



THE CHILDREN WORKSHOP SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 01M361

ADDRESS: 610 E 12 STREET NEW YORK, N.Y. 10009

TELEPHONE: 212- 614-9531

FAX: 212 614-9462

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....13

SECTION VI: ACTION PLAN.....14

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....19

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....21

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....26

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....28

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....42

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M361 **SCHOOL NAME:** Children's Workshop School

SCHOOL ADDRESS: 610 E 12th Street NY , NY 10009

SCHOOL TELEPHONE: 212 614-9531 **FAX:** 212 614-9462

SCHOOL CONTACT PERSON: Maria Velez-Clarke **EMAIL ADDRESS:** Mvelez4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Suma Joseph (Teacher)/Judy Garner-Wortzel
(Parent) Co-Chair

PRINCIPAL: Maria Velez-Clarke

UFT CHAPTER LEADER: Molly Dobkin
Melissa Vigilante
Michael Anderson
Co-Presidents

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** 206

NETWORK LEADER: Ada Cordova

SUPERINTENDENT: Daniella Phillips

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Maria Velez-Clarke	*Principal or Designee	
Molly Dobkin	*UFT Chapter Chairperson or Designee	
Melissa Vigilante Michael Anderson	*PA/PTA President or Designated Co-President	
Karina Fermir	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Janelle Albano	Member/Teacher	
Claire McConaughy	Member/Parent	
Claudine Anrather	Member/Parent	
Judy Garnar-Wortzel	Member/Parent/Co-Chair	
Suma Joseph	Member/Teacher/Co-Chair	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Children's Workshop School strives for students to be open minded and compassionate; to gain a sense of themselves and others; and to understand and appreciate the diversity of the community. Children are guided and supported to fulfill their creative, physical, emotional, social and intellectual potential. Our goal is for our children to effect change. It is our hope that children will be responsible, critical and caring members of a pluralistic society.

Students are educated and supported in achieving their fullest potential in the fundamental academic disciplines. We believe that education must be child-centered and multicultural. We strive to have a full range of racial, economic and linguistic diversity in each class. These differences, including ability, race, language, economic and cultural, are the core of the curriculum. The diversity of each class provides children with day -to-day experiences in tolerance and acceptance.

The learning environment is not teacher directed, but rather experiential. Children use a wide range of materials including text, workshops, manipulatives, blocks, computers, other hands-on materials, and enjoy frequent field trips. Classes are arranged in mixed age groupings, enhancing classroom diversity and providing a broader base for friendships and social interaction.

Writing is the integrating force of the curriculum. Research shows that children learn to read through their own writing. Children learn to use their writing to record and share information, and learn to handle a more sophisticated range of skills from logs to investigation and reporting on topics related to their Science, Math, and Social Studies learning. Great care will be taken by the staff to provide non-sexist, ethnically diverse literature to promote cross-cultural understanding.

Children who have been identified (through evaluation) as having Special Needs are included and integrated into 1st – 5th grade classes where an inclusion teacher, in addition to the classroom teacher, supports them academically.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The Children’s Workshop School				
District:	1	DBN #:	01M361	School BEDS Code:	310100010361

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<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	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	35	33		92.2	92.7	TBD		
Kindergarten	35	42	48						
Grade 1	31	36	50	Student Stability: % of Enrollment					
Grade 2	46	32	27	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	33	40	30		97.3	91.5	TBD		
Grade 4	39	34	40						
Grade 5	36	34	32	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		44.1	44.1	55.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	5	TBD		
Grade 12	0	0	0						
Ungraded	3	1	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	258	254	261		2	4	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	23	24	21						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	1	TBD		
Number all others	22	25	26	Superintendent Suspensions	0	1	TBD		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	18	19	22	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	3	7	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
Overage Students: # entering students overage for grade				6			
(As of October 31)				2007-08			
				2008-09			
				2009-10			
				0			
				0			
				TBD			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	3.9	3.5	1.9	Percent more than two years teaching in this school	71.4	62.5	TBD
Black or African American	11.6	11.4	11.1	Percent more than five years teaching anywhere	52.4	50.0	TBD
Hispanic or Latino	31.8	33.5	31.8				
Asian or Native Hawaiian/Other Pacific Isl.	13.2	13.0	13.0	Percent Masters Degree or higher	81.0	88.0	TBD
White	39.5	35.0	36.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.5	100.0	TBD
Multi-racial							
Male	48.1	49.6	47.9				
Female	51.9	50.4	52.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject	3	3	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	67.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	9.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Our school Progress report and last years' Quality review was discussed and reviewed by the entire staff at the previous year staff meetings and professional days as well at the start of the 2010-2011 school year. Not present were the paraprofessionals, school aide and secretary.

The outcome of these meetings led our staff to closely look at our schools' curriculum and how to address the gaps that were discovered across grade levels. Based on this we discovered that there were some discrepancies in what was taught and what overlapped from one grade to the next. As a staff we designed ways to help us look at our curriculum and designed vertical groups that covered each academic area. We discussed how to best address these areas of need and how to begin to look at the work we are doing that will lead to student progress. Also discussed were our math curriculum and our CTT 5th grade class and how to move this model into the 1st and 2nd grade cohort.

After much discussion and analysis of student progress and work done over the course of last year several concerns were highlighted. These concerns are the framework for our goals this year.

1. Our planning of a school wide curriculum has shown some success. Weekly staff meetings are now focused on addressing what is taught in each grade, what overlaps and what are the gaps between grade levels. These oversights have led our staff to plan in ways that were not done in the past. During our meetings we designed vertical planning groups that address the needs of each cohort as we look at curriculum from pre-k through 5th grade. A member from each cohort sits on a planning group giving input of what is appropriate for that specific grade and how the standards are best integrated into the curriculum.
2. As we begun our first year of adding a CTT class to our school, we noticed the success of the students in both general education along with those students who are special education students. So far we have noticed that students are gaining in both their academic and social skills. This model has led to the discussion with staff to open a 1st and 2nd grade CTT class.
3. In planning for our school wide curriculum our staff have looked at the Common Core Standards in helping us shape our discussions and how to address them as we create and plan curriculum. Teachers have attended and continue to attend professional development sessions based on the implementation of the Common Core Standards. In doing so we have

actively planned to use one day per week of our extended day time to integrate these standards into our vertical planning.

