



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE CHILDREN'S SCHOOL  
**DBN (i.e. 01M001):** 75K372  
**Principal:** ARTHUR P. MATTIA  
**Principal Email:** [AMATTIA@SCHOOLS.NYC.GOV](mailto:AMATTIA@SCHOOLS.NYC.GOV)  
**Superintendent:** GARY HECHT  
**Network Leader:** ADRIENNE EDELSTEIN

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Arthur P. Mattia	*Principal or Designee	
Michael O'Neill	*UFT Chapter Leader or Designee	
Lucia Burns	*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	
Marybeth Carroll	Member/ Staff	
Herbert Quester	Member/ Staff	
Danita Susi	Member/ Staff	
Unyque Rencher	Member/ Staff	
Kerry Aguilar	Member/ Staff	
Fred Muench	Member/ Parent	
Angela Ferrante	Member/ Parent	
Lisa Lewis	Member/ Parent	
Matthew Miller	Member/ Parent	
Erhmei Yuan	Member/ Parent	
Rosemarie Astarita	Member/ Parent	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

**By June 2014, students in 1<sup>st</sup> grade will demonstrate increased reading proficiency as evidenced by a 10% increase in reading proficiency, measured against periodic benchmark levels**

### **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.

**At the end of Kindergarten 2013 the lowest performing students who were unable to identify letters of the alphabet/sounds and are reading a level D on the Fountas and Pinnell scale were considered at risk. These identified students, currently in grade 1, will receive targeted Reading Recovery intervention by a Reading Specialist.**

### **Instructional Strategies/Activities**

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

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

- Administer Reading Recover Assessments to targeted 1<sup>st</sup> graders (Sept)
- Professional staff development for 2 reading specialists to participate in year-long, weekly Reading Recovery workshops thru NYU afterschool. (ongoing)
- Reading Specialists work with 8 of the lowest performing students in 12 to 20 week cycles throughout the school year.
- Running Record assessments will be administered daily to assess progress.
- Reading Recovery students will be seen daily for 30 minutes.

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

- Classroom teachers, Reading Specialists, Assistant Principal, Reading Recovery Program Specialists
- Per session/OTPS funding to support the program
- Targeted Professional development in Reading Recovery for the Reading Specialists

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

- Reading Specialists will confer with classroom teachers to review progress and targeted instruction (ongoing within 12-20 week cycle)
- Reading Specialist will meet weekly with the Assistant Principal to review benchmark gains.
- Data collected will be analyzed by Reading Specialists/classroom teachers/administration to determine next steps.

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

- Reading Specialists work with 8 of the lowest performing students in 12 to 20 week cycles throughout the school year.

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

- Reading Specialists caseload will reflect students identified as needing additional support
- Reading Specialists schedules will indicate times blocked out for this initiative

### **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).

- Parents of Reading Recovery students are individually contacted and a conference is conducted in person or by telephone to explain the program before intervention is started.
- Specific Reading Recovery homework is sent home daily to keep parents abreast of progress.
- Reading Recovery notebooks go home daily with student writing and assignments.

### **Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
<ul style="list-style-type: none"> <li>Funds will be allocated in Galaxy for per session, OTPS and professional development to support staff.</li> </ul>						

### Goal and Action Plan #2

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

#### **Annual Goal #2**

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

**By June 2014, students in grades 4 and 5 will improve proficiency levels in ELA as evidenced by a 5% increase in proficiency rating scores on the NYS standardized exam.**

#### **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 close analysis of the data (NYS ELA scores and periodic assessments) it is evident that students who scored at level 1 or Level 2 will require additional support in decoding and comprehension skills. It is critical to maintain this high level of performance by closely analyzing ongoing formative assessments and planning for the identified deficit areas.**

#### **Instructional Strategies/Activities**

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
  - Review NYS exam scores (Sept)
  - Administer periodic assessments (Oct, Feb, May)
  - Administer Performance Assessment Tasks (Dec, May)
  - Incorporate more complex text into daily teaching practices (ongoing)
  - Teachers and Administration conference to examine the correlation between the benchmark data and skill proficiency (ongoing)
  - Administrative grