



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 01/M/361

**PRINCIPAL:** MARIA VELEZ-CLARKE      **EMAIL:** 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	
Beth Counihan	*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/Co-Chair	
Susan Browne	Member/Teacher	
Crystal Soto	Member/Teacher	
Judy Garnar-Wortzel	Member/Parent/Co-Chair	
Nancy Maloney	Member/Parent	
Cassandra Neyenesch	Member/Parent	
Jennifer Wilson	Member/Parent	

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

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

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

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

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

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

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

### ANNUAL GOAL #1 AND ACTION PLAN

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

#### **Annual Goal #1**

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

**By June 2013, we will develop structures of support to improve academic growth of students with IEP's by 50% from one ELA & Math quarterly benchmark period to another as measured by assessments such as Teacher's College running records DIBELS (Universal Screening for Response To Intervention-RTI), TERC assessments, teacher observations and conferencing notes.**

#### **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.

**According to the school progress report card, The Children's Workshop School has made little progress working with students with IEP's. After working towards the Special Education Reform in our school, teachers are developing a program to best meet the needs of students with IEP's and show progress.**

#### **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) key personnel 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.
- ✓ **The school will establish a School Implementation Team (SIT) who will be responsible for developing a school reform plan.**
- ✓ **The SIT Team will create and develop a Professional Development plan for general and special education teachers as needed.**
- ✓ **The SIT Team will meet monthly to discuss progress and adjust plan as needed by student assessments.**
- ✓ **The SIT Team will attend professional development in programs such as Wilson, Foundations, Great Leaps and Reading Recovery to help children achieve their goals.**
- ✓ **Using our Response To Intervention (RTI) supports teachers will provide Tier 1, 2 and 3 instruction for students showing academic needs.**

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**The School Implementation Team (SIT) will inform the School Leadership Team about the Special Education Reform and our school's plan for implementation.**

**Budget and resources alignment**

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

  X   Tax Levy        Title I        <sup>Title</sup> IIA        Title III        Grants   X   Other

If other is selected describe here:

**NYSTL and OPTS funds were used to purchase Foundations and Wilson materials.**

**Service and program coordination**

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

**The SIT Team will provide Special Education services to students based on their mandates. The SIT Team will also ensure students are receiving the appropriate RTI interventions needed for them to make progress. The DOE is providing workshops for staff to attend to improve our instruction and supports for these students.**

## 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 2013, 100% of the teachers will receive Effective or Highly Effective rating as a result of the alignment of the Teacher Effectiveness program goals to school-wide goals established by City-wide Instructional Expectations (CIE), Common Core Learning Standards (CCLS implementation), and Quality Review.**

### **Comprehensive needs assessment**

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

**As the Common Core Standards are to be implemented in this school year, teachers will need to improve their teaching practices to impact higher student performance outcomes. According to the School Report Card, indicators student progress and performance show a need for teachers to become highly effective teachers.**

### **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) key personnel 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: Cohorts in all grades will revise February / June Progress Reports to align to CCLS.**

**Activity #2: Two+ teachers will participate in network sponsored TEP / TLP meetings and report back to the staff.**

**Activity #3: Vertical planning teams will meet to discuss the implications of the common core standards, adapt curriculum revisions, revise assessments across the grades and analyze student data across the grades to pinpoint areas for improvement.**

**Activity #4: Classroom teachers will utilize common planning periods to differentiate the curriculum, conduct assessments, analyze student data and ensure consistency on the grade levels.**

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

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

**Fair Student Fundin**  
g \_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants  X  Other

If other is selected describe here:

**Network funds will be used to implement program.**

**T.E.P. Pilot will provide per session funding for the team to conduct professional development.**

**Service and program coordination**

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

**The school has set up a Teacher Effectiveness Program (TEP) Team who regularly lead staff meetings, allowing the staff to become familiar with the program and evaluate what is considered Effective and Highly Effective ratings. Teachers have also been given a lesson plan template to ensure their planning is meeting Effective and Highly Effective goals as well.**

### 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 2013, K – 2<sup>nd</sup> grade students will demonstrate progress in Math as measured by 60% increase in student achievement through small group instruction as evidence by tasks, classroom observations, teacher and end of unit assessments.**