4. Classroom assessments by teachers and NYS tests have suggested that the students' math skills are in need of improvement. As we look closely at our current math curriculum, Investigations, we as a staff have discovered that there are some gaps that were not being addressed. In recognition of these gaps our staff has begun to look at other supports that can be put in place to help cover the areas of concerns. These concerns are discussed in length during our vertical planning times and then brought to the staff during weekly staff and cohort meetings, making plans to help improve student progress.
5. As we looked at the adjusted standardized test scores we noticed that our current fourth and fifth graders are in need of strengthening their literacy and math skills. We are hoping that we can change the previous years trends in improving their scores as we align our curriculum to address the areas of need. We are hoping to raise these scores based on the continued implementation of the Common Core Standards and how they inform our practice. Teachers and other crucial staff members will continue to revisit curriculum and assessment pieces throughout the school year, using interim and teacher assessment data to guide us in curriculum design.
6. The focus of the lower grades is also aligned to use the Common Core Standards to help us address areas of need. In recognizing that there are some concerns we plan to use our meeting times to show improvement in students progress from grade to grade. We are looking at the lower grades in all academic areas as they are soon becoming ready to enter the testing grades. As data has shown many of our previous year third graders also lacked mastering grade level performance. In recognizing this we again are focusing on improving our teaching practices to address curriculum that allow student mastery in all academic areas.
7. Our efforts in providing and planning professional development to improve our overall academic performance are showing successful outcomes. Professional development plans were successful and need to be continued with a focus on new staff.
8. Challenges and barriers
 - 8.1 With continued budget issues we are very much aware of the impact that this will have on staffing and programming school financial needs must continue to be evaluated and discussed with the PTA and families. In addition we are continually challenged by space issues which arise from 3 schools sharing the building; these issues hamper our ability to grow, and make the delivery of services challenging. However, by creative scheduling and the commitment of the staff we have been able to provide services for all children. Our Title 1 funding is being used to pay for teachers salaries for our first and second grade classes and our full day Pre Kindergarten classes.
 - 8.2 As a staff, we believe that arts and enrichment programming should not be compromised and that each grade of children should continue to receive instruction in music performing and visual arts. Financial constraints have challenged us but with the support of the PTA, we have been able to keep our arts partnerships (Tada! Ballet Hispanico, Band and Instrumental Instruction, Rosie's Broadway Kids, Turtle Bay Music School, The Touchstone Center for Children) in place.
 - 8.3 We also believe fully in the benefit of experiential learning with our comprehensive field trip curriculum and are committed to continuing this with all our classes. Time constraints because of the testing and assessment schedule have made this challenging. However, we have moved the majority of our trips, particularly for the 3rd to 5th grade, to the spring.

9. There are many opportunities for CWS students to participate in Community Service projects, within the school and in the larger community. In Reading Buddies, children from the 3rd 4th and 5th grades are paired with children from the Pre K to 2nd grades. The classes read together and the older children help to guide the literacy activities with their buddies. The fifth grade participates in a weekly community service period, assisting in the classrooms, the office, the library, and as a part of a recycling team in the cafeteria. For several years our 12:1 4th, 5th grade class, lead the school wide program with Penny Harvest. This year the kindergarten class is joining this class to help in their efforts to raise money for community services across the New York City area. They design the campaign, manage the collection and participate in round table discussions regarding the use of the money raised. Finally the whole school participated in a fundraising walk for World AIDS Day.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: By June 2011, students in grades 3-5 (90 children), will demonstrate progress towards achieving state standards as measured by a 60% increase in students scoring a Level 3 on the NYS Mathematics Assessment.

Goal 2: By June 2011, students with disabilities 5th grade in the CTT class will improve their math and ELA performance by 30% as measured by the NYS Mathematics Assessment. 3 of the 10 students with disabilities will reach a Level 3 on the NYS Assessment.

Goal 3: By June 2011, the Common Core Standards will be evident in the school curriculum, as measured by meeting agendas, notes of the planning Inquiry Teams, and Teacher Lesson Plans.

Goal 4: By June 2011 NYS Learning Standards1- *Creating, Performing and Participating in the Arts*, 2- *Knowing and Using Arts Materials and Resources*, 3- *Responding to and Analyzing Works of Art*, and 4- *Understanding the Cultural Dimensions and Contribution to the Arts*. will be demonstrated by the student performances and activities throughout the year. Every student in the school will have participated weekly in an experience implementing Standard 1- Standard 2, Standard 3, or Standard 4.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Grades: K-5: Common Core Standards

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: By June 2011, the Common Core Standards will be evident in the school curriculum, as measured by meeting agendas, notes of the planning Inquiry Teams, and Teacher Lesson Plans.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Once a week on Monday morning teachers will meet for vertical planning across content areas and grades. Teachers will disseminate information to cohorts during weekly planning periods. Cohorts will design instructional plans for each grade to incorporate the Common Core Standards. The inquiry teams will investigate groups of students in various subject areas to see impact of the Common Core Standards.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Teachers' preps are scheduled to provide for grade cohort meetings. One extended day period of 37 1/2 minutes is designated for teachers to meet for vertical planning.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The principal will review meeting agendas and notes of inquiry team in November, January, and March to see evidence of including Common Core Standards in teachers work. The principal will observe classroom instruction and review lesson plans to ensure that Common Core Standards are included on a monthly basis.</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Grades: Pre-K- 5th: Arts Performance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 4: By June 2011 NYS Learning Standards, 1, 2, 3, and 4 will be demonstrated by the student performances and activities throughout the year. Every student in the school will have participated weekly in an experience implementing Standards 1, 2, 3, or 4.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>PTA will meet with SLT to do a comprehensive need assessment in areas of arts and enrichment. Every student participates in the various arts programs. PTA will plan annual budget and fundraising activities based on these findings.</p> <p>Pre-K to 2nd grade will receive music instruction through Turtle Bay Music School. Implementation of a coral program with Turtle Bay will be put in place for 3rd and 4th grades.</p> <p>Rosie’s Broadway Kids will work with 5th grade students.</p> <p>3rd – 5th grade will receive instrumental music instruction.</p> <p>1st- 5th grade will receive instruction in dance and culture through Ballet Hispanico visiting artists.</p> <p>Bent on Learning yoga program will be implemented from 1st – 5th grade.</p> <p>After school clubs program will be providing additional opportunities for students to move and perform.</p> <p>Art teacher will meet with all students on a weekly basis to teach and guide students in visual arts using a variety of mediums and materials.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>PTA will fund raise throughout the year to support these programs. Grants committee will search for additional funding sources.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will achieve grade appropriate mastery of the New York State Learning Standards (standards 1, 2, 3, 4)</p> <p>Standard 1- <i>Creating, Performing and Participating in the Arts</i>- 100 percent participation in Culminating Performance and Weekly Community Meetings.</p> <p>Standard 2- <i>Knowing and Using Arts Materials and Resources</i>- Students will create Visual Arts using a variety of mediums and materials throughout the school year. Portfolio assessments will be used to evaluate the integration of those projects into the academic curriculum.</p> <p>Standard 3- <i>Responding to and Analyzing Works of Art</i>-Student discussion and writing will demonstrate critical and aesthetic response to works of art.</p> <p>Standard 4- <i>Understanding the Cultural Dimensions and Contribution to the Arts</i>-Students will acquire knowledge and develop tolerance and appreciation for diverse cultures through the Arts.</p>

