



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** CHILDREN'S WORKSHOP SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 01M361

**PRINCIPAL:** MARIA VELEZ-CLARKE EMAIL: [MVELEZ4@SCHOOLS.NYC.GOV](mailto:MVELEZ4@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** DANIELLA PHILLIPS

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Maria Velez-Clarke	*Principal or Designee	
Molly Dobkin	*UFT Chapter Leader or Designee	
Melissa Vigilante	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Suma Joseph	Member/Teacher	
Crystal Soto	Member/Teacher	
Janelle Albano	Member/Teacher	
Susan Browne	Member/Teacher	
Judy Garnar-Wortzel	Member/Parent	
Cassandra Neyenesch	Member/Parent	
Jennifer Wilson	Member/Parents	
Beth Counihan	Member/Parent	
Nancy Maloney	Member/Parent	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June 2012 65% of students will meet end of year grade level benchmarks in math, as measured by a combinations of teacher developed assessments, grade-wide end of year math assessments and state wide tests.**

**In 5<sup>th</sup> grade we want to double our efforts to bring 5<sup>th</sup> grade math scores back to their former 2010 levels and achieve 60%.**

### **Comprehensive needs assessment**

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

**After a two-year trend analysis of student performance data on state assessments, it was determined that our students lost many points on the constructed response questions which are often multi step problems. We also discovered a correlation between attendance and student performance.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

**All teachers in grades 3-5 will administer, and analyze the math predictive assessment.**

#### **Activity #2**

**At least two teachers will participate in the network sponsored Math Professional Development meetings held approximately 4 times a year and will report back staff.**

#### **Activity #3**

**Math vertical planning team (with representatives from each grade level) will meet regularly to clarify expectations, math vocabulary, and strategies from grade to grade: discuss the implications of the common core standards; revise math assessments; and facilitate communication and consistency on the grade and across grades.**

#### **Activity #4**

**Classroom teachers will attend grade meetings on mathematics instruction that focus on the common core standards and the use of assessments to differentiate instruction.**

### **Activity #5**

All teachers will follow the Math Pacing Calendars that are aligned with state standards and modified collaboratively by teachers on Math vertical planning team. The consistency across a grade will facilitate the sharing of best practices for differentiating instruction.

### **Activity # 6**

First through Fifth grade students will be taught in groups of 12 –20 students that meet 5 days per week. To facilitate this and ensure that there is no interruption of services and activities in other curricular areas, all first through fifth grade students will be taught math during a common period.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Parent Coordinator will provide training for parents on the use ARIS parent link.**

**Teachers will host PTA Presentation of inquiry findings and curriculum.**

**Parent workshops will be planned for content understanding.**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Mentors are assigned to support struggling and new teachers.**

**Hiring committee consisting of teachers, parents, administrator identify highly qualified teachers.**

**Professional development will be provided for teachers in need of support in specific curriculum areas.**

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**The school has an established Pre-K program that focuses on early readiness skills students will need in order to ensure a successful transition to the lower elementary school grades.**

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**FSF funds will be used to purchase Professional instructional materials to support curriculum development during the regular school day.**

**Consumable instructional materials for use during extended day programs.**

**Title III funds will be used to provide Translation services during PTA / Teacher meetings**

**Documents will be translated to meet the needs of our parent body.**

**Title I STH funds will be used to provide eligible students with materials and supplies needed for daily function in school.**

**OTPS funds will be used to provide teachers with per session pay to work with students after school.**

**OTPS funds will be used to provide Per Diem sub coverage to allow for teachers to attend Professional development sessions.**

### **ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

**By June 2012, 60% of students in grades K –5 will meet grade level benchmarks in reading and writing as measured by the end of the year TCWRP assessments, analysis of on demand writing samples, and final published pieces In grades 3 – 5 will see a rise in state test scores to achieve 60%.**

**Comprehensive needs assessment**

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

**After conducting a two year trend analysis of student performance on teacher developed and state assessments it was determined that most student groups showed weakness in applying knowledge of writing mechanics to an on demand writing piece such as on the state assessment.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Activity #1**

