Subject Area type here	Parent Coordinator Therese Spring-Robinson
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	760	Total number of ELLs	31	ELLs as share of total student population (%)	4.08%
--	-----	----------------------	----	---	-------

Part II: 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	9	8	7	2	3	2	0							31
SELECT ONE														0
Total	9	8	7	2	3	2	0	31						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	4
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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	28	0	1	3	0	3				31

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	28	0	1	3	0	3	0	0	0	31
Number of ELLs who have an alternate placement paraprofessional: _____										

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	2	1	1	1								12
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	1	1		1										3
Haitian														0
French	1		1		1									3
Korean														0
Punjabi														0
Polish														0
Albanian		2				1								3
Other	2	2	4		1									9
TOTAL	9	8	7	2	3	2	0	31						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	5													5
Intermediate(I)	0	4	1	2	1									8
Advanced (A)	4	4	6		2	2								18
Total	9	8	7	2	3	2	0	0	0	0	0	0	0	31

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0												

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		2			2
4	1	2			3
5		2	1		3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					1		1		2
4	1		2						3
5	1		2						3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2		1		3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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)								
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - We use the Teachers College reading assessment, supplemented by a portion of ECLAS -2 to monitor all students' growth in decoding, comprehension, and in early grades, in spelling. This is administered five times per year. In addition, this year we are using the Department of Education's ELA performance assessment in writing.

Teachers do regular running records and on-demand writing that they use to assess student growth. The data shows that 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 through small group instruction and differentiated scaffolds such as graphic organizers. We also provide multiple opportunities for communication in a range of modalities including oral language and visual presentations.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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 begins with strengthening oral language and building its connections to text. It moves 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 and categorize and classify real world items.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

One hundred percent of our school's ELLs made measurable progress on the 2013 NYSESLAT over prior tests. Six students reached the proficiency level and exited the ELL program: one in first grade, one in third, one in fourth, and three in fifth grade, including a child with learning differences.

The 2013 NYSESLAT assessment is the first year that proficiency in each of the four modalities was specified: listening, speaking, reading and writing. A number of our children were proficient in one modality, some in two modalities, and a few in all but one modality.

4. For each program, answer the following:

- 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?

a) We have given the NYS math test in Arabic and German by 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. We have just conducted our first Periodic Assessment.

c) Same as above.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Classroom assessment data is used to guide instruction for ELLs within the RtI framework. Students who are “at risk” are given targeted instruction in their areas of need. Whole group (Tier 1), small group (Tier 2) and individualized (Tier 3) instruction are utilized. Student progress is monitored by the classroom teacher and the ELL coordinator.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The ELL teacher collaborates with classroom teachers to be certain that students' second language development is taken into account. Children's proficiency levels and stages of language acquisition are considered. Students in Stage 1, in the silent stage of language learning, may not speak but may gesture, may draw, or may respond in their Native language. Students in Stage 2, early production, may understand conversational English and may speak in one to two word phrases. They are given opportunities to answer “yes-no” questions as well as “who, where, and what” questions orally and in writing. In Stage 3, students are beginning to speak. They can converse with peers, ask questions, respond to text and write with the help of scaffolding. Students in Stages 4 and 5 can make more complex statements, state their opinions, analyze and evaluate text and write with increasing competency.

7. 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?

We do not have a Dual Language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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? Are they meeting AYP goals for ELLs?” 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?"