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	0	10	0	10
1	16	16	N/A	N/A	0	10	0	10
2	11	11	N/A	N/A	0	10	0	10
3	15	15	N/A	N/A	0	10	0	10
4	16	16	0	10	0	10	0	10
5	11	11	0	10	0	10	0	10
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Great Leaps, Foundations, Words Their Way and Reading Recovery are used in small groups and on a one-to-one basis during early morning extended day and throughout the school day.
Mathematics:	TERC and teacher design programs are used with small groups and on a one-to-one basis during early morning extended day and throughout the school day.
Science:	N/A
Social Studies:	During our early morning program our fifth graders are instructed in developing their understanding of Document Based Questions and how to form essays based on these specific documents.
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

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

An English as a Second Language program is available to service the diversity of ELL's in our school community by a certified ESL teacher. The English as a Second Language Program services 18 students in grades K-5. These students are taught in a pull out program, by one part time ESL teacher. Students are grouped by grades and proficiency levels K-1, 2-3 and 4-5. Upon arrival, parents of new entrants complete a language survey. Those children that are eligible for testing, according to the survey, are administered the LAB-R for eligibility and language proficiency. Students who score below the 20th percentile on the Language Assessment Battery (LAB-R) receive 360 minutes of ESL instruction each week. Children who score at the advance level of proficiency receive 180 minutes of ESL instruction each week.

We are currently servicing ten students at a beginning level of English language proficiency, seven students at the intermediate level of English language proficiency and one student at the advance level of English language proficiency. The language of instruction is English; their first languages are Chinese, Tibetan and Spanish. Instructional and teaching strategies include scaffolding instructions, using regalia, graphic organizers, use of visuals, gestures and audiovisual materials. Students are provided with differentiated learning in their regular classrooms in English language arts and Math.

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

Children's Workshop School follows the Balanced Literacy program in all grades. Components include: reading workshop, shared reading, shared writing and word study. As part of our effort to meet each child's individual needs each child is assessed at least three times each year using the Teacher's College Reading Assessment. The assessment informs teachers of each child's individual strengths and needs in reading and writing. Reading and writing conferences, base on assessed needs, take place daily either with small groups of children or individual children. ELL's are part of all components of literacy in each classroom. As members of the class they are included in all assessments and all instruction-whole class, small group and individual.

Children's Workshop School uses the Investigations in Number, Data and Space Curriculum as the main vehicle for mathematics instruction. This curriculum is designed to engage students in making sense of mathematical ideas. The English language learners receive math instruction in a general education setting, along with the rest of their classmates. Instruction in mathematics is differentiated, for example, by modeling strategies aloud that give English language learners opportunities to hear repeated vocabulary needed for their own explanations, activities are previewed to prepare English Language learners with the vocabulary necessary to describe amounts of data. During individual and small group activities English language learners are frequently in conversations with teachers to help them develop their ability to express ideas in English and to develop and model the language of mathematics.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Our English Language learners are invited to participate in all school functions and activities. These include:

Ballet Hispanico

Honoring The Dream
Advisory
Music/Band\
Art
Farm Trip Overnight
Washington Overnight Trip
Philadelphia Trip

- I. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.

Parents of English language learners are provided with a parent orientation at the beginning of the school year offering them a choice of student placement. Parents are invited to view a description of three language programs that are available for their children and have the option to select their preference. In addition, parents are invited to at least two parent meetings a year, where they have an opportunity to discuss their children’s progress, concerns or suggestions.

Parents are also invited to English Language Learner Workshops that are planned through our district. Parents are invited to extracurricular activities such as our whole school community meeting held on every Friday. Parents are, as well, invited to enroll their children in extended day support and after school homework assisted provided by an outside agency.

- II. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

Not available in our school.

- III. Staff Development (2010-2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Children’s Workshop School staff participates in TC workshops throughout the year. English language arts teachers as well as our English as a Second language teacher receive workshops in reading and writing. Workshops include differentiating instruction for struggling readers and writers including English language learners. Workshops include scaffolding essay writing, Writing in the Content Areas: Exploring the Wide World of Non-fiction Writing. Materials are available to all teachers and shared during our in school staff developments with other teachers.

- IV. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Support services available to our English language learners include academic intervention support, such as extended day programs, guidance counseling and small group math and ELA instructions. Reading Recovery program is also part of our school curriculum, which serves the needs of all students, including our English Language Learners that are identified and eligible to receive this service.

Parents are informed of all support services and are given the opportunity to consider and enroll their students for these services through periodic announcements and during teacher parent conferencing.

LANGUAGE ALLOCATION POLICY
The Children’s Workshop School
School Year 20010-2011

The Children’s Workshop School’s student population is two hundred sixty three (263). Approximately 14 percent of our school’s student population is English language learners. The diversity of our English language learners is found across the elementary grade levels beginning at Kindergarten throughout the 5th grade. The number of students in each grade level is described in the table below.

	K	1 st	2 nd	3 rd	4 th	5 th
Spanish	0	1	2	2	1	2
Chinese	0	1	0	0	0	0
Japanese	0	0	1	0	0	0
Arabic	2	2	1	4	1	1

An English as a second language program is available to service the diversity of our English language learners. At the present time we do not offer optional language programs due to the low percentage rate of our ELL population. Students in grades K-5 receive English as a Second Language instruction in a pull out program by one part time ESL teacher. The language of instruction is English. The children serviced first languages are Spanish, Chinese, Japan and Arabic. The ESL teacher groups the children for instruction according their language proficiency levels and age appropriateness.