**Teachers will follow the Reading and Writing pacing calendars revised by teachers on the Literacy Vertical Planning Team.**

**Activity #2**

**Classroom teachers in grades 1-5 will administer TCRWP Literacy assessments three times a year (K, twice a year)**

**Activity #3**

**Teachers will be responsible for taking and analyzing conference notes from Readers and Writers Workshop.**

**Activity #4**

**Each Cohort of children will increase their scores by 5%.**

**Since a percentage of our level 1's are students in our SC / ICT classes, our goal is to raise their scores from a level 1 to a level 2.**

**Although many of these students met their IEP goals we would like to raise their performance scores to a higher standard.**

**Activity #5**

**We will use the common core standards to shape professional development and expectations in literacy.**

**Activity #6**

**Assessments and rubrics developed by individual or teams of teachers will be shared across the grade and when appropriate with other grades in vertical planning meetings, looking specifically at on Demand writing pieces at unit end.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be trained on how to use ARIS parent link.

PTA Presentation of inquiry findings and curriculum. Parent workshops for content understanding

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Mentors are assigned to support struggling and new teachers.**

**Hiring committee consisting of teachers, parents, administrator identify highly qualified teachers**

**Professional development provided by the network to meet teacher needs.**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**The school has an established Pre-K program that focuses on early readiness skills students will need in to ensure a successful transition to the lower elementary school grades.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**OTPS funds will be used to purchase Professional instructional materials to support curriculum development.**

**FSF funds will be used to purchase Consumable instructional materials for use during extended day programs.**

**Title III funds will be used to purchase Translation services during PTA / Teacher meetings**

**OTPS funds will be used for translation of Documents to meet the needs of our parent body.**

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

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

**By June 2012 technology-fueled learning communities will be created in 75% of the classrooms as measured by classroom visits, meeting agendas and notes. Each classroom will be equipped for 21<sup>st</sup> Century learning with laptops, IPADS, digital cameras (still & video) and smart board / projector / document camera station.**

#### **Comprehensive needs assessment**

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

**Technology available to our students is antiquated or non-existent. The teachers and parents have identified the need for a technology plan in order to improve student performance by allowing them access to 21<sup>st</sup> century technology. We want our students to become technologically sound in this computer based society.**

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

**By June 2012 the school in collaboration with parents will have established a technology committee that will be charged with the development of a 3 year technology plan for the school.**

**By June 2012, the school will create written documents to facilitate the soliciting and acquisition of funding sources in order to create a sustainable, ongoing technology endowment for hardware purchases.**

#### **Activity #2**

**By June 2012, 50% of classrooms will be equipped with a SMARTboard / projector/ document camera for use by students and teachers.**

#### **Activity #3**

**By June 2012 25% of classrooms will be equipped with laptops for use by students and teachers.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Parents will be involved in the development of a school technology plan as members of the technology team.**  
**Communication with parents will increase through the development of a school website and training provided by the Parent Coordinator on the use of ARIS.**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Mentors are assigned to support struggling and new teachers**

**Hiring committee consisting of teachers, parents, administrator identify highly qualified teachers**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**The school has thus far installed 5 smartboards // projectors with document cameras attained by Federal RESO A grant.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**OTPS funds will be used to purchase Professional instructional materials to support curriculum.**

**OTPS will be used to purchase Consumable instructional materials for use during extended day programs.**

**TitleIII funds will be used to provide Translation services during PTA / Teacher meetings**

**FSF funds will be used to translate Documents to meet the needs of our parent body.**

**Network will provide a Tech consultant to support our work.**

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

**By June 2012, 82% of children will have improved understanding of how to make good choices for their own physical health and that of the environment through a multi disciplinary approach involving science, physical education, cooking and gardening, as measured by a school-developed student and teacher questionnaire given at the end of the school year.**

### **Comprehensive needs assessment**

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

**Due to our lack of a gym space, our school has identified the need for a rigorous health and physical education program to help our students make informed food, health and nutrition choices.**

**Statistics show that we have become a society of poorly nourished and over/underweight people.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Activity #1 A Garden committee consisting of parents and teachers will meet throughout the year to develop curriculum and coordinate planting and harvesting during this second year of our new school garden.**

**Activity #2 We will hold a Harvest Day where food made from vegetables harvested in our school garden will be served to raise awareness about healthy eating**

**Activity #3 Pre – K – 5<sup>th</sup> grade classes are involved in the Cookshop program to in an effort to increase awareness and importance around food and nutrition.**

**Activity #4 1<sup>st</sup> – 2<sup>nd</sup> graders will plant fruits and vegetables in the spring as part of the Farmbox and Chefs in Schools Program.**

**Activity #5 Pre-K – 5 will participate in yoga exercises through Bent on Learning Program.**

**Activity #6 3<sup>rd</sup> – 5<sup>th</sup> grade students will participate in the Fitness Gram physical activities program lead by our Adaptive Physical Education teacher.**

**Activity #7 K – 5<sup>th</sup> grade students participate in Move to Improve Program lead by classroom teachers.**

**Activity #8 -- Small group of students with a diagnosis of Asthma problems will receive guidance and information on Asthma through the Open Airways program by the School nurse.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

**Parents will participate in a Parent Cookshop program lead by the Parent Coordinator and School Secretary and funded by the Food Bank of New York City.**

**Parents will actively participate in the Garden to Café Program and the planning and implementation of Harvest Day..**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Participating Teachers attend PD Workshops**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**School has provided opportunities for all students to participate in health and fitness programs by pursuing funding and programs that would be inclusive and could be integrated into the school curriculum during the school day.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**PTA funds support the Bent On Learning Yoga program by supplementing their private funding.**

**Network funded PD workshops for teachers and supplemental supports for implementation of activities.**

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	8	8	N/A	N/A	1	0	0	0
<b>1</b>	16	16	N/A	N/A	0	0	0	0
<b>2</b>	18	18	N/A	N/A	1	0	0	0
<b>3</b>	10	10	N/A	N/A	0	0	0	4
<b>4</b>	10	10	10	10	0	0	0	1
<b>5</b>	11	11	10	10	1	0	0	1
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>--Foundations Groups – small pull out during school day and extended day.</p> <p>--Great Leaps – Individual pull out and during extended day</p> <p>--Reading Recovery – One on One tutoring and small group pull out during school day and extended day.</p> <p>--ICT classes provide small group literacy instruction delivered by Special Ed teacher.</p> <p>--Special Ed self contained class provides leveled literacy intervention during school day and extended day.</p>
Mathematics	<p>--Students are taught in grade specific math groups using TERC Math curriculum during the school day and extended day.</p> <p>--In ICT classes at risk students receive small group math intervention daily.</p>
Science	<p>--Small groups during the school day.</p> <p>--One on one tutoring during extended day.</p>
Social Studies	<p>--Small groups during the school day.</p> <p>--Extended day small group instruction</p> <p>--One on One tutoring the school day.</p>
At-risk Services provided by the Guidance Counselor	<p>--Small groups during the school day—different focuses for different groups</p> <p>--One on One during the school day</p> <p>--Parental support in networking and connecting with outside agencies and resources.</p>
At-risk Services provided by the School Psychologist	N/A

<b>At-risk Services provided by the Social Worker</b>	<b>N/A</b>
<b>At-risk Health-related Services</b>	<b>--Small group during the school day (Asthma Open Airways) --Move To Improve Fitness classes</b>

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### PARENT INVOLVEMENT POLICY (PIP)

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

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

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 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 educational program. This information will be maintained by the school.