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
. The Home Language Identification Survey, including the informal oral interview, is the starting point for ELL placements. This process is supervised by Jean Hale, our ESL Teacher/Coordinator. If the HLIS demonstrates that a student is entitled to testing, s/he is given the LAB-R. The Spanish LAB is also administered to new students whose home language is Spanish. Based on the outcome of these assessments, students are placed in an appropriate level and program of instruction. In the spring, students are given the NYSESLAT to determine the degree and nature of their progress.
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.
All parents of ELLs are informed of their three program options at the start of each school year: Transitional Bilingual Education, Dual Language Education, and Freestanding ESL. The entitlement letters are also distributed in this way to the parents. This year the ELL teacher conducted morning and evening meetings on four separate days in order to discuss parent choices and address any questions that families had. In the past 18 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 a 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
At the end of each orientation session, the ELL coordinator collects the 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. 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.
Identified ELLs are administered the LAB-R within the first 10 days of their admission to school. The Spanish LAB is administered when appropriate. The ESL Coordinator distributes the required forms and meets with all new parents either in a group or individually. Parents choose the program that they wish. Children are placed in an ELL program of instruction. This year, the ELL teacher conducted meetings in Spanish, French and English.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The school's test coordinator and the ELL teacher set up schedules every spring for each ELL in the school to take the NYSESLAT. All four modalities are administered during the period set aside for the testing. An ATS roster of students eligible to take the NYSESLAT, the RLER, is checked during the testing period. 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. Similarly, letters of student proficiency in English are given to parents whose children are proficient in all four modalities: reading, writing, speaking and listening. In addition, an individual Student Progress Report is given to parents as soon as it becomes available.
6. 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.) 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. 

All parents have chosen the Freestanding ESL option. Yes, the program offered is aligned with the parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
- a. Because of the relatively low percentage of ELLs and their distribution throughout the grades, we ensure that they receive the mandated amount of instruction via creative scheduling. Our ESL teacher runs a lunch group for our youngest students, focusing on oral communication. She supplements her formal instructional groups through flexible push-in work and through a story-telling cluster. We also are cognizant of matching students' native language with that of licensed bilingual teachers who are teaching general education classes. In grades K-1, the ESL teacher meets twice daily with students. In the upper grades, where there are fewer ELL students, she addresses the mandates through mixed grade pull-out groups and pushing into classrooms.
- b. Students are fully integrated into general classes, which are in a K/1, 2/3, 4 and 5 configuration. ESL instruction takes place on these grade levels.
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)?

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

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

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 foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered by the classroom teachers and by the ELL teacher. In order to meet the demands of the Common Core Learning Standards, instruction focuses on providing ELLs with conceptual understanding and language competence. The ELL teacher concentrates on academic English, complex syntax and grammatical structures, precise vocabulary, appropriate register, and sophisticated discourse. This is done through modeling, scaffolding and exposure to a wide variety of language types. Particular attention is given to supporting content language acquisition in Social Studies, Science, and Mathematics. Visual supports such as picture dictionaries, iPads, SmartBoards and video clips are used. Teachers are assisted by student teachers, America Reads tutors, Power Lunch and parent volunteers. The language of instruction is English, but students are encouraged to use their home language to clarify and deepen comprehension.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
PNew Spanish speaking students are administered the Spanish LAB. The ELL coordinator, who speaks Spanish, French and some German, supplements formal evaluation with informal evaluation in the home language of the child throughout the year. In other instances, we rely on members of the staff and school community to supplement evaluation in their native languages (specifically Arabic, Greek, Japanese, Mandarin and Cantonese).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Evaluation is ongoing in the four modalities: reading, writing, speaking and listening. Students read leveled books and complex texts. The ELL teacher takes Running Records and anecdotal notes. ELLs answer questions orally and in writing. They analyze, compare, evaluate, and try to persuade their classmates of their point of view. They receive feedback from peers, and they self-assess. They comment on what they have done well during the week and what goal they have for the next. The ELL teacher provides genre-specific rubrics that help focus on content, as well as writing frames, sentence starters and specific transition words that assist with structure. She has a continual dialogue with the classroom teacher to confirm the ELL's progress during the year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

a. We currently have no SIFE students.

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

c. This year we have three students who have received ELL services for 4 or more years. All three students have learning differences and difficulties. For these students, the focus has shifted to reading, writing, and especially academic language. The ESL 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 ESL teacher is focusing on supporting his 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.

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

7. 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?