The Children’s Workshop School recognizes the importance of parent, family and community involvement in the education of LEP/ELLs. Parents of these newly enrolled students are provided with an orientation session at the beginning of the school year on the state standards, assessments, school expectations, and general program requirements for bilingual education and ESL programs. Parents are invited to watch a video and receive a brochure that explains the different options that they have for their children that may not be offered at our school but available in other districts within the five boroughs. Orientation is also offered to parents in Spanish. Parents of other languages are provided with information using an interpreter and/or with translated materials.

In the beginning of each school year, a LAB-R is administered to all new admissions that present the use of another home language indicated in the Home Language Survey, completed during the registration process. These students are assessed and placed at a beginning, intermediate or advanced level of English Language Proficiencies. Each of these units requires a specific amount of instructional time. At the end of each year, all English language learners are administered the NYSESLAT exam, which indicates their progress. As per CR Part 154, test scores are reviewed to determine

the allocation unit time for the next school year and appropriate grouping of students. For the school year 2010-2011, students scoring at the three proficiency levels (beginning, intermediate and advance) are described in the table that follows.

Analysis of LAB/R or NYSESLAT	K	1 st	2 nd	3 rd	4 th	5 th
Number of scores at the beginners (B) level	1	3	1	5	1	0
Number of scores at the intermediate (I) level	1	1	1	1	2	1
Number of scores at the Advance (A) level	0	0	1	0	0	0

Analysis and review of student's results in the four modalities of listening, speaking, reading and writing indicate a higher performance score in both listening and speaking. This pattern is reflected across all grade levels. As a result instructional planning targets and dedicates more time to reading and writing development. Speaking and listening activities are integrated within these disciplines.

At the present time we do not have students with interrupted education. Students that require an extension of services are recommended for an extension after evaluating their progress in ESL instruction, as well as, their progress in the mainstream classroom instruction. Classroom teachers and ESL teacher work in collaboration for planning instruction that targets the areas of low performances.

Plan for school year 2010-2011 will commence with identifying learners with minimal first language literacy and learners with minimal formal schooling among our new enrollments. Curriculum design, methods, techniques and strategies will be created to meet those needs. Long term ELL's will receive periodic interim assessments and careful planning to target the areas of weakness. Other alternative assessments for specific learning difficulties will continue to be available and used to determine if students are in need of other related services. Alternative placement in special education is and will continue to be determined by our evaluation committee: School Psychologist, Principal, Teachers, Parents and School Counselor. Transitional plan for students reaching their proficiency levels and are exiting out of the ESL program will continue to receive support by classroom teachers in collaboration with our ESL teacher.

The Children's Workshop School will continue to offer ESL services to our English language learners for the school year 2009-2010. A pull out and/or push in program model will be designed that reflects the diversity of our English language learner's population. A curriculum will be planned and organized from data evaluated at the beginning of the school year. All eligible students for ESL services will be administered the LAB-R.

These scores, in addition to the NYSESLAT scores of former Ells will reflect group placement. Teaching methods will include techniques and strategies that also meet the needs of learners with minimal first language literacy and learners with minimal formal schooling.

Planning time will continue to be during our teacher's professional time and/or during clerical days provided by the school district. The staff will continue to provide ESL staff development to enrich teacher's understanding of first and second language acquisition theories and practices.

In addition, ESL teacher will collaborate with ELA teachers in content areas to provide ESL techniques and strategies in their classrooms. Instruction strategies will include *scaffolding*: ESL teacher models instruction, begins instruction at a level that encourages student success, providing the right amount of support to move students from their current level of understanding to a higher level of understanding. Scaffolding may include verbal prompting, elaborating on students' responses, and providing materials that promote rich opportunities for reading, writing, listening and speaking. *Interaction*: ESL instruction will provide frequent opportunities for interaction and discussions among students and their peers. The teacher consistently provides sufficient wait time for students to respond and encourages elaborated responses, reflections and opinions related to their learning and progress. Students are taught and given opportunities to practice skills for clarifying or negotiating meaning, confirming information, persuading, and or disagreeing. *Meaningful activities*: ESL lessons are made meaningful by providing students with hands on experiences that correspond to the subject area and grade level curriculum.

Lessons will be made clear and meaningful to English language learners through the use of supplementary materials such as graphs, models, pictures, real materials and visual aids. The content of the materials is adapted to student's level of English proficiency. Continuous efforts will be made to bring the best teaching methodologies for our English language learners.

Maria Velez Clarke, Principal

Sylvia Vidal, ESL Teacher

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parents of student receiving ELL services were called to identify the level of comfort and fluency for day to day communications regarding school issues. Various member of the school community did outreach to parents to make sure that there was a person at the school with whom they could communicate. The languages in the school include, Spanish, Japanese, Arabic and Bengali.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

In general we found that parents of ELL students felt a strong level of comfort communicating through at least one bilingual staff member, and that this was evidenced in their participation in all school events and activities, and DOE initiatives (eg H1N1 vaccine program, PT conferences, all school skating trip etc) We found that although there was at least one adult in each of our ELL families who was fluent in English, we needed to facilitate communication between the other parent as well. In addition, while day to day communication seemed to be adequate, more complex conversations such as Parent Teacher Conferences and IEP and PPT meetings presented more of a challenge. Discussion of expanded use of Oral interpretations services should be implemented. The teachers were given information regarding the process for arranging an interpreter and encouraged to use the services. As there were difficulties understanding complex DOE forms (e.g. Lunch applications, middle school applications etc) it is crucial that those forms be distributed in both the language of origin and in English and follow up be done to make sure that the forms have been filled out properly and returned to the school. Discussions were held at staff meetings, and introduced at the SLT to encourage the PTA to use these services as well.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. All DOE documents will be distributed in both the language of origin and in English, Every effort will be made to also translate all school letters annual calendars, and PTA communications through the DOE translation services.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. While there are an adequate number of bilingual staff members who are available to interpret conversations between parents and teachers, we identified more need for one on one oral interpretation of parent-teacher conferences, PPT and IEP meetings for certain populations. This year we were able to provide services in Arabic and Japanese and the results were positive. We plan to continue to provide these services through LIS, the DOE contacted vendor for oral translation.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>. Signs will be posted in the lobby and individual outreach will be made by the teachers to make sure that the parents understand their rights to these services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		66,000.00	66,00.00
2. Enter the anticipated 1% set-aside for Parent Involvement:		1528.00	1528.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

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

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

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

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

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

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

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

Title I Parent Involvement Policy and Parent-School Compact for
01M361(THE CHILDREN'S WORKSHOP SCHOOL)

This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore 01M361 (THE CHILDREN'S WORKSHOP SCHOOL (in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.)01M361 (THE CHILDREN’S’ WORKSHOP 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 as Title I Parent Representatives, as trained volunteers and welcomed members of our school community.)01M361 (THE CHILDRENS' WORKSHOP SCHOOL) will support parents and families of Title I students (and all students in the schoolwide program) by:

1. 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 a dedicated parent computer for use by all parents to assist them in accessing educational data about their children.
2. 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.
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
4. Providing assistance to parents in understanding City, State and Federal standards and assessments.
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
7. Providing opportunities for parents to become involved in classroom activities to further enhance understanding of pedagogical approaches, academic expectations, and their own children's performance and academic growth.
8. Involving parents in developing and supporting their children's academic goals through ongoing oral and written communication between the teacher, the student and the parent.

01M361 (The Children's Workshop School)'s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with all parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the 01M361 (The Children's Workshop School) Parent Involvement Policy, 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, 01M361 (THE CHILDRENS' WORKSHOP SCHOOL) will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Representative(s). This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and maintain and distribute a monthly calendar to inform parents about upcoming events and activities. The Parent Coordinator will conduct one-on-one outreach to parents who require additional support and encouragement to become more fully involved in the school community and their child's academic activities.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting each school year to advise all parents Title I funded program(s), their right to be involved in decision making program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Work with the PTA to 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; using the vendors provided by the DOE and bilingual Staff at the school who will be made available for

- conduct an Annual Curriculum Night where all parents are invited to attend classroom presentations that address their student academic skill needs, goals for the year and what parents can do to help.

01M361(THE CHILDREN’S WORKSHOP SCHOOL) will further encourage school-level parental involvement by:

- hosting educational family events/activities in September (Curriculum Night) during Parent Teacher Conferences and throughout the school year; (Writing Celebrations, weekly class presentations at Community Meetings)
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent representative Committee
- encouraging more parents to become school volunteers; participating in classroom activities and coordinating and assisting at PTA events
- 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; and
- providing folders and notebooks for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

01M361(THE CHILDREN’S WORKSHOP SCHOOL) in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. 01M361(THE CHILDREN’S WORKSHOP SCHOOL) staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved

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

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences and infusing the study diversity into all grades from Pre K to 5th. (family visits, parent presentations, field trip curriculum designed to expand student knowledge of different cultures)
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- Ensuring that children ELL Students, Students with IEPs, in 12-1 or CTT classes and those receiving related services are fully integrated into the school community, participate fully in all school events and special programs, and receive the appropriate academic support.

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 a Title I Parent Annual Meeting each school year for all parents to inform them of the school's Title I Schoolwide program 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, child care or home visits 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 program, 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year
- Ensuring that the main office is available to address parents questions and that the parent coordinator, school secretary and family worker can refer parents to the appropriate staff member for meetings about specific issues.

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; and 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;

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
- 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 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and share responsibility for the improved academic achievement of my child;
- Respond in a timely manner to phone calls, letters, notifications from school staff regarding my child's academic progress, related services, social interaction or behavior

- Attending, whenever possible, performances, workshops, Family (PT)Conferences and community meetings, and field trips

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; and ask adults at the school for assistance for issues which concern me or which I cannot handle on my own
- actively participate as a part of the classroom and school community
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by The SLT/PTA and Title 1 Parent Representatives on February 1st, 2011. Further discussion was held on February 4th, 2011 at a joint SLT/PTA exec board meeting.

This Parent Involvement Policy was updated on January 4th, 2011

The final version of this document will be distributed to the school community on February 7th, 2011 and will be available on file with the Parent Coordinator.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Refer to pages 9, 10, and 11.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Refer to pages 15-20

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Refer to pages 15-20

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

Refer to pages 34-42

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

In May pre-school children are invited to visit and spend the day in our pre-kindergarten classes. The teachers plan activities for the children to become comfortable and familiar with their surroundings. Families are provided with information sessions about the school day by staff, includes the pre-k teachers, the family worker and the schools' early childhood social worker.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Refer to pages 15-20

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Refer to pages 15-20

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

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

Explanation/Background:

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal	✓			\$151,181.00	✓	#10 page 10
Title II, Part A	Federal	✓			\$92,268.00	✓	#10 page 10
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	✓			\$30,875.00		IEP Paraprofessional
Tax Levy	Local	✓			\$1,296,166.00		Total Budget

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

0

2. Please describe the services you are planning to provide to the STH population.

If there are STH students that will enroll during the school year, The Children's Workshop School staff would support them by respecting the privacy of the children and their families by making sure that contact information remains private. Our school community will provide them with educational materials as needed, e.g. backpacks, notebooks, educational supplies, and absorb trip fees into the PTA budget. We will provide them with clothing and household supplies as necessary, e.g., coats, hats, boots, gloves etc. We would also focus our efforts to have children eat breakfast, lunch and provide snacks through out the day.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Children's Workshop School					
District:	1	DBN:	01M361	School		310100010361

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	2	v	6		10	

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	35	33	34		92.2	92.7	92.9
Kindergarten	42	48	41				
Grade 1	36	50	43	Student Stability - % of Enrollment:			
Grade 2	32	27	46	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	40	30	23		97.3	91.5	96.5
Grade 4	34	40	27				
Grade 5	34	32	38	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		44.1	55.0	55.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	5	12
Grade 12	0	0	0				
Ungraded	1	1	0	Recent Immigrants - Total Number:			
Total	254	261	252	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	4	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	24	21	12	Principal Suspensions	0	1	0
# in Collaborative Team Teaching (CTT) Classes	0	0	9	Superintendent Suspensions	0	1	5
Number all others	25	26	21				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	21	24	21
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	6	3
# receiving ESL services only	19	22	TBD				
# ELLs with IEPs	3	7	TBD	Number of Educational Paraprofessionals	2	0	4