In developing the Parent Involvement Policy, parent members of the school's Parent-Teacher Association as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their

members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's curriculum as outlined in the Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and SLT. 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 will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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;

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

- holding an annual Curriculum Night.
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and School Leadership Team;
- supporting or hosting Family Day events;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### *SCHOOL-PARENT COMPACT*

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. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- 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., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader	District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>361</b>
School Name <b>Children's Workshop School</b>			

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

Principal <b>Maria Velez Clarke</b>	Assistant Principal <b>NA</b>
Coach <b>Luis Lizardo</b>	Coach <b>NA</b>
ESL Teacher <b>Sylvia Vidal</b>	Guidance Counselor <b>Aurora Fields</b>
Teacher/Subject Area <b>Susanne Browne</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Miriam Sicherman</b>	Parent Coordinator <b>Dorothy Cantwell</b>
Related Service Provider <b>Bryan Scott</b>	Other
Network Leader <b>Ada Cordova</b>	Other

**C. Teacher Qualifications** [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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## D. School Demographics

Total number of students in school	245	Total Number of ELLs	18	ELLs as share of total student population (%)	7.35%
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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. [i](#)

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)

Page 22

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>				4	1	1								6
<b>Push-In</b>	1	2	3	4	0	2								12
<b>Total</b>	1	2	3	8	1	3	0	0	0	0	0	0	0	18

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	15	0	6	3	0	2				18

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Total	15	0	6	3	0	2	0	0	0	18
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:     

Asian: 3

Hispanic/Latino: 6

Native American:     

White (Non-Hispanic/Latino):     

Other: 9

**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		1		3		2								6
Chinese				2										2
Russian														0
Bengali														0

## 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
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	2	3	1	1							0	9
<b>TOTAL</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>8</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>18</b>						

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

#### 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.

## A. Programming and Scheduling Information

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. When necessary and appropriate, our school ensures that students are evaluated in their native language by using the assessment tool of EL SOL for Spanish speaking students and reach to the Department of Education for resources on evaluation tools for other languages. Our school, also retrieves social history and academic evaluations for students in their native language by scheduling interpreters and bilingual evaluators when necessary.

5. 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.

## A. Programming and Scheduling Information

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.

6. Teachers of ELL along with classroom teachers use ESL Words Their Way to accerlate language development, and differentiate teaching by using ESL components of instructional materials. Math, social studies and science are taught using scaffolding and hands on activities. Strategies for the development of vocabulary may include using word sorts, deconstrucing and reconstructing sentences, word analogies. Reading strategies may include using visual imagery, pre-reading plans, using strategy logs, stopping and thinking about text. Writing is also scaffold by using graphic organizers such as story maps, paragraph maps, brainstorming webs, KWL charts and venn diagrams. Other strategies include verbal and procedural scaffolding.

7. Our school uses cirricular, instructional and scheduling flexibility to meet the diverse needs of ELL's by periodically assessing students in content areas and grouping them according to their needs. For example, student with low performance in math are appropriately grouped and taught in a smaller setting to reach proficiencies and skills in that content area. Materials are differentiated that reflect their level of proficiencies to move students forward. ESL teacher pushes-in to classroom with materials that reflect the level of understanding for our diverse learners. Students may be pulled-out of the classroom and work in a smaller group for