#### **Comprehensive needs assessment**

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

**After reviewing our 3<sup>rd</sup> grade NYS mathematical assessments along teacher observations we noticed a trend in student progress. The data consistently showed a decrease in student performance in math for the past 2 years. Our school targeted grades K-2<sup>nd</sup> to address our math program as we feel this is an area that needs to be strengthened. As a result, Kindergarten, First and Second grade teachers will be targeted for professional learning communities in which the focus will be developing a consistent method of teaching math with an alignment to the Common Core Standards.**

#### **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) key personnel 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: Our Kindergarten, First and Second grade students are part of our math block with focuses on math instruction for an hour five days a week**

**Activity #2: Teachers use investigations which is aligned with the Common Core Standards to implement math instruction.**

**Activity #3: The K-2 teachers are also involved in professional development with a consultant provided by our network.**

**Activity #4: Each week K-2 teachers are responsible for reporting strategies used, data collected and next steps using assessment data to drive instruction practice.**

**Activity #5: This will continue throughout the school year with weekly check-ins and feedback.**

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**K-2 teachers will provide literature to parents before the beginning of each unit instructing parents how to provide support for their children at home. Parents also attended math workshops based on the investigations curriculum to provide strategies that are used school wide.**

**Budget and resources alignment**

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

X  Tax Levy   Title I   Title IIA   Title III   Grants  X  Other

If other is selected describe here:

**Our budget has been modified to purchase additional Investigations materials that are now aligned to address the Common Core Standards. Along with the purchase of materials we have a school wide math block in which all classrooms are teaching math at the same time, five days a week. Our network has also provided professional development opportunities for our K-2<sup>nd</sup> grade teachers. Teachers are also teaching grade specific math periods and grouping students by grade level.**

**Service and program coordination**

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

**The school has set up a tutorial/academic support program during the 37.5 minute extended day period that focuses on improving student performance and progress from K-2<sup>nd</sup> grade.**

### 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 2013, K-2<sup>nd</sup> grade students will demonstrate progress in Literacy as measured by 60% increase in student achievement through small group instruction as evidence by tasks, classroom observations, teacher-based and on demand assessments.**

#### **Comprehensive needs assessment**

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

**After reviewing our 3<sup>rd</sup> grade NYS ELA assessments along with teacher observations we noticed a trend in student progress. The data consistently showed a decrease in student performance in ELA for the past 2 years. Our school targeted grades K-2 to address our ELA program as we feel this is an area that needs to be strengthened. As a result, kindergarten, first and second grade teachers will be targeted for professional learning communities in which the focus will be developing a consistent method of teaching ELA will an alignment to the Common Core Standards.**

#### **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) key personnel 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: Our kindergarten, first and second grade students participate in Literacy based activities including reading, writing, and word work five days a week.**

**Activity #2: Teachers use Units of Study which are aligned with the Common Core Standards to implement ELA instruction**

**Activity #3: The K-2 teachers are also involved in professional development with a consultant provided by our network.**

**Activity #4: Each week K-2 teachers are responsible for reporting strategies used, data collected and next steps using assessment data to drive instruction practice.**

**Activity #5: This will continue throughout the school year with weekly check-ins and feedback.**

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**K - 2 teachers will provide literature to parents before beginning of each unit instructions parents how to provide support for their children at home. Parents also attended writing celebrations which show each student's final writing product each unit.**

**Budget and resources alignment**

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

X  Tax Levy   Title I   Title IIA   Title III   Grants  X  Other

If other is selected describe here:

**Our network has provided professional development opportunities for our K-2 teachers around Literacy. Our budget has been modified to provide teachers with materials needed to teach Literacy to each student on their independent levels.**

**Service and program coordination**

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

**The school has set up a tutorial / academic support program during the 37.5 minute extended day period that focuses on improving student performance and progress from K-2<sup>nd</sup> grade.**

### ANNUAL GOAL #5 AND ACTION PLAN

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

#### **Annual Goal #5**

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

**By June 2013, the technology in every classroom will be upgraded with at least 2 new pieces of technology equipment as measured by school-developed technology survey completed by staff members.**

#### **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.

**The technology available to our students is antiquated, or has created an inequality from classroom to classroom. The teachers and parents have identified the need to continue to implement the technology plan (created last year) 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) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

**Activity #1: The non-early childhood classrooms will be equipped with a SMARTboard for use by students and teachers.**

**Activity #2: The non-early childhood classrooms will be equipped with communal cohort laptops and accompanying laptop carts. The 1/2, 3/4, 5/self contained class cohorts will receive 18 laptops per cohort (total of 54 new laptops) with 2 laptop carts per cohort listed above (total of 6 carts) and each would hold 16 laptops.**