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	71.4	62.5	85.7
				% more than 5 years teaching anywhere	52.4	50.0	57.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	88.0	90.5
American Indian or Alaska Native	3.5	1.9	0.8	% core classes taught by "highly qualified" teachers	89.5	100.0	100.0
Black or African American	11.4	11.1	12.3				
Hispanic or Latino	33.5	31.8	30.6				
Asian or Native Hawaiian/Other Pacific	13.0	13.0	14.3				
White	35.0	36.4	42.1				
Male	49.6	47.9	47.2				
Female	50.4	52.1	52.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	34.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	1.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN206	District 01	School Number 361	School Name Children's Workshop
Principal Maria Velez Clarke		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Sylvia Vidal ESL		Guidance Counselor Aurora Fields	
Teacher/Subject Area Noelle O'Reilly/Reading Recov		Parent Claudine Anrather	
Teacher/Subject Area Susan Browne/Early Childhood		Parent Coordinator Dorothy Cantwell	
Related Service Provider Maury Diaz, OT		Other Bryan Scott, Speech Specialist	
Network Leader Ada Cordova/Jane Godlewski		Other Luis Lizardo SETTS Teacher	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	256	Total Number of ELLs	15	ELLs as Share of Total Student Population (%)	5.86%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. During the initial enrollment process of each new entrant, a Home Language Survey (HLS) is completed by one of our school pedagogues. The Home Language Survey is made available in parent's home language and/or an interpreter is provided for parents whom speak another language other than English. The Home Language Survey is then screen and reviewed by our certified ESL teacher whom determines, according to the language indications on the form, if a student is eligible for the Revised LAB-R administration. Students who are eligible for the LAB-R are scheduled for testing within the next ten school days. LAB-R is available in both English and Spanish and is administered by our certified ESL teacher. Within five days of administration, our ESL teacher uses unofficial hand scores to determine eligibility and informs parents of student's results. A formal entitlement or non entitlement letter is sent to all parents of students who were administered the revised LAB-R.

English language learners are evaluated every school year using the NYSESLAT assessment, administered during the months of March through April. Before the initial assessment of the NYSESLAT parents are notified in writing of the date their child is scheduled for testing. The ESL teacher also notifies classroom teachers and students of the testing schedule and works with the allocation team to coordinate all testing accommodations. NYSESLAT scores are then used to review and evaluate student's progress. The NTSESLAT scores are also used for instructional planning and grouping. According to student's proficiency levels, in each of the four modalities, the ESL teacher provides instruction that reflects the student's needs and groups them accordingly.

2. Our school offers parents of English Language learners an opportunity to view and discuss their child's program through the orientation process. Parents of children that were determined eligible to receive services are invited to participate in a parent orientation that is held within 10 days of student's enrollment. The parent orientation is offered to parents in Spanish as well as in English. Parents of other languages are provided with information using an interpreter and translated materials. The orientation includes watching a video that explains each of the programs available for English language learners (Transitional Bilingual, Dual Language & Free Standing ESL). After parents have viewed the video they proceed to complete the program selection forms before leaving the orientation. Parents that do not attend the orientation are sent letters along with the Program Selection form and are asked to return the Program Selection Form on or before five days of the notification. Parents are also invited to call and/or schedule a meeting with the ESL teacher to view and/or discuss their program choice on or before five days of notification. The majority of our parents, to this date, have demonstrated a preference for our free-standing ESL model.

3. Our school ensures that entitlement letters, Parent Surveys and Program Selection forms are returned by obtaining an open file with the ESL teacher for follow up. The ESL teacher keeps records of all parent notifications, letters and forms that have been sent out and returned in her ESL file cabinet. The ESL teacher either sends another reminder to parents, calls parents and/or ask classroom teachers to follow up on the return of forms from parents. If a form is not returned students are placed in the existing program, available in our school. A letter informing parents of this decision is sent to their homes and a copy is maintained in the ESL cabinet.

4. Based on parent's choices our school evaluates and reviews the trend of program choice and honors the trend for that program. As new entrants enroll, our ESL teacher monitors the continuing trend and informs other team members of any changes or modifications that would be necessary for the following school year.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice that parents have requested is for free-standing ESL; 100% percent of parents have requested free standing ESL for their children.

6. The program model offered in our school is aligned with parent request for free-standing ESL program. Should there be a trend for another program our school participates in a network for Ell's where teachers are invited to observe other programs in our school district. These schools demonstrate the models for Transitional Bilingual and Dual Language Programs and support to create these programs are offered through our networks and other participating schools.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained			1	1		2								4
Push-In	1	1	6	1	2									11
Total	1	1	7	2	2	2	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	7	Special Education
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15	0								15
Total	15	0	0	0	0	0	0	0	0	15

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0		3		1	2								6
Chinese			2	1										3
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	2	1	1									6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	1	7	2	2	2	0	15						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

A: Programming and Scheduling Information:

1a: The organization model for our schools consists of a Push-In and Pull-Out model. The program model is created to fit the needs of students according to their proficiency levels as well as their developmental stages.

1b: In our Pull-Out model, students are grouped heterogeneously when proficiencies are a level apart; beginners with intermediate, or intermediate with advanced. Grade levels are also taken into consideration when grouping (kindergarteners with first graders, and second – fifth graders grouped heterogeneously). In our Push-In model, students are grouped in the classroom heterogeneously and are serviced in their existing grade levels.

2. Our school ensures that each student is delivered the mandated number of instructional minutes according to proficiency levels in each program model. Our ESL teacher provides classroom teachers and other LAP members with each student's NYSESLAT or LAB-R results indicating student's placement decision. Students that are in the beginning and intermediate level of proficiency receive 360 minutes per week as per CR Part 154 and students in the advanced Level of proficiency receive 180 minutes per week as per CR Part 154. Teachers and team members assure that students receive these mandated allocated time by keeping a daily sign in / sign out sheet which the ESL teacher must sign when students are either being serviced outside the classroom or serviced inside the classroom.

a. Students that are in the Beginning and Intermediate level of English language proficiency receives a combined model instruction: pull-out model consists of 70 minutes of instructional time three days a week during the morning and 75 minutes of instructional time in the afternoon, twice a week, in a push in model. Students in an Advance level of proficiency receive 60 minutes of instructional time in a push-in model three days a week.

3. Content areas in each program model (pull-out and push-in) is delivered in English. The instructional approaches and methods used to make content comprehensible consist of careful planning among the classroom teacher and ESL teacher. Supplemental materials are provided to enrich language, such as picture books, picture dictionaries and word study books designed specifically for English language learners. English language learners also receive individual support in the classroom by other support teams that are available in our school these may consist of student teachers, literacy teachers or other support members.