A primary strategy that teachers of ELLs and SWDs use is instruction 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 but simpler 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ESL 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	45 minutes per day	45 minutes per day	45 minutes per day

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

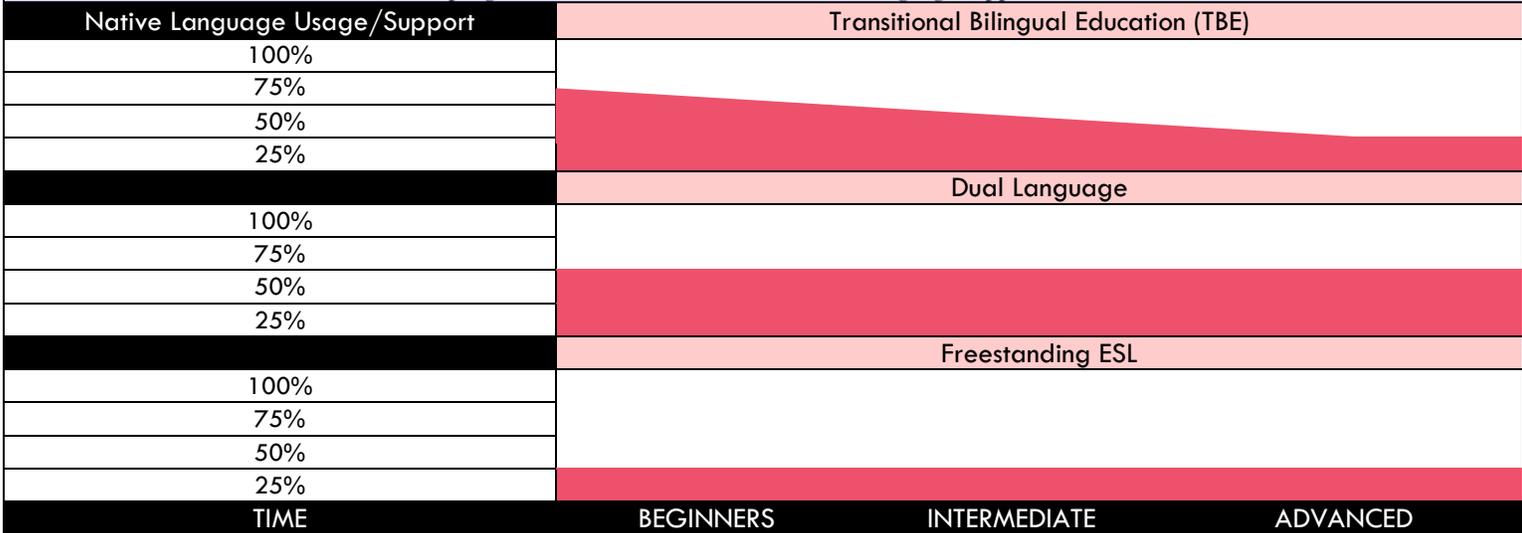
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

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 Great Leaps program. 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 toward independence. In writing, again in all content areas, the emphasis is on arguing, explaining and informing. 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 through 5th grade small group math work and a 4th grade after school program.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our instructional program focuses on providing ELLs with conceptual understanding and language competence. Great attention is given to supporting content language acquisition in Mathematics, Science and Social Studies. Both book-based and experience-based and experience-based work are fostered. The ELL teacher concentrates on academic English, complex syntax and grammatical forms, precise vocabulary, sophisticated discourse, and appropriate register. We have found this way of working to be effective with our students.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

No programs will be discontinued at this time.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 and the Common Core Learning Standards. 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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, iPads, 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is delivered by ESL teacher, other bilingual teachers and staff members, student peers and older students, and parent volunteers.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
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.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
The PTA sends welcome packets to all known entering students including ELLs. The parent coordinator does outreach to families that enter throughout the school year.
18. What language electives are offered to ELLs?
We have no language electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not have a dual language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 ESL teacher/coordinator, as well as bilingually licensed teachers, participate in these meetings and share their expertise for working with ELL students. Meeting agendas and notes are recorded. The ESL 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 NYSTESOL conference in White Plains this school year. Earlier this year, she attended a two day DoE workshop on Response to Intervention for ELLs and a three day Department of Education workshop on Writing for ELLs.