**Activity #3: The school Technology Team will revise the 3-year technology plan, as future goals have been met, therefore making revision necessary. The technology team will create revised documents to facilitate the soliciting and acquisition of funding sources in order to create a sustainable, ongoing technology endowment for hardware purchases.**

**Activity #4: The new SMARTboard users will receive professional development for SMARTboard use. In addition, the technology team will develop a plan for how and when professional development will occur for the staff, so they may be equipped with ways on how to incorporate more technology into the classroom (i.e. introduction to using Edmodo).**

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Parents will be involved in the revising of the school technology plan that they helped to create as members of the technology team.**

**Communication with parents will continue to increase through further improvements to the school website, and training provided by tech team**

members for Edmodo use.

**Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA  X  Title III \_\_\_\_\_ Grants  X  Other

If other is selected describe here :

**OTPS funds will be used to purchase professional instruction materials to support the curriculum. OTPS funds will be used to purchase consumable instructional materials for use during extended day programs. Title III 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 professional development opportunities to help teachers incorporate technology into the classroom. School-raised funds will help to supplement anything not covered by the grant (i.e. document cameras and licensing for laptops).**

**Service and program coordination**

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

**The school has this far installed 5 SMARTboards / projectors attained by a RESO A grant. We have received another RESO A grant for \$120,000.00 and have purchased the remaining 8 SMARTboards (with accompanying MAC Desktops) needed and will use the remaining money to purchase 54 laptops and 6 laptop carts.**

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Foundations/Wilson Reading Reading recovery	Small group Pull out/Push in One to one	During extended 37.5 minute day 3 times per week During school day varies depending on student need (3-5 times a week)
Mathematics	Test sophistication Math tutoring	Small Group Pull out Push in One to one	During extended 37.5 minute day 3 times per week During school day varies depending on student need (3-5 times a week)
Science	Test sophistication Science tutoring	Small group Push in Pull out One to one	During extended 37.5 minute day 3 times per week During school day varies depending on student need (3-5 times a week)
Social Studies	Class Projects Tutoring Homework help	Small group Push in Pull out One to one	During extended 37.5 minute day 3 times per week During school day varies depending on student need (3-5 times a week)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Respect For All Advisory Parental support in networking and connecting with outside agencies	Small group One to one	During school day varies depending on student need (3-5 times a week)

### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

- ❖ **Mentors will be assigned to support less experienced and new teachers.**
- ❖ **Hiring committee will be formed, consisting of teachers, parents and administrator(s)- to identify highly qualified teachers.**
- ❖ **The availability of technological resources will attract HQT who are looking to embrace technology in the classroom.**
- ❖ **Student Teacher program with Bank Street and NYU.**
- ❖ **As a partnership program with Bank Street and NYU, our teachers can take classes free of charge to further their education.**
- ❖ **Teachers will be provided with professional development in areas in which there is a concern.**

## ***SCHOOL-PARENT COMPACT***

PS 361M, The Children's Workshop School is implementing a school parent compact to strengthen the connection and support of student achievement between the school and the families. Staff, parents and students will share responsibilities for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **I. School Responsibilities**

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

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

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

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

## **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 promptly 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-Teacher Association or serve to the extent possible on advisory groups, School, District Leadership Teams, Technology Committee, Library Support and outreach.
- share responsibility for the improved academic achievement of my child;
- Participate in community building and fundraising events, supporting the efforts of the parents and the school community to enrich the experiences of all families and children.

## **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  
2012-13**

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Ada Cordova</b>	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 [?](#)

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 Cambell</b>
Related Service Provider <b>Bryan Scott</b>	Other
Network Leader <b>Ada Cordova</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<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	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>262</b>	Total Number of ELLs	<b>13</b>	ELLs as share of total student population (%)	<b>4.96%</b>
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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, the Home Language Identification Survey (HLIS) is given to first time registrants into the New York City school and an informal oral interview of the child is completed by one of our school pedagogues; Ms. Sylvia Vidal. 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.

1a. The Home Language Survey is screen and reviewed by our certified ESL teacher Ms. Sylvia Vidal 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 English and Spanish LABs are available for Spanish speakers. The LAB's are administered by our certified ESL teacher Ms. Sylvia Vidal who is also a bilingual speaker of both English and Spanish. The Spanish LAB is only administered to Spanish speaking students who do not pass the LAB-R in English. 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.

1c. English language learners are evaluated every school year by our certified ESL teacher Ms. Sylvia Vidal using the NYSESLAT assessment which is 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. The NYSESLAT scores are then used to review and evaluate student's progress. The NYSESLAT 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 certified ESL teacher Ms. Sylvia Vidal offers parents of English Language learners, in writing, 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. Notification of orientation is sent along with entitlement letters to parents.

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 Ms. Sylvia Vidal keeps records of all parent notifications, letters and forms that have been sent out and returned in a binder 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 binder in our ESL room. Our school has not experienced non communication, or non responses from our parents.

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 Ms. Sylvia Vidal monitors the continuing trend and informs other team members of any changes or modifications that would be necessary for the following school year.

Placement letters are sent to all parents and are maintained in the ESL binder in our ESL room. Binder is updated is maintained and updated by our certified ESL teacher Ms. Sylvia Vidal.

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

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input 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"/>
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**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<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>														0
<b>Push-In</b>	0	3	4	3	3									13
<b>Total</b>	0	3	4	3	3	0	0	0	0	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	0	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. [i](#)

	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	8	0	3	5	0	5					13
<b>Total</b>	<b>8</b>	<b>0</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>13</b>

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

### 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		1	2	1	2									6
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic			1	1	2									4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

**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
Albanian														0
Yiddish														0
Other			2											2
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>13</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 L	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>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

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

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

## A. Programming and Scheduling Information

– 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. Native language support is provided using glossaries and translation dictionaries for students in grades 3-.

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 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 plans to support English Language Learners that have completed 6 years by assessing their immediate needs; assessing the four modalities and evaluating the area of most need. Targeted area(s) are supported by establishing specific goals which classroom teachers and other pedagogues in the classroom focus on during content area study. ELL's are also offered continued support through our extended day program and supplemental materials are made accessible in the classroom. Students are also offered materials to take home to develop lacking skills in the targeted areas.

## A. Programming and Scheduling Information

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, deconstructing 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 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				
Social Studies:				
Math:				
Science:				

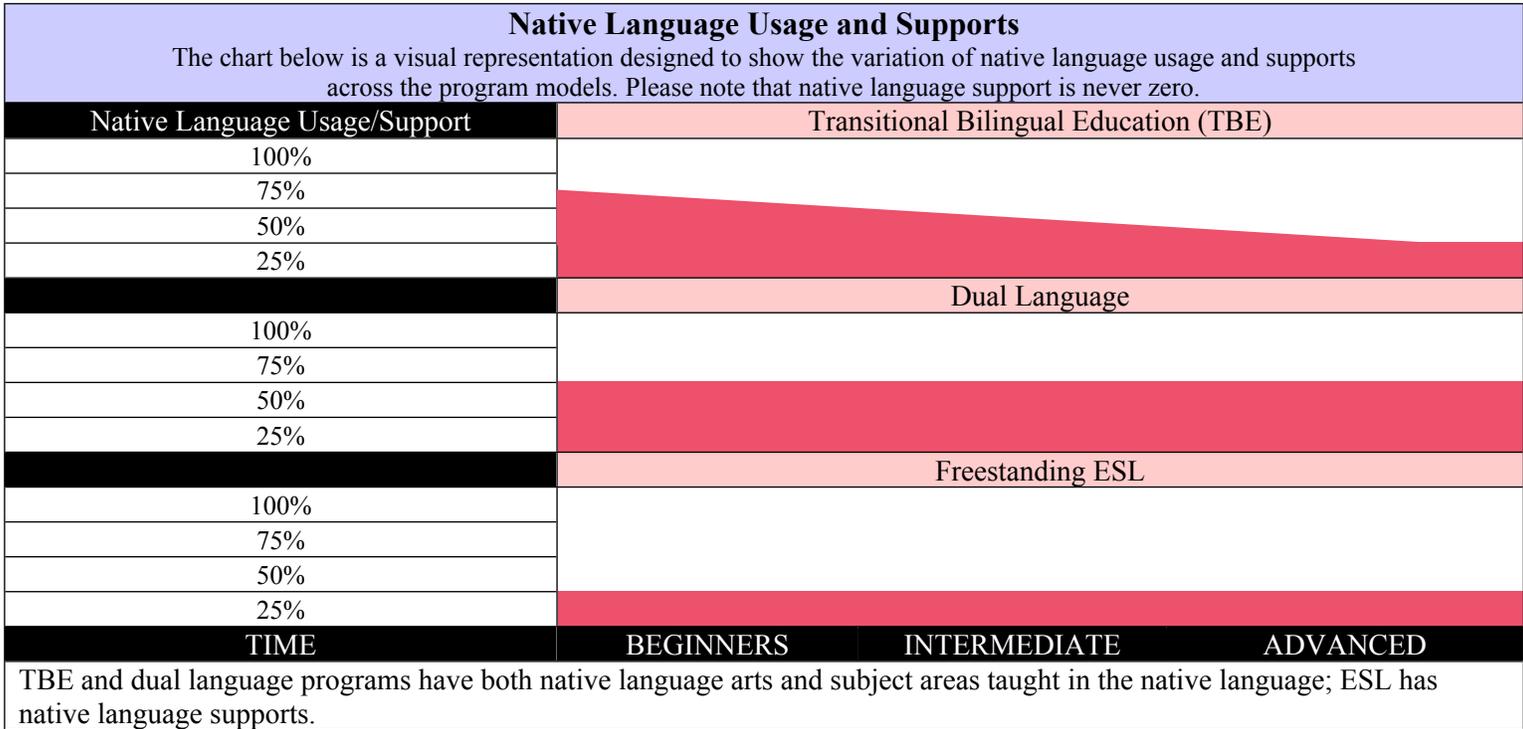
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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



