

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**02M003**

**School Name:**

**P.S. 003 CHARRETTE SCHOOL**

**Principal:**

**LISA SIEGMAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 3 – Charrette School School Number (DBN): 02M003  
Grades Served: PK – 5  
School Address: 490 Hudson Street, New York, NY 10014  
Phone Number: 212-691-1183 Fax: 212-675-5306  
School Contact Person: Lisa Siegman Email Address: [lsiegma@schools.nyc.gov](mailto:lsiegma@schools.nyc.gov)  
Principal: Lisa Siegman  
UFT Chapter Leader: Jessica Harvey  
Parents' Association President: Jocelyn Anker  
SLT Chairperson: Sara Carder  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A

**District Information**

District: 02 Superintendent: Bonnie LaBoy  
Superintendent's Office Address: 333 Seventh Avenue, 7<sup>th</sup> floor, New York, NY 10001  
Superintendent's Email Address: [blaboy@schools.nyc.gov](mailto:blaboy@schools.nyc.gov)  
Phone Number: 212-356-3815 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, New York, NY 10001  
Director's Email Address: [ychu@schools.nyc.gov](mailto:ychu@schools.nyc.gov)  
Phone Number: 917-705-5856 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lisa Siegman	*Principal or Designee	
Jessica Harvey	*UFT Chapter Leader or Designee	
Jocelyn Anker	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Karen Wong	Member/ Parent	
Naima Freitas	Member/ Parent	
Tessie Nam	Member/Parent	
Yin Ho	Member/ Parent	
Patricia Laraia	Member/Parent	
Amie Schindel	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrea Franks	Member/Teacher	
Katie Kaufmann	Member/Teacher	
Stephanie Kim	Member/Teacher	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

1. The following mission statement, which is posted on our school website ps3nyc.org, was written collaboratively by parents and teachers. It gives a good overview of our school.

### **Mission Statement**

#### **Children at P.S. 3 - Independence**

P.S. 3 provides children with a vibrant learning environment that nurtures their intellectual, social, physical and emotional growth. Children learn through hands-on involvement with subjects and materials that are connected to the world around them. Teachers and staff members at P.S. 3 actively encourage children to take initiative, be resourceful, and show independence and discernment in their classroom work. At P.S. 3, children collaborate and communicate with fellow students of all ages. Our mission at P.S. 3 is to encourage all children to become confident and self-motivated lifelong learners, as well as to inspire them to become compassionate human beings.

#### **Teaching and Learning - Innovation**

At P.S. 3, the integrated arts curriculum teaches children to examine their world from a broader perspective, deepening their academic curiosity and love of learning. Teachers meet regularly to exchange ideas on the best learning tools and practices. By maintaining a responsive educational model, teachers are able to provide instruction and support that corresponds to students' individual learning styles. The teachers at P.S. 3 place a high value on academic standards, while honoring the diverse approaches, backgrounds, and contexts that students require to learn and grow successfully.

#### **Community**

Respect for the individuality of each child and for the wellbeing of the community are central to the school's teaching philosophy. The concept of community is a central message that we share with the children of P.S. 3. Our daily collaboration as parents, teachers and administrators serves as an example to the students, who learn the power of working together as a group with shared goals. As well, children learn to value the unique insights and contributions of each member of our community. Our school considers bias-free learning and respect for others as the foundation for a meaningful education. Finally, children at P.S. 3 develop the capacity to embrace a greater understanding of the world, to celebrate difference and to strive to be of service to local and global communities.

#### **OUR CORE VALUES:**

##### **INNOVATION IN THE CLASSROOM**

*PS3's integrated arts curriculum fosters creative thinking, scientific curiosity and a love of learning.*

##### **INDEPENDENCE – EVERY CHILD COUNTS**

*PS3's curriculum is built on high academic standards while taking into account the learning styles of our students.*

##### **COMMUNITY MATTERS**

*We demonstrate democracy in action: parents, teachers, administration and the community at large collaborate to translate the values of the school into real world practice.*

2. P.S. 3's history of responsive education and its focus on individual access has resulted in a significant population of students with a range of special needs. Some are formally identified, others are simply observable. Based on site visits from central special education staff, we have been included in the ASD expansion program, enabling us to provide support for students with social differences in inclusive settings. Our integration of arts with the academic curriculum provides access for students who struggle with text-based modalities.

3. From our perspective, we have made progress in many of the elements. One that stands out is **teacher collaboration**. Our teachers have been working together in a host of ways, from formal teams, to friendly collaborations. Many of the Monday professional meetings have been devoted to sharing instructional strategies and to revising and updating curriculum in response to assessments of student learning.

We revisit our instruction on an ongoing basis. This year, there was renewed focus on **reading instruction** across the grades, with teachers sharing their struggles and successes in the effort to fine tune instructional strategies and provide access and support to all students. The work on improving **math instruction**, especially to address the Common Core Standards, took place across the grades. In the upper grades, this took the form of assessing the effectiveness of components of various curricula in order to determine which were most effective in guiding student learning. Grades one and two worked with a math staff developer to deepen their knowledge of using mathematical models and classroom conversation to connect students' conceptual understanding and computational facility.

We continued developing our **school environment** so that as many students as possible find it to be a supportive one. Our ASD Case Manager worked with teachers to build their skill in working with students with social differences. A range of staff members attended Network and Central professional development workshops aimed at working with students with difficult behaviors. Staff members in different roles – members of the School Based Support Team, guidance counselor, teachers, paraprofessionals, and administrators shared ideas and strategies in our effort to support our students' socially and emotionally as well as academically.

Administrators are in **constant conversation with staff and with parent leaders** about structures and decisions that affect the school community. Their input is always factored into decisions. This year, more than ever, teachers have taken leadership roles within the school. We are non-hierarchical, with no formal teacher-leaders, but various teachers have taken responsibility for essential aspects of keeping the school running smoothly.