2. Professional development will concentrate on the supports and scaffolds ELLs need to attain the rigorous grade level Common Core standards. ELLs face the dual challenge of learning specific academic language while simultaneously acquiring academic content skills through the language. They will be expected to write coherent narrative explanations of their thinking and to engage in arguments. They will need to demonstrate higher order thinking skills, conjecturing, arguing from evidence, and drawing conclusions. Our professional development will focus on ways to scaffold ELL students' learning and strategies to foster their autonomy and independence. We will be working with Fay Pallen, an experienced ESL educator and consultant.

3. Teacher in the 5th grade place special emphasis on oral presentations, writing and academic language in an effort to prepare all their students for middle school and to meet the Common Core Standards. We have few ELLs in the 5th grade, and their placement is clustered to facilitate 5th grade teachers working collaboratively with the ELL teacher to meet their specific needs. The guidance counselor, who is our Middle School Liaison, works with the ELL and classroom teachers to ensure that the middle school choices are appropriate ones, and that their families understand this process. This year a dedicated fifth grade parent, who is bilingual in Spanish and in English, has volunteered to assist Spanish speaking parents in the Middle School application process. She has helped families in scheduling school tours and has acted as an interpreter during school visits.

4. The 7.5 hours of ESL 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. 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. Parents are invited to serve on the Wellness/Green/Gardening Committee and the Library, Graduation, and Yearbook Committees.
 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: P.S. 3 - 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		11/15/13
Regina Chiou	Assistant Principal		11/15/13
Therese Spring-Robinson	Parent Coordinator		11/15/13
Jean Hale	ESL Teacher		11/15/13
Maritza Colon-Valle	Parent		11/15/13
Susan Soler/Kindergarten	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Susan Korn	Guidance Counselor		11/15/13
Ada Cordova	Network Leader		11/15/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M003 School Name: P.S. 3 - Charrette School

Cluster: 2 Network: CFN 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.

P.S. 3 uses the Home language Identification Survey to decide in which language to send home information. Parents indicate at the bottom of page 2, under parent information, in which language they prefer to get oral and written information from the school.

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.

Almost all P.S. 3 parents state that they prefer communication to be in English. For those few families who prefer communication in their native tongue, we find staff members or members of the community who can act as translators. The PTA queries the parent body regarding who might provide informal interpretation, and who might assist the new parents to become comfortable in the school community. The ELL Coordinator, who speaks Spanish and French, translates at Parent-Teacher conferences, IEP meetings, and informal discussions throughout the school the school. When no one in either the parent or staff communities is able to translate, help is sought from the Translation and Interpretation Unit which provides free translation into many languages. The Unit maintains a list of vendors who provide services in other languages.

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.

Our school community speaks over 20 languages, some of them "low incidence" languages. Translation is provided during parent-teacher conferences during November and March, and during the administration of student exams. The only parents currently requesting translation help speak French and Spanish. Translation can be done in a timely manner by a number of school faculty members.

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.

Any oral interpretation needed in Spanish, French, Greek, Korean, Creole, Arabic, Portuguese or German is done by school faculty members. Parent volunteers also generously assist in these endeavors. Any other oral language is translated using the free over-the-phone translation services at 718-752-7373.

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>.