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

**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)?

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.

Content areas of Social Studies and Science are supported by providing English language learners with scaffolding strategies; teachers use pictures, dictionaries, graphic organizers and other ESL strategies to support understanding in content areas. Classroom teachers group students in small groups for additional support and differentiates learning by using additional artifacts and tools. Native language is supported by maintaining accessible materials (glossaries, translated dictionaries and/or pictures) in the classrooms for students to use during their activities.

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 students will be exchanged to develop new goals and to assess student's development in the classroom. Testing accommodations for former ELL's includes extended time for completion and may include providing a smaller group setting out of their regular classrooms.

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.

12b. Our school does not receive Title III funding for supplemental ESL services, based on the number of ESL students in our school.

13. 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.

14. 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.

15. Our service support and resources correspond to English Language learner's developmental stages by providing and using literature that 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. English language learners are supported and serviced using prior assessments as a guiding tool for literacy.

16. 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.

17. Our Elementary school does not offer language electives.  
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 SETSS 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.

## 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 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.

## 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)		3	2											5
Intermediate(I)				3										3
Advanced (A)			1	1	3									5
Total	0	3	3	4	3	0	0	0	0	0	0	0	0	13

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

. 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 (3rd - 5th). Inquiry teams and study groups are focusing closely to the development of 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. Instruction is provided using various strategies tools for both reading and writing.

4. a. Members of our LAP team, Luis Lizardo, Miriam Sicherman and Sylvia Vidal meet to analyze the results of student's assessments and trends and discuss and/or plan the next steps to support students in target areas of need. Information is provided to classroom teachers for goal planning and teaching.

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.

b. Taking into 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, such as using think alouds, asking question tools, modeling and prompting. Meaningful purposes for reading and writing will also be created to motivate and encourage students in these areas.

c. Our Free Standing ESL program supports native languages by providing bilingual literature to students to read in the classrooms or at home. Other native language support includes translations by other classroom members, access to computer programs that facilitate native language and use of glossaries, dictionaries, and relevant pictures.

5. NA

6. Our program is evaluated through informal and formal assessments such as the NYSESLAT scores, running records, writing assessments, and Getting Ready for the NYSESLAT assessments. Comparing these assessments along with the RLAT reports, ELA, Math and Social Studies scores, teachers and staff are informed of the successes and needs that our ELL's are presently demonstrating.

These assessments are maintained in an ESL student binder for the total years of services, of each student, and reviewed periodically with teachers and students to determine growth in specific areas.

### 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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Velez Clarke	Principal		1/18/13
NA	Assistant Principal		1/18/13
Dorothy Cantwell	Parent Coordinator		1/18/13
Sylvia Vidal	ESL Teacher		1/18/13
	Parent		1/1/01
Miriam Scherman	Teacher/Subject Area		1/18/13
Susanne Browne	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Aurora Fields	Guidance Counselor		1/18/13
Ada Cordova	Network Leader		1/18/13
Byran Scott	Other <u>Speech</u>		1/18/13

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/18/13
	Other		1/1/01
	Other		1/1/01

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

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

**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.