Our **key areas of focus** for the coming year include:

- Working to build better teacher and student understanding of the relationship between student reading behaviors and reading development

- Building better vertical integration in the mathematics curriculum
- Building a culture of perseverance and higher expectations for their own work among students
- Building a better understanding of specific disabilities, available support services, and processes both within and outside the school among families of students with special needs

## 02M003 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	811	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	0.1%	% Attendance Rate		93.9%
% Free Lunch	14.6%	% Reduced Lunch		1.2%
% Limited English Proficient	3.8%	% Students with Disabilities		20.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American		5.1%
% Hispanic or Latino	13.1%	% Asian or Native Hawaiian/Pacific Islander		7.1%
% White	68.1%	% Multi-Racial		4.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.25	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.77
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	59.2%	Mathematics Performance at levels 3 & 4		70.7%
Science Performance at levels 3 & 4 (4th Grade)	98.3%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

#### Data Sources:

- T.C. reading assessments
- Wilson/Fundations assessments
- Student work samples
- Teacher-student conferences
- New York State Standardized English Language Arts test
- Staff observations
- Parent feedback

#### Strengths:

- Opportunities for students to develop oral language
- Differentiation of instruction
- Flexible thinking of staff who synthesize elements of multiple curricula to support student learning
- Literacy curriculum that incorporates both structured decoding and reading and writing in a range of contexts for varied purposes
- Many families who are both eager and able to support their children’s learning

#### Needs:

- To continue to refine reading instruction with a focus on students whose reading development plateaus and those who appear to have persistent text-based difficulties/disabilities

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, to improve students’ reading progress school wide relative to the 2014-15 school year, with a particular focus on refining our strategies for working with students whose rate of progress is slower than expected.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Continue to build staff expertise in the implementation of Foundations and Wilson reading programs.</p>	<p>Administrators, teachers, paraprofessionals</p>	<p>October 2015 through January 2016</p>	<p>Administrators, F-status literacy coach, teachers with most training/experience with these programs</p>
<p>Continue to build staff and student understanding of the characteristics of readers at reading levels as defined by Teachers College.</p>	<p>Administrators, teachers, paraprofessionals, students</p>	<p>September 2015 through March 2016</p>	<p>Administrators, F-status literacy coach, selected teachers</p>
<p>Build staff expertise in comparison of student progress using multiple assessments, with a focus on the Teachers College Reading Assessments and Wilson/Foundations assessments.</p>	<p>Administrators, SETSS teachers, selected teachers on each grade.</p>	<p>September 2014 through May 2016</p>	<p>Administrators, F-status literacy coach, selected teachers, data specialist</p>
<p>Hold grade level parent workshops to share the approaches and language of reading instruction and assessment, as well as strategies for supporting reading development.</p>	<p>Parents/ adult family members</p>	<p>October 2015 through March 2016</p>	<p>Administrators, F-status literacy coach, classroom, ESL and SETSS teachers</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources: Administrators, F-status literacy coach, staff members who are expert in particular aspects of reading instruction including IEP and SETSS teachers and ASD case manager  Instructional resources: Foundations program, Teachers College Units of Study for the Teaching of Reading , First Grade Readers</p>

Scheduling: Selected Monday and/or Tuesday professional work time will be committed to working toward this goal. Budget permitting, this will be supplemented with teacher per session work. Teachers will be covered so that they can conduct parent workshops.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February, teacher teams will compare student reading progress from September 2015 – February 2016 with student reading progress from September 2014 – February 2015, with special attention paid to numbers and degree of students who have made little or no progress in that timespan. A significant decrease of students whose reading progress has plateaued relative to the previous school year will constitute a midpoint benchmark of progress toward this goal.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Data Sources:

- Student work samples
- Teacher-student conferences
- Unit assessments from Investigations curriculum
- Teacher-made formative assessments in writing and mathematics
- Quality Review (2013-14) and Principal Performance Review
- New York State Standardized tests
- Staff observations

Strengths:

- Opportunities for students to develop oral language
- Differentiation of instruction
- High teacher expectations
- Flexible thinking of staff who synthesize elements of multiple curricula to support student learning

Need:

- To increase students’ perseverance, expectations for their own work, and self-monitoring

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal will be to build a culture of perseverance, higher student expectations for their own work, and greater self-monitoring. For many students, current habit patterns and attitudes negatively affect the quality of their work. This change in culture will be built by teaching students how to give their peers constructive and specific feedback – “critiques” – and by teaching the recipients how to make good use of this feedback. We expect to see changes in the quality of student work and attitudes toward revisions and perseverance by June 2016 as reflected in student behaviors, writing and mathematics work samples, and classroom assessments. Three teachers piloted this study in their classrooms in spring 2015.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Professional study of the nature and use of constructive peer feedback in Ron Berger’s The Ethic of Excellence and his video Austin’s Butterfly . Professional study of creating a classroom culture where mistakes are the basis for learning using videotape My Favorite No .	Classroom and cluster teachers of students K-5	Previewed 6/4/15, will continue through June 2016	Administrators, pilot study teachers, staff developer(s), grade teams.
Teachers will continue to differentiate and scaffold assignments to meet student need. Because this work is based on students internalizing the idea of continuous improvement and personal best, it is accessible and beneficial to students with disabilities and English language learners. It has the additional benefit of creating the expectation that all students can improve their work, including those who are academically and artistically talented.	Students in grades K - 5	Mid-September 2015 through June 2016	Classroom and cluster teachers
Grade teams and pilot team will use some Monday professional time to develop specific strategies and language to support student learning of how to give and use constructive feedback. These will be shared at a cross-grade meeting.	Classroom and cluster teachers, students	September 2015 through January 2016	Classroom and cluster teachers, staff developer(s)
This goal will be specifically addressed at parent curriculum workshops. It will also be periodically discussed in the principal’s report at PTA meetings and at SLT meetings.	Parents of students in grades K-5	September 2015 through June 2016	Administrators, staff developer(s), grade teams

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Human resources: Administrators, coaches, teacher “pilot” team, classroom and cluster teachers Instructional resources: Videos – Austin’s Butterfly, My Favorite No, Ethics of Excellence by Ron Berger Scheduling adjustments: Teachers will be covered to free them to observe and videotape in colleagues’ classrooms										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>	<b>Title III, Part A</b>		<b>Title III, Immigrant</b>