Chancellor's Regulation A-663 establishes procedures for ensuring that "Limited English Speaking" parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Moreover, it requires that the Department of Education provide interpretation service to the maximum extent practicable to communicate with parents about their child's education. P.S. 3 respects the parents' state language preference. We find translators to communicate with parents as necessary. We use bilingual staff members, volunteer parents and free translation services to assure that translation needs are met. When appropriate in-house services are unavailable, we use a commercial translation vendor.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School:	DBN: 02M003
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 20
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The program will be focused on helping our ELL students move toward the Common Core Learning Standards. They face the dual challenge of learning specific academic language while simultaneously learning academic content and skills through the language. Moreover, students need to demonstrate higher order thinking skills through use of the English language. This applies to content areas such as math and science, where simply being able to express their ideas using symbols is no longer sufficient. They are now expected to be able to write coherent narrative explanations of their thinking and work, and to engage in oral arguments in addition. They are also expected to understand and evaluate complex texts across a range of disciplines. In this program, we will use blended learning (technology + text) to leverage student experience to build comprehension and fluency in listening, speaking, reading and writing. This will be done in small groups, with a maximum size of 10 students. A parent component will be included in the workshop to familiarize families with the tools and curricula that are being used in school. The work will connect with and expand upon the classroom curricula. The language of instruction will be English. Two teachers certified in ESL or bilingual education and one content area teacher will participate. The materials will include books, computers, and iPad applications. The program will begin mid-November and will continue through early May.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: There will be two main aspects to the professional development. The first will be the attendance of workshops. These include: Apple iPad workshop series addressing Curriculum and Assessment, ELLs, STEM and accessibility (offered by UFT), science content workshops (American Museum of Natural History), Saturday Literacy Workshops (TC Reading and Writing Project), Everyone Reading Conference (CUNY Graduate Center).

The second aspect will be professional development work with colleagues. On Mondays from 2:50 - 4:00 PM teachers and support staff gather together in inquiry teams and cross-grade units. They collaborate on unit planning, literacy and mathematic inquiry, and issues of child development. English Language Learners feature prominently in these discussions. Language acquisition, academic vocabulary, the non-

Part C: Professional Development

speaking newcomer, students with learning differences and/or language learners, practical ways to enrich the curriculum for ELLs to accelerate their learning and integrate it with classroom work are but a few of the topics that are discussed.

In addition, the ESL teacher attends monthly dinner meetings with ESL colleagues in other districts. These meetings are held on the third Wednesday of every month. (None of these meetings require Title III funding. The monthly dinners are organized and funded by the attendees.)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Our ELL coordinator, Jean Hale, maintains an ongoing dialogue with parents and families. Informational sessions are held on Meet the Teacher Night in September and during breakfasts and evening sessions for families of ELLs in October and April. The ELL Coordinator follows up with outreach throughout the year, using one-on-one meetings, letters, emails and telephone conversations. She is assisted in this by our Parent Coordinator, Terry Spring-Robinson, our bilingual teachers, Susan Soler and Mirza Silva, paraprofessionals, Aetlaf Morsi, Juliana Guzman, Rosy Goris, Sagrario Diaz, Jose Araujo, Luis Fabal and Maritza Valle. During November and March parent-teacher conferences, our ESL Teacher/Coordinator meets with families of ELLs to discuss student progress and share specific strategies and learning techniques. Parents of ELLs, as well as other parents, are encouraged to become volunteers either in the classroom or at lunch/recess in order to strengthen the school/home community connection. In addition, ELL parents are invited to serve on the Wellness/Green/Gardening Committee which aims to improve the nutrition, environment and fitness of our students. All ELL parents are welcomed by the Library, Yearbook, Graduation and Political Action Committees._____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$6720	Salaries for ESL/bilingual teachers and content teachers providing enrichment to ELLs outside regular school hours.
Purchased services <ul style="list-style-type: none"> • High quality staff 	\$500	PD in integrating the arts into language based learning

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$2829	Covers the cost of Chromebooks, iPads and cases, books, and food for parent outreach.
Educational Software (Object Code 199)	\$851	1Subscriptions to Bookflix and One More Story to provide audiovisual curricular supports.
Travel	\$300	Attendance at Everone Reading conference at CUNY Graduate Center March 3-4, 2015.
Other	_____	_____
TOTAL	\$11,200	_____