4. a. Our school's plan for SIFE students consist of interventions offered to parents and students. Students are offered enrollment in our extended day program to support the immediate needs in the four modalities. Students are also provided with intervention in the regular school hours, such as reading recovery programs for first graders. Individualized support in the classroom by literacy teachers or other support members are made available, specifically to work one on one with SIFE students. Instructional methods include observations and familiarization of school and community environment.

b. Differentiated instruction for English language learners, in US schools, with less than three years (newcomers), consist of individual planning; ESL teacher in collaboration with classroom teacher create an initial plan using informal assessment data collected periodically. Students that demonstrate a low proficiency in speaking and listening will be provided with listening support materials (listening center) and more opportunities for speaking in and out of the classroom. These are supported by visuals; sentence prompts and/or questions with pictures that are visibly accessible, in the classroom, for students to use when attempting to express an idea, confusion or question. Students that demonstrate a low proficiency in reading and writing will be provided with materials that are at their level of comprehension, for example picture cards, signs and artifacts are used to support comprehension in reading. Students are encouraged to draw their ideas and begin with labeling them with single words or short phrases, giving them an opportunity to develop simple sentences.

c. Our plan for students receiving service 4 to 6 years consist of collaboration with content area teachers and ESL teacher. Students who have not met performance standards in reading and writing will continue to receive ESL services in a pull-out and push-in program. Teachers will set goals for each student to develop specific strategies for reading comprehension; such as connecting to text, questioning and answering, retelling, identifying important details and/or sequencing of events. Students will be provided with unlimited time to work through these strategies with a support teacher in the classroom or in a small group with their ESL instructor. Students who have not yet met performance standards in writing will also have set goals to develop the specific areas of weakness. Writing support will provide students with, but not limited to scaffolding tools for writing; using prompt sentences, visuals of writing pieces, visual and accessible word walls and word study sessions. Collaboration with ESL teacher will continue with classroom teachers to determine the outcome of progress and to develop new goals for each student.

d. Our school does not have a plan for long term Ell's that has completed 6 years. Our school demographics consist of students in Kindergarten to fifth grade.

e. Our plan for students who have special needs consist of the collaboration of classroom teachers, IEP special Education teacher and ESL teacher. Classroom teachers and ESL teacher will follow the recommendations and special approaches used for instruction by the IEP specialist. In addition the ESL and classroom teacher will take these recommendations into consideration when providing instructional time to ELL's with IEP. These methods and instructional approaches consist of providing students with unlimited time to complete work, accessible reading and writing support tools that have been specified in our goals for each student. Continuous assessments will be provided to determine student's progress and to develop new goals.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

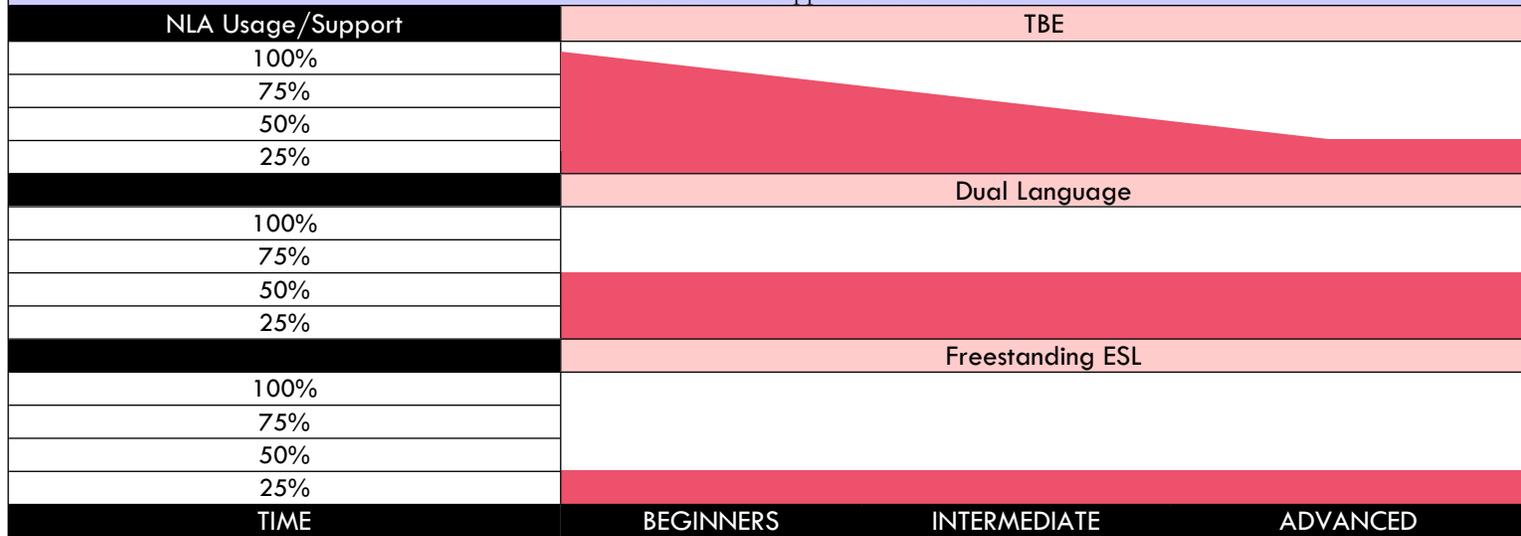
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

5. Several intervention programs are made available and are considered for our population of Ell's. Students performing at a beginning and intermediate level are recommended for our extended day program that targets specific areas in reading, writing and in the content area of Math. Students in first grade levels are offered placement in our reading recovery program to accelerate their performances in reading. Other resources include individual support in after school programs. Ell's are also placed and grouped in small math groups where language is enriched and supported by manipulative materials. Ell's are also given unlimited access to library materials that will foster their understanding in content areas.

6. English language learners, who are reaching proficiency levels, as demonstrated in their NYSESLAT scores, will transition with individual support in the classroom. These students will be serviced in the classroom with the support from the ESL teacher. The ESL teacher will evaluate student's progress and target the area of most need and work in developing strategies with the student to reach proficiency levels in all four modalities. Students will engage in self-assessments and take notice of their own learning behaviors by either keeping a journal of goals they can set for themselves, and/or taking notes of strategies they may use when confused or have questions. Continuing collaboration with student will be exchanged to develop new goals and to assess student's progress.

7. At the present time our school does not have any new programs planned for the upcoming school year.

8. At the present time there are no programs or services that will be discontinued for English language learners.

9. English language learners are afforded equal access to all school programs by parent coordinators, classroom teachers and ESL teacher whom assure that information to school events are sent home in parent's native language. Ell's participate in all school functions, such as in monthly whole school town meetings, student publishing parties, field trips, art and movement, Rosie's Broadway Theater, The Tennis Club, Recorder lessons, Violin Lessons, Reading Buddy Program and After School Programs. Parents are also informed of after school and summer enrichment programs that are available city wide for their children.