## A. Programming and Scheduling Information

individualized instruction.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

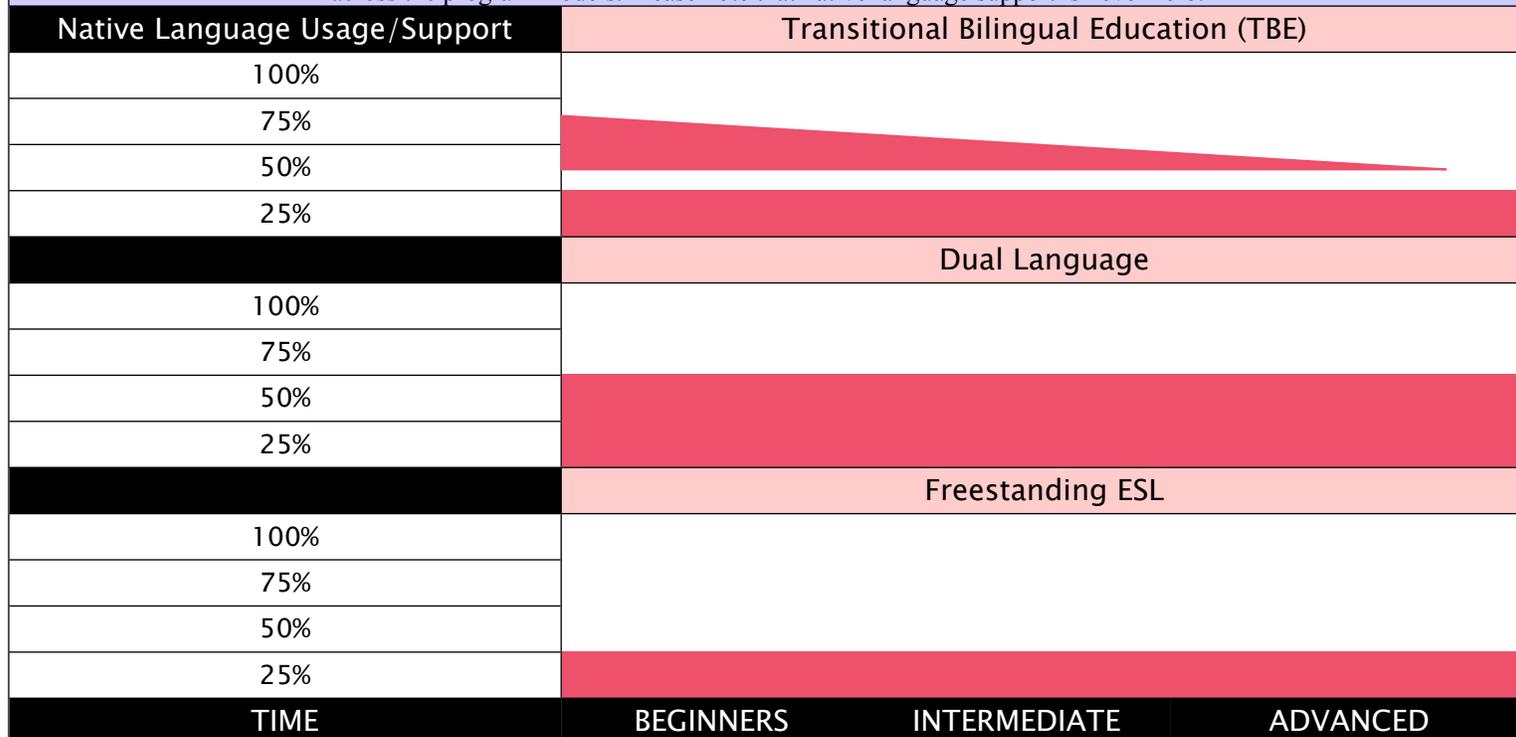
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

	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
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### Native Language Usage and Supports

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



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

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

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

8. 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

## B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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.

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

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

12. 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 community meetings, student publishing parties, field trips, art and movement. All students have equal access to participation in other school functions, such as in Ballet Hispanico, Turtle Bay Music School, The Girls Scout of America, The Brownie Group and Alvin Ailey Dance Theater and After School Programs. Parents are also informed of after school and summer enrichment programs that are available city wide for their children.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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13. English language learners have access to computers in their main stream classrooms as well as listening

### 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. Inquiry teams are also formed where ESL teacher and classroom teachers study and evaluate writing performances that include the performances of English language learners.

2. Our school plans to support 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 an Advisory teams where they learn to confront transitional issues and developmental changes. 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. Parent coordinator also assists and coordinates tours to middle schools for both students and parents. 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 school year. 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.

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## E. Parental Involvement

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

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

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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 Turtle Bay Music School, Ballet Hispanico, The Alvin Ailey Dance Theater, The Girls Scout of America. The Brownie Group, Chelsea Piers Golf and Bent on Learning Advisory Team.. Each of these community based organizations 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.