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

February 2016 – Administrator observations, followed by a Monday staff meeting to view videos of feedback process in a range of classrooms, sharing of student work samples representing a time progression, discussion/trouble-shooting of implementation of process. Evidence of successful use of peer feedback and increased student self-monitoring of work in multiple classrooms on each grade level will constitute the midpoint benchmark toward this goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

#### Data Sources:

- Unit assessments from Investigations curriculum
- Teacher-made assessments in writing and mathematics
- New York State standardized test in mathematics
- Teacher feedback
- Parent feedback

#### Strengths:

- High proportion of teachers are mathematically literate and enjoy teaching mathematics
- Teachers have historically reflected on effectiveness of curriculum and found or created supplementary segments
- Many teachers have had professional development at City College Math in the City Program, with Metamorphosis, or both
- Teacher teams have been strategizing together on most effective ways to prepare students to meet the Common Core Standards since they were adopted

#### Needs:

- To engage in cross-grade examination of strands of the mathematics curriculum to ensure that it forms a continuum from Pre-Kindergarten through fifth grade, with a special focus on Kindergarten to first grade and third grade to fourth grade
- To agree on mathematical models and common language to be used throughout the grades
- To ensure that parents understand the mathematics strategies, models and language being used and the expectations for student work

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher teams will have examined the mathematics curriculum to ensure that it is integrated and coherent from Pre-Kindergarten through fifth grade. Revisions in the curriculum will be evident that ensure continuity in math language, strategies and mathematical models used vertically throughout the grades.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Hold cross-grade teams of teachers meet to familiarize colleagues with grade specific curricula, strategies, models and language. They will examine the mathematical “Big Ideas.” Grade teams will adjust their curricula to connect with curricula in adjacent grades, and to ensure that both concepts and skills are developed as students progress up the grades.</p>	<p>Classroom teachers, students PK – 5<sup>th</sup> grade</p>	<p>October 2015 through March 2016</p>	<p>Administrators, F-status math coach, classroom teachers</p>
<p>As resources, teams will use the Common Core Standards in mathematics, and draw from the Investigations curriculum, material from Engage NY , units from Context for Learning (Math in the City), and units from Math in Focus (Singapore math) .</p>	<p>Classroom teachers, students PK – 5<sup>th</sup> grade</p>	<p>October 2015 through March 2016</p>	<p>Administrators, F-status math coach, classroom teachers</p>
<p>Teacher teams will incorporate and develop strategies and materials to support students with disabilities and English Language Learners in their curricula on all grades.</p>	<p>Teachers of inclusion (ICT) and small classes and ESL teacher</p>	<p>October 2015 through June 2016</p>	<p>Administrators, F-status math coach, ICT and small class teachers, ESL teacher</p>
<p>Hold grade level parent workshops to share the approaches, language of mathematics instruction, teacher expectations, and strategies for supporting student growth in mathematics.</p>	<p>Families of students PK – 5<sup>th</sup> grade</p>	<p>October through December 2015</p>	<p>Administrators, F-status math coach, teacher representatives of each grade team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources: Administrators, F-status mathematics coach, teachers with expertise in and passion for mathematics instruction            Instructional resources: Investigations curriculum, units from Context for Learning , and units from Math in Focus (Singapore math), teacher made materials, Common Core Math Standards.            Scheduling: Selected Monday and/or Tuesday professional work time will be committed to working toward this goal. Budget permitting, this will be supplemented with teacher per session work. Teachers will be covered so that they can conduct parent workshops.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Classroom observations, student work, teacher reports and curriculum maps in Atlas will reflect the adjustments made to the curriculum. Visibly increased coherence and continuity in the curriculum maps will constitute a midpoint benchmark of progress toward this goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In the course of the school year, most teachers have attended professional development workshops in a range of areas including academic subjects, behavior management and the arts. Some of these have been at the suggestion of administrators; others have been by teacher choice. School wide professional workshops have been a mix of those with leaders from within the school, those taught by outside experts, and those that consist of sharing of effective practices among teachers.

Strengths:

- The majority of the teachers are proactive in seeking opportunities for professional growth.
- The administration is responsive to teacher requests if they are at all feasible.
- There are many experienced teachers on staff who are willing and able to share their areas of expertise with colleagues.

Needs:

- A streamlined professional development committee. In the 2014-15 school year, the committee was too large to function well. A smaller committee will be able to solicit input from colleagues and better organize professional offerings and professional time.
- A more organized process for teachers who attend outside professional workshops to share what they have learned with their colleagues in a timely fashion.
- Professional development that is more inclusive of and useful for paraprofessionals.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Throughout the 2015-16 school year, professional development will be more orderly and better address the professional needs of all instructional staff. This will be done by creating a smaller professional development committee that will identify staff needs, take into account the stated goals and action plans of the school’s Comprehensive Educational Plan (CEP), and schedule professional time to address these. There will be a midyear check-in with key staff members in February, and a review of the year’s professional development activities by the administration and through a staff survey in June will determine whether this goal has been met.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The professional development (PD) committee will be formed prior to the end of the 2014-15 school year and will establish summer meeting dates and/or protocol for communication.</p>	<p>Principal, UFT chapter leader, representative teacher and paraprofessional staff members</p>	<p>June 2015 through August 2015</p>	<p>Principal, United Federation of Teachers (UFT) chapter leader</p>
<p>The PD committee will survey staff about areas of need and interest for professional work.</p>	<p>PD committee</p>	<p>Summer 2015 through September 18, 2015</p>	<p>PD committee</p>
<p>The PD committee will establish a calendar for Monday professional work time taking into account the CEP and staff survey results, and will devise a protocol for staff to share what they have learned at outside PD workshops.</p>	<p>PD committee</p>	<p>Summer 2015 through September 25, 2015</p>	<p>PD committee</p>
<p>The PD committee will meet to discuss and make any necessary revisions to the Monday calendar.</p>	<p>PD committee</p>	<p>December 2015, February and May 2016</p>	<p>PD committee</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources: Principal, UFT chapter leader, four teachers and one paraprofessional            Instructional resources: School curriculum maps, CEP, teacher surveys, listing of outside organizations that have provided successful past PD to school            Scheduling: Summer PD committee meetings will be real if possible, otherwise virtual, with real meetings compensated with per session pay if budget permits. During the school year, PD committee meetings will be held during Tuesday professional time.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2016, prior to meeting, the PD committee will survey the staff as to their satisfaction with the calendar, professional offerings, and the sharing protocol. A preponderance of positive staff feedback will constitute the midpoint benchmark of progress toward this goal.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Information sources: Ongoing formal and informal feedback to Parent-Teachers’ Association (PTA) and School Leadership Team (SLT) members, teachers and administrators.