10. English language learners have access to computers in their main stream classrooms as well as listening centers where they can work individually at their levels of proficiency. Students are also afforded supplemental materials, such as journals, personalized dictionaries and literature books that depict cultural experiences and hands on manipulative for mathematical reasoning.

11. Student's language is supported in the classroom by teachers and support specialist in providing bilingual literature for students to read independently during school or at home. Students are encouraged to express their initial thoughts in their language with pictures to tell their

stories and are supported to translate these to the English language. Translated dictionaries are also accessible to students in various languages. Students are also encouraged to seek peers that speak the same native language for meaning and translations.

12. Service support and resources correspond to English Language learner's developmental stages. Literature is carefully selected according to the needs and appropriateness of student's age and grade. For example, big picture books with simple sentences are provided to early childhood readers, guided reading books are selected with vocabulary that reflects their reading levels and their spelling stages in the different grade levels.

13. Our school offers and invites new families to attend "New Family Orientation Breakfast" before the beginning of the school year. Parents are also sent information packets familiarizing them with upcoming school events and are informed of English as a Second language programs for adults, should they wish to attend in other school programs.

14. Our Elementary school does not offer language electives.

C. Schools with Dual Language Programs

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

NA

D. Professional Development and Support for School Staff

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

1. Our school plans to invite ESL teachers and classroom teachers to attend network meetings in our school district that is presently training and supporting our ESL program. Meetings and professional development are offered at least every two months where our ESL teacher meets with a cohort of other ESL teachers to collaborate and participate in workshops designed to meet specific needs in the content areas for Ell's. In addition, the ESL teacher meets periodically with SESTS and other school providers to collaborate and share new trainings, approaches and methods. Study groups are also formed within our staff to review new materials to use in the classrooms for Ell's. Example of these includes "Balance Literacy for English Language Learners" and "English Language Learners Day by Day K-6". After review of these materials teachers collaborate and plan the integration of these materials for teaching Ell's in the content areas.

2. Our school supports staff to assist Ell's as they transition from elementary school to middle school by providing teachers and staff with content area PD's, overview of expectations for middle schools and invite teachers to conduct workshops to students about middle school expectations. Students in 5th grade also participate in boys and girl projects and are part of the middle school process where students are given a tour of neighborhood middle schools. Students also participate in conferencing about their goals for middle school and are given materials to continue developing their skills to prepare them for middle school. Workshops are also provided to students about the middle school process. In addition, students that have not yet met performance levels are invited to attend summer school and enrichment programs.

3. The ESL teacher shares information and/or conducts an ESL workshop during our 7.5 hours of PD to classroom teachers at least three times a year as per Jose P. The ESL teacher also assures to meet with common branch and special education teachers in small groups or on a one to one session for planning.

E. Parental Involvement

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

1. Parents of our school community including all parents of English language learners participate in various school activities; these include celebrating student's progress in writing (publishing parties) town meetings and they are offered out of school resources to assist them in working with their children, such as listings and information about public libraries and after school activities in their neighborhood. Our school has a parent association group that conducts various activities during the school year that fosters student's activities, such as book sales, multicultural events and "All Family" school trip and all school picnics. Our parent coordinator works closely with our parent association to assure that parents of English language learners get equal access to information and activities; materials are translated and translators are made available for parents that speak other languages to assure their participation.

2. Our school partners with community based organizations to bring workshops to parents, offer student participation in special events and to support school goals. These organizations include The Manhattan Country Center, Baile Hispanico, St. Lukes Hospital. the Ninth Program for 5th graders. Each of these community based organization offers a parent component for parental involvement.

3. Our school evaluates the needs of parents through parent surveys and questionnaires. Our small community school offers parents personalized time to speak and discuss their needs on a one to one basis when and if requested. The parent association also assures that parent's voices are heard and brings attention to staff through PTA meetings that are conducted regularly at our school.

4. Our school parental involvement activities addresses the needs of our parents by providing them with an opportunity to familiarize with the processes of their children's academic development and brings families into the classroom to collaborate with their children on an academic level. It also addresses concerns or questions parents may have in reference to their children and their families. These activities also include parents in the decision making for our school and their children.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

	A			3	2	2	1							
	P			1			1							
READING/ WRITING	B	1	2	4	1									
	I	0	2	0	0									
	A	0	2	1	2									
	P													

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

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

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

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

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

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

1. Our school uses the TC Literacy Assessment tools as well as the assessment tools from Marie M. Clay. These include running records, writing observations, Bear Inventory Spelling, and oral language observations. Others include Quantitative Reading Inventory, Reading Recovery Assessments, LLI and Wilsons.

2. Accumulative data reveals the stages English learners are in and how they are processing language and meaning. The patterns across proficiency levels reveal that speaking and listening is developed at a higher rate than reading and writing. Data also reveals that students may reach an advance level in speaking and listening but remain in a beginning level for reading and writing. This data informs us of the immediate areas of need and targets specific areas for development, such as writing.

3. Instructional decisions are made differentiating instruction for writing and reading comprehension. Insights reveal that students need more scaffold instruction to bring meaning to what students are reading. Lessons, such as, those that include word studies and/or learning to deconstruct and reconstruct sentences for meaning and comprehension are some that will foster the development in these areas.

4. a. The analysis of assessments in the four modalities demonstrate great progress in the areas of speaking and listening; ELL's in our school accelerate in social language and there is rapid progress with students in the lower grades in the areas of reading and writing. ELL's that enter our school in grade levels of 3rd and higher have demonstrated slower progress in all four modalities compared to children entering at kindergarten to second grade levels. As a result a greater need and low performance has been demonstrated in reading and writing in the content areas. Taking into the consideration the results and trend in the data, the ESL teacher in collaboration with other instructional school members, will design plans that will target the immediate needs of individual students, particularly in the higher grades. These may include approaches to learning academic language by using challenging word studies, exposing students to more non-fiction text, and using multicultural literature. Focused efforts will be made to develop critical thinking skills and create, for students. Meaningful purposes for reading and writing.

5. NA

6. Our program is evaluated through informal and formal assessments. Comparing ELA, Math and Social Studies scores teachers and staff are informed of the successes and needs our ELL's are presently demonstrating.

Additional Information

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

Part VI: LAP Assurances

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

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

	Network Leader		
	Other		