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# 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	2	2	3	1	1								10
Intermediate(I)	0	0	1	3		1								5
Advanced (A)	0	0	1	1	0	1								3
Total	1	2	4	7	1	3	0	0	0	0	0	0	0	18

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

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

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	1								1
5			1						1
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				2
8									0
NYSAA Bilingual Spe Ed									0

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

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

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 the development of writing and reading. Data informs a lower proficiency in the area of writing with the upper grades (3<sup>rd</sup> – 5<sup>th</sup>). Inquiry teams and study groups are focusing closely to the development of writing.

## New York State Regents Exam

### 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.

NA

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								0

### 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

## 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.

NA

## Part VI: LAP Assurances

School Name: CHILDREN'S WORKSHOP SCHOOL

School DBN: M361

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Velez Clark	Principal		10/24/11
NA	Assistant Principal		1/1/01
Dorothy Cantwell	Parent Coordinator		10/24/11
Sylvia Vidal	ESL Teacher		10/24/11
	Parent		1/1/01
Miriam Sicherman	Teacher/Subject Area		10/24/11
Susanne Browne	Teacher/Subject Area		10/24/11
Luis Lizardo	Coach		10/24/11
	Coach		1/1/01
Aurora Fields	Guidance Counselor		10/24/11
Ada Cordova	Network Leader		10/24/11
Bryan Scott	Other <u>Speech Therapist</u>		10/24/11

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Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 1M361      **School Name:** Children's Workshop School

**Cluster:** 02      **Network:** CFN 206

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

**Part A: Needs Assessment Findings**

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

Parents of Students receiving ELL services, identified by the Home Language Identification Surveys and on ARIS, and those who have been identified by teacher reports as requiring translation or interpretation services.  
The teachers, Parent Coordinator and Office Staff maintain a running list of families who may need these services for communications and meetings.

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.

PS 361 has a limited number of parents with translation and interpretation needs.

Of 7 ELL'S from 4 Arabic speaking families, 6 have parents who are fluent in English and one with limited English  
Of 2 ELL's from Chinese speaking families, 2 have limited English  
Of 5 ELL's from Spanish speaking families, 2 have parents who are fluent in English and 3 with limited English  
In addition, we have 1 Bengali Family ,and 1 Japanese family (non ELL students) whose parents benefit from interpretation for PT conferences conferences.

Parents of ELL students felt a strong level of comfort communicating through at least one bilingual staff member evidenced by participation in school events and activities, (PT Conferences, Middle School Meetings, All School Skating Trip, Community Meetings.etc ) We found that there was at least one adult in most of our ELL families who was fluent in English, but felt that we needed to facilitate communication with the other parent as well. In addition, while day to day communication seemed to be adequate, with assistance from bilingual staff members, more complex conversations such as parent teacher conferences,IEP and PPT meetings presented a challenge and we see a need to provide

interpretation services. Complex forms from the DOE (ex: middle school and lunch forms) should be distributed in in both languages and follow up must be done to make sure the forms are understood and filled out properly.  
Discussion of the results were introduced at Staff Meetings and introduced at the SLT meeting and PTA Exec meeting to assist with parent outreach

## **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All DOE Forms are distributed to ELL families in English and in the Language of Origin. Increased emphasis and effort will be made to translate school documents, letters, calendars and PTA communications either by a bilingual staff member or 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, and other school staff, we have identified more of a need for One on One interpretation during parent teacher conferences and IEP and PPT meetings. In the past year we have provided services in Arabic, Bengali and Japanese with positive results. We plan to provide these services through LIS, the DOE contracted vendor for oral translation.

We will also make parents aware of the DOE's phone translation service, when appropriate.

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>.

At the start of the school year, we send home the Bill of Parent Rights and Responsibilities in each of the covered languages, making parents aware of the translation and interpretation services available to them. Signs will be posted in the lobby and individual outreach by the teachers and parent coordinator to encourage parents to make use of these services.