Strengths:

- Strong participation of families in virtually all aspects of the life of the school.
- Active PTA with tireless and constructive leadership and many committees, including a strong Class Parents committee.
- Many parent volunteers in classrooms, lunchroom, at recess, and for special events, both fundraising and “fun” events.
- Regularly maintained school website with events and information posted, as well as regular informational emails.
- Weekly class newsletters from teachers to students’ families, either by email or backpack mail.
- Ongoing communication between administrators and parent leaders.
- Engaged and energetic SLT.
- Parent drop-off and pick-up of Pre-Kindergarten through first grade students in classrooms, and regular parent events in second through fifth grade classrooms.
- Genuine interest in and commitment to communication among parents, teachers and administrators.
- Partnerships with outside organizations including cultural institutions and educational and charitable organizations.

Needs:

- More subject specific parent workshops earlier in the school year (addressed in previous goals).
- More detailed information for all families about the programs available both within and outside the school to support students with special needs.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year, we will provide all parents within the school community with more specific information about the programs available to support students with special needs within the school and about available resources outside the school. Families of students with special needs will be surveyed to ascertain their understanding of these programs in late May.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A Students with Special Needs (SSN) committee will be formed to plan and organize the dissemination of this information including school staff and parent members.</p>	<p>Between four and six members of the school community</p>	<p>Between June and September 2015</p>	<p>Parent Coordinator and ASD case manager</p>
<p>The SSN committee will work with the School Based Support Team, guidance counselor, related service providers, teachers of students with special needs to gather information about support services available at the school and the evaluation process.</p>	<p>SSN committee, administrators, other staff members with relevant expertise</p>	<p>Between September and November 2015</p>	<p>Parent Coordinator and ASD case manager, SSN committee</p>
<p>The SSN committee will gather information about outside resources to support students.</p>	<p>SSN committee, staff members with relevant expertise</p>	<p>Between September and November 2015</p>	<p>Parent Coordinator and ASD case manager, SSN committee</p>
<p>The SSN committee will plan between six and eight information sessions for parents about various aspects of the support services, the intervention and evaluation processes, and outside resources and specific student areas of difficulty/disability. Summaries of this information and links will be posted on the school website.</p>	<p>SSN committee, families within the school community</p>	<p>November 2015 through May 2016</p>	<p>Parent Coordinator and ASD case manager, SSN committee, PTA communication committee</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Human resources: Parent coordinator, ASD case manager, total of four teachers and parents to serve on the SSN committee, knowledgeable school staff members to provide information to SSN committee, PTA communication committee to post information and resources on school website.</p>

Instructional resources: Information about various types of social and academic disabilities and resources to address them, information about the school’s class programs, related services, and intervention programs, information about the Department of education’s evaluation process.

Scheduling: Committee will preferably meet during Tuesday professional time and/or teacher-member prep periods. If necessary and available, teachers will be covered to participate in committee meetings and/or parent information sessions.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

SSN committee will use attendance at information sessions and feedback from various constituencies of the school community, as well as the School Survey, to monitor progress toward this goal. The SSN committee will create and disseminate an online survey in February 2016 with number and nature of responses to serve as a mid-point benchmark.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Multiple measures including independent reading level (Teachers College assessments), Foundations/Wilson assessments, teacher made assessments, class work and home work	Guided reading groups in classroom, small Foundations-based reading groups with IEP teacher, template scaffolds for writing, Co-writer software, small group work with paraprofessional or assistant teacher, at-risk small group work with SETSS teacher, fourth and fifth grade tutorial program	Small group, with occasional one-to-one Fourth and fifth grade tutorial program in mid-size group	Mostly during school day, a little after school Tutorial program is after school
<b>Mathematics</b>	Investigations unit assessments, teacher made assessments, class work and home work	Re-teaching using alternative strategy or model, scaffolding using tangible materials, repeated opportunities to practice, peer tutoring, small group work with F-status intervention teacher, fourth and fifth grade tutorial program	Small group or partnership, occasional one-to-one Fourth and fifth grade tutorial program in mid-size group	During school day Tutorial program is after school
<b>Science</b>	Student class work and homework, class participation	Re-teaching, use of visual supports, vocabulary supports, scaffolding templates, peer tutoring	Small group or partnership	During school day
<b>Social Studies</b>	Student class work and homework, class participation	Re-teaching, use of visual supports, vocabulary supports, scaffolding templates, peer tutoring	Small group or partnership	During school day

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student behavior in school, student request, family request	Small play groups with guidance counselor, social groups with ASD case manager or ASD counselor, push in support by ASD case manager or ASD counselor, individual counseling with guidance counselor, school psychologist or social worker, behavior plans with support of school psychologist	Mostly small group, some individual	During school day
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## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent Involvement Policy (PIP) Template**

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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

The 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;
- 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 (SPC) Template**

**[School name]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- 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;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- 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;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**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: <u>02M003</u>
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: <u>20</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>1</u>

## Part B: Direct Instruction Supplemental Program Information

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-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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$6720</u>	<u>Salaries for ESL/bilingual teachers and content teachers providing enrichment to ELLs outside regular school hours.</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>\$500</u>	<u>PD in integrating the arts into language based learning</u>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$2829</u>	<u>Covers the cost of Chromebooks, iPads and cases, books, and food for parent outreach.</u>

**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.
Educational Software (Object Code 199)	<u>\$851</u>	<u>1Subscriptions to Bookflix and One More Story to provide audiovisual curricular supports.</u>
Travel	<u>\$300</u>	<u>Attendance at Everone Reading conference at CUNY Graduate Center March 3-4, 2015.</u>
Other	<u>_____</u>	<u>_____</u>
<b>TOTAL</b>	<b><u>\$11,200</u></b>	<u>_____</u>

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>003</b>
School Name <b>Charrette School</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Lisa Siegman</b>	Assistant Principal <b>Regina Chiou</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Anna Wlodarczyk</b>	School Counselor <b>Susan Korn</b>
Teacher/Subject Area <b>Susan Soler/Kindergarten</b>	Parent <b>Lilia Alvarez</b>
Teacher/Subject Area <b>Mirza Silva/ASD Coordinator</b>	Parent Coordinator <b>Therese Spring-Robinson</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>Maria Broughton</b>
Superintendent <b>Bonnie LaBoy</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	755	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	34	<b>Newcomers</b> (ELLs receiving service 0-3 years)	32	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	32	0	4	2	0	1	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

**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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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### Freestanding English as a New 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	1	7	1	2										0
Chinese	2				1	1								0
Russian	1		1											0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												0
Korean	2	1												0
Punjabi														0
Polish				1										0
Albanian			2											0
Other	2	2	3	3									0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)					1									0
<b>Emerging</b> (Low Intermediate)		1												0
<b>Transitioning</b> (High Intermediate)	2	1		1										0
<b>Expanding</b> (Advanced)	5	9	4	2										0
<b>Commanding</b> (Proficient)	1		3	3		1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			4	3	1									0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4								0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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. We use teacher-made grade wide writing assessments.

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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  

The results of the NYSITELL 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  

Seven out of 33 students tested out of ESL which is 21% of the total ENL population that was receiving services in the 2014-2015 school year. That is well above the 15% targets for the 2014-2015 school year. According to the AMAO estimation tool, we have 8 ELL's who are at risk level 1. Most of the students who are at risk at this level show that they were only 2-3 questions behind from scoring at the next proficiency level. Some also have attendance issues. We have one student who is at risk level 2, he scored at the 52 percentile on the NYSESLAT and has been receiving ENL services for 4 years. This student also performed poorly on the NYS ELA

and Math tests. We have one student who is at risk level 3, she has scored in the first quartile of the NYSESLAT for two consecutive years. We are aware that this student has other issues outside of language acquisition and receives therapy. We have one student who is at risk level 4. This student is in a 12-1-1 class, and has been held over. He scored low on the Math and ELA state exams, and is at risk of becoming a long-term ELL. We are meeting our AMAO 1 goal according to the AMAO 1 status. Data shows that we are also meeting our AMAO 2 goals.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4. a. Because most of our ELLs enter in grades K or 1, by the time they reach the testing grades, they are more comfortable taking the New York State standardized tests in English. Therefore, we do not have sufficient data to compare their performance on tests in their home languages.

b. The way we assess ELLs progress on an ongoing basis is through the classroom assessments such as the Teachers College Reading Assessment, running records done by both classroom and ENL teacher, and students performance on teacher made writing assessments. The classroom teachers and the ENL teacher consult regularly about student progress, comparing their data and observations. If they have concern about a particular student's progress, they consult with the school leaders to determine if additional support is warranted and what form it might take.

c. Assessments confirm that for most students, English language acquisition is a process, with oral language usually preceding reading, and writing taking the longest to develop. This is particularly true, since most of our ELLs are young children. We also notice that in certain students, the progression appears to hit a roadblock when text-based material is introduced. These students must be monitored carefully to see if, in addition to language learning, there is any kind of visual impairment or text-based learning disability. Multiple assessments over time help us to tease out whether a student simply needs more time or additional at-risk intervention, and possibly an evaluation.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

5. As stated above, the school uses ongoing assessments by classroom and ENL teachers, as well as student performance on standard assessments, to monitor each student's progress. This is done taking into account:

- Number of years in ENL program
- English and home language literacy
- Socio-emotional needs of student and family
- Student to student and student to adult interactions
- A range of student work samples

If it is determined that a student may need additional support, s/he is assessed in by the teachers who provide at-risk support to all students and is provided with appropriate interventions.

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

The student's language proficiency is considered when making instructional plans. Learning experiences and activities are differentiated based on the student's command of oral, and written English. Students receive appropriate scaffolds that are adjusted and slowly phased out as the student's proficiency level in English increases. Periodic assessments and informal observations of learning styles guide decision making in which scaffolds are best suited for individual students.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

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 (Teachers College), 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?"

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

When a new family enrolls a child, the following steps are used to identify whether the student is an ELL:

- 1) The administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student’s home language.
- 2) If a language other than English is spoken at home, a second interview is conducted to determine eligibility to take the NYSITELL
- 3) The administration of the NYSITELL
- 4) The administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

The ENL teacher/ENL Coordinator is responsible for carrying out the identification process. The ENL teacher is supported by classroom teachers and related service providers who speak a range of languages other than English, and can help with interviews as required. The ELL identification process, from the time the student comes in and is interviewed by the ENL teacher, to the time the student is administered the NYSITELL (and Spanish LAB when necessary) happens within the first three days of enrollment. The distribution of parent notification letters, invitation to and the organization of parent orientation and placement in the program occur within 10 school days from enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining whether a student is eligible for SIFE status begins when the parent is asked to indicate prior schooling on the Home Language Identification Survey. If student is believed to have interrupted schooling, the oral interview questionnaire is administered. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is also administered. In addition, prior school work, if available, and current school work are used to determine SIFE status as well.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

In addition to standard protocol for identifying ELLs, the student’s IEP is examined. The school IEP team, along with the Language Proficiency Team, participates to determine whether the student is an ELL, or if the student has another language learning disability. All information related to the ELL identification process such as invitation to the parent orientation, parent surveys and placement letters are given to parents in their preferred language that is indicated on the HLIS. If a family speaks a language for which translated documents are not readily available, a staff member helps with the translation. If there are no in-house staff members who speak the language, the school will reach out to the Translation and Interpretation Unit, and/or the Big Word to help with translating documents. Students who enroll in third grade and above are first screened for SIFE status during the interview when a parent indicates former schooling. If a student is suspected to be a SIFE, they are given the SIFE oral interview. Students who speak Arabic, Bengali, Chinese, Haitian Creole, or Spanish are given the LENS assessment. The LPT has twenty days from enrollment to determine if a student with an IEP should take the NYSITELL. After the LPT meets and decides on a recommendation, the recommendation is forwarded to the principal who then accepts or rejects it. The superintendent then makes the final decision within 10 days. The timeline for placing newly enrolled ELL’s in a program is ten days from enrollment. However, we try to service students as soon as possible, most times before the ten-day timeframe.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL coordinator works with the school secretary and the classroom teacher to ensure that letters are delivered within five days. Parents are notified by email as well as mail placed in their child’s home school folder. Placement letters, as well as all other communication is distributed to parents in the preferred language that was indicated on the HLIS. We use translated documents that are available on the DOE website. For languages that do not have a readily available translation, we will ask in-house staff to translate those documents, or if that is not available, we will send documents for translation to the Big Word.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are first informed about the process of re-identification during the initial interview. They are told that if they disagree with the decision, they must submit a written request to have their child re-identified. This information is reiterated during the parent orientation during which parents are walked through the details of the re-identification process, including the mandated time frames.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Parents are notified about the orientation with a letter. Parent orientation is given at two different times to accommodate parents who work different shifts. During the orientation, the ENL Coordinator explains the three program choices in detail. After the orientation, parents are given the Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. If a parent indicates a choice that is not available, the ENL Coordinator informs the parent, and provides information about schools that do offer the program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The ENL Coordinator works with classroom teachers, the school secretary, and the parent coordinator to ensure that letters are returned in a timely manner. All correspondence is kept in a designated binder. Outreach is also done via phone, and e-mail, and school staff who can function as translators assist as necessary.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The ENL Coordinator keeps a master list in the binder to track which parents have returned the Parent Survey and Program Selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement Notification Letters are distributed in a similar fashion as the parent entitlement and non-entitlement letters are handed out. The ENL coordinator works with the school secretary and the classroom teacher to ensure that letters are delivered within five days. Parents are notified by email as well as mail placed in their child's home school folder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL Coordinator maintains a file for each student in which HLIS, non-entitlement, and entitlement letters are kept.
11. 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 ENL Coordinator works with the Principal, Assistant Principal/Testing Coordinator to create a schedule for the administration of the NYSESLAT, and to publicize the schedule to the entire school community, as well as a list of eligible students as determined through the ATS roster. School staff is made aware that the NYSESLAT testing takes propriety over other school activities.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continued entitlement and transitional support letter are distributed in a similar fashion as the parent entitlement and non-entitlement letters are handed out. The ENL coordinator works with the school secretary and the classroom teacher to ensure that letters are delivered within five days. Parents are notified by email as well as mail placed in their child's home school folder. Continued entitlement letters, as well as all other communication is distributed to parents in the preferred language that was indicated on the HLIS. We use translated documents that are available on the DOE website. For languages that do not have a readily available translation, we will ask in-house staff to translate those documents, or if that is not available, we will send documents for translation to the Big Word.
13. 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? 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 as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).  
Multiple years of data have shown that parents overwhelmingly request the standalone ENL model. The program model requested is offered by the school.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

Because of the relatively low percentage of ELLs and their distribution throughout the grades, we ensure that they receive the mandated amount of instruction through a Free Standing ENL program. The ENL teacher pulls out small groups for instruction, as well as pushes into classrooms as necessary. Because the ENL teacher also holds a Common Branches license, she is able to service students through content area whether through intergraded or stand-alone ENL. 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. ELL students are fully integrated into general education classes, which are in a K/1, 2/3, 4 and 5 configuration. ESL instruction takes place on these grade levels. In the stand-alone model, students are pulled for the mandated number of minutes per week by the ENL teacher. Currently our entering and emerging students receive the most number of minutes through a pullout model. Most of our transitioning and expanding students also receive ENL instruction in a small group setting that is tailored to their proficiency needs and grade level. In our school there are two TESOL certified teachers. Both teachers also hold common branches certification. The fourth grade teacher services most of the 4th grade ELL students in her class. The ENL teacher pulls out groups of students by grade for the mandated number of minutes each week and delivers integrated ENL/ELA instruction that is aligned to common core standards, and is challenging. Students are grouped according to grade and proficiency level. Entering and emerging students are currently grouped in grade bands and receive additional instruction in language acquisition. Students who are transitioning and expanding are grouped together into single grade groups. Some students who are above grade level are pulled out with the group that is above grade level since their comprehension and language abilities allow them to engage in more challenging work.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Because of our relatively small population of ELLs, all services are provided by our ENL teacher. The teacher either pulls small groups of students, or pushes into classrooms to work with students based on their proficiency levels and time mandated. The ENL 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. Students who are entering and emerging receive 360 minutes of ENL instruction per week. 180 of those minutes are spent on targeted language acquisition, and the other 180 are spent in integrated ENL/ESL instruction.

Students who are transitioning, and expanding receive 180 minutes of integrated ENL instruction. Students who have scored commanding on the NYSESLAT receive 90 minutes of support.

3. Describe how core content is delivered in each program model. 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 ENL 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 ENL teacher concentrates on academic English, complex syntax and grammatical structures, 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 aid comprehension.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

New Spanish speaking students are administered the Spanish LAB. The ELL coordinator utilizes the aid of staff members who speak a language other than English to help translate and supplement formal evaluation with informal evaluation in the home

language of the child throughout the year. In other instances, we rely on outside translation services to help ease the communication gap between the school and families.

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 ENL teacher takes Running Records and anecdotal notes based on observations. 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. The ENL teacher provides genre-specific rubrics that help students reflect on their own progress within specific content areas. Students are given writing frames, sentence starters and specific transition words that assist with structure as necessary.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 as revealed during formal and informal assessments and observations. 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. However, if a SIFE student enrolled in the school, they would be given instruction at their grade level with any necessary supports. This would be highly individualized, and depend on the needs of the student. That student would get intervention instruction to try and bring them closer to grade level. A careful analysis of any prior educational experiences would enlighten what types of support available at the school can be employed (whether it is a special education teacher working along with the ENL teacher, a reading recovery specialist, etc.). Age would also be considered in grouping decisions. We would also consider which SIFE resources available on the DOE website (including the curriculum units) would best benefit our SIFE students, and implement those as needed.

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 ENL Coordinator 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. For students whose proficiency level is developing, the focus has shifted to reading, writing, and especially academic language. The ENL teacher is providing scaffolds so they can interact with grade level content to the best of their ability. She is using graphic organizers, explicit strategy instruction, vocabulary building and graphic organizers to support their comprehension. To support student writing, the ENL teacher is focusing on supporting their organization using graphic organizers, acronyms, and journal writing.

d. N/A We currently have no long-term ELLs since our students spend only about 6 years within the elementary school. Should we have any students who are long term ELL, that would automatically mean they were retained in a grade at least once. Such students would receive additional support in the form of repeating a grade, as well as targeted ENL instruction in a small group setting. The ENL teacher would focus on what skills they are still missing, and work on those.

e. Students who have exited the program continue to receive 90 minutes of support services in their classroom by the ENL teacher for two years after scoring 'Commanding' on the NYSESLAT.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

For students who are re-identified as ELL or non –ELL, the ENL teacher works closely with classroom teachers to communicate and share ideas about how to best service the child. Teachers share data and observations to ensure a smooth transition. For

Chart students who are re-identified as ELLs, the ENL teacher works with them, using strategies that are best suited for that student at their language proficiency level.

8. 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?  
 PasTeachers who service ELL-SWD will use a lot of similar techniques that the ENL teacher uses. Research shows that many ESL methodologies work for struggling learners who are native English speakers. This includes vocabulary pre-view, visuals, repetition, structures to help organize ideas and writing (such as graphic organizers, sentence frames). The teacher may work with students on creating individual glossaries to help build vocabulary, and explicit strategy teaching.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 Our school has a robust ICT program throughout the grades. This has proven especially effective in supporting ELLs with disabilities. Our staff takes a team approach, teachers and service providers who work with the same student meet regularly to assess the student's progress and needs and adjust scheduling and curriculum accordingly.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

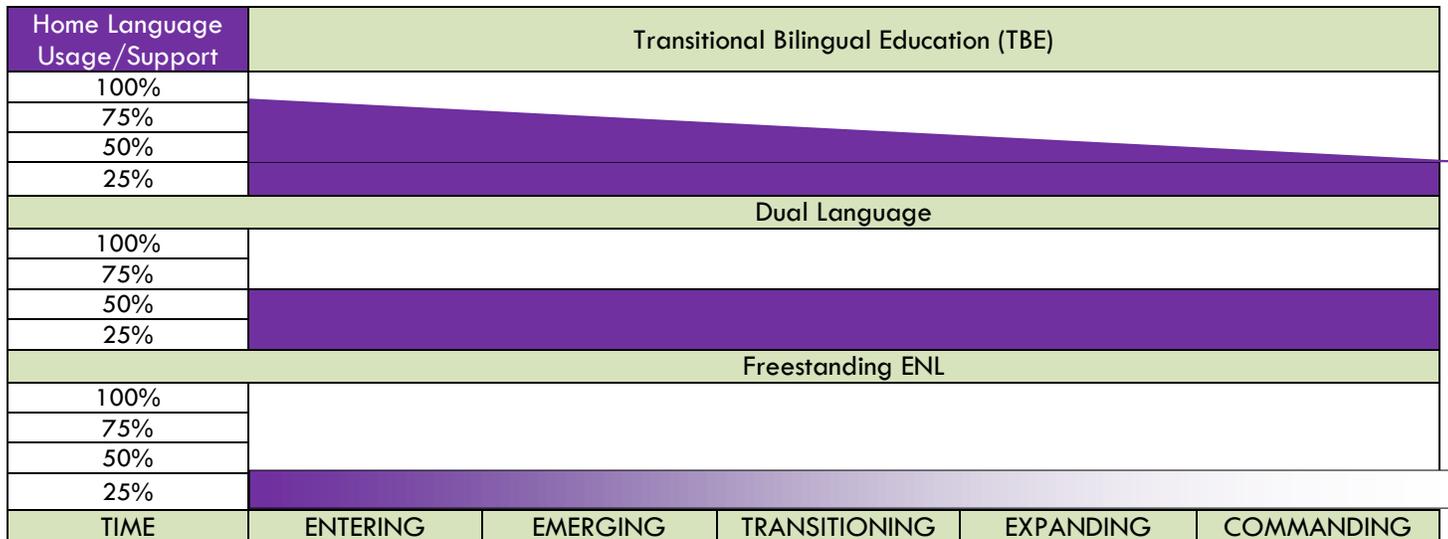


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

11. 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 work are fostered. The ELL teacher concentrates on academic English, complex syntax and grammatical forms, precise vocabulary, sophisticated discourse, and appropriate register. The data from various school assessments shows this way of working to be effective with our students.

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

We believe our current programs meet the needs of our ELLs. This year former ELLs will continue to receive services as mandated.

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

No programs will be discontinued at this time.

14. 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 at their proficiency level. 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.

15. What instructional materials, including technology, are used to support ELLs? Include core 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 ENL 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support is delivered by ESL teacher, other bilingual teachers and staff members, student peers and older students, and parent volunteers. Effort is made to stock classroom library in the ELL room to provide students with books in their home language.

17. Explain how the school ensures all required services/resources support and 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. Since these factors can impact school success, student social and emotional needs are also considered, as is their family and home background.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
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. In addition, the ENL Coordinator may group students who speak the same language to be "buddies", and students are encouraged to take ownership of their school community through bulletin board displays, community walks.
19. What language electives are offered to ELLs?  
We have no language electives.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A (no dual language program)

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
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 ENL 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 ENL Teacher/Coordinator participates in professional development seminars and shares the information from those sessions with the school community.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
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.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Teaches 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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The mandated number of hours of ESL trainings 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.

Oct. 5	2:40- 4:00	Common Core and ELLs: Strategies for helping ELLs engage in close reading
Nov. 23	2:40 - 4:00 PM	Vocabulary development in content (science, social studies and arts focus) areas for ELLs
Dec. 21	2:40- 4:00 PM	Utilizing SIOP methods for general education teachers (How classroom teachers can modify their instruction for ELLs in ELA)
Feb. 29	2:40- 4:00 PM	Utilizing SIOP methods to teach math in a general education classroom
April 4	2:40- 4:00 PM	Assessing ELL's: Modifying assessments and arranging alternative assessments for ELLs

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
. The ENL teacher maintains correspondence with the families of ELL students. As per mandates, this year she will schedule an additional formal meeting with each student's family. These meetings will serve as follow-ups on things discussed during earlier PTA conferences, and/or other meetings. Progress towards goals, and additional goal setting will be the focus. Parents will be provided with data to evidence their child's growth and areas for improvement. Parents will be notified of the meeting via letters, and phone calls, or emails if necessary. Meetings will take place between the first and second PTA conferences so parents can receive suggestions and strategies to actively help their child grow at home.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
During meetings parents receive a "blueprint" which details what the conversation was about. In the blueprint the ENL teacher writes what the child's strengths are, what there are of improvement is, and how they can attain that growth. This is given to parents, as well as kept in the student file (that is located with the ENL teacher). Translations can be provided as necessary or requested. Logs of phone calls, PTA conferences, orientation and meetings are kept in a separate binder. Any written correspondence between teacher and parent are kept in the student file.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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 are invited to come and visit the school, and if permissible, to participate and assist in the classroom. This helps improve the English skills of the parent as well. 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.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Parents are invited to serve on the Wellness/Green/Gardening Committee and the Library, Graduation, and Yearbook Committees. In addition, the ENL teacher remains sensitive to the needs of the parents and may provide them with outside resources available through CBO's (such as free ESL classes for adults) as available or requested by parents.
5. How do you evaluate the needs of the parents?  
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 ENL 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.
6. How do your parental involvement activities address the needs of the parents?  
In addition to what was stated earlier, 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 to all pertinent information. She assists parents in attending middle school tours and navigating 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.

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.  
We have no further information at this time.



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

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Siegman	Principal		10/30/15
Regina Chiou	Assistant Principal		10/30/15
Therese Spring-Robinson	Parent Coordinator		10/30/15
Anna Wlodarczyk	ENL/Bilingual Teacher		10/30/15
Lilia Alvarez	Parent		10/30/15
Susan Soler/ Kindergarten	Teacher/Subject Area		10/30/15
Mirza Silva/ASD coordinator	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Bonnie LaBoy	Superintendent		10/30/15
Maria Broughton	Borough Field Support Center Staff Member _____		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 02M003      School Name: Charrette School**  
**Superintendent: Bonnie LaBoy**

**Before you begin, please check the following:**

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

**Part A: Identification and Assessment of Limited-English-Proficient Parents**

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. In addition, a school-made Parent Communication survey was distributed to classroom teachers to verify families' preferred languages of communication and the need for interpretation and translation.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The vast majority prefer English for both oral and written communication. The preferred languages for oral communication include Spanish, Italian and Korean. The preferred language for written communication other than English is Spanish.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

New family handbook, school calendar, parent-teacher conference announcements, after-school program information, New York State testing dates, letters from school leadership, overview of curriculum. The ENL teacher informs all staff about translation services as soon as school starts. Individual teachers begin considering their interpretation needs as soon as possible. All staff knows that there are times when the interpretation unit is busy (such as parent teacher conferences) therefore preparations for requesting interpreters start at least four weeks in advance. Any necessary translation requests that cannot be handled by in-house staff will be submitted two weeks prior to Curriculum Night on September 17<sup>th</sup>, 2015 Parent Teacher conferences on November 3<sup>rd</sup> and 4<sup>th</sup>, 2015 March 2<sup>nd</sup> and 3<sup>rd</sup>, 2016 and Parent Event on June 8<sup>th</sup>, 2016. Any other individual requests that arise will be submitted two weeks prior to the event.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal meetings: curriculum night, parent-teacher conferences, middle school information meeting.  
Informal interactions: guidance counselor calls to parents, possible attendance meetings, possible calls for health or injury related issues.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We are fortunate to have staff members who are bilingual or fluent in a number of languages other than English. We take advantage of their services whenever possible for translation and interpretation services. These staff members include both teachers and paraprofessionals. In instances where there is a language that needed that is not present available among staff members, it has historically not been available through the Translation & Interpretation Unit. We will engage the services of the Big Word for translation of documents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We are fortunate to have staff members who are bilingual or fluent in a number of languages other than English. We take advantage of their services whenever possible for translation and interpretation services. These staff members include both teachers and paraprofessionals. In instances where there is a language that needed that is not present available among staff members, it has historically not been available through the Translation & Interpretation Unit. We will engage the services of the Big Word for interpretation.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We will keep the staff informed of the available services via emails including web links and through information given at staff meetings. As noted above, the languages addressed by the T&I Unit are historically the same as the ones that school staff is able to handle internally. It is less common languages, for example Italian, German, and Japanese, that we have historically needed assistance with.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We also make a concerted effort to place new students with families who prefer communication in a language other than English in a classroom where there is a staff member who is fluent in their preferred language. We also attempt to cluster families that speak a language other than English, such as Italian, in a class where other families are fluent in the same language.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our ENL teacher/coordinator and our classroom teachers will survey the families as to the quality and availability of services prior to November and April parent-teacher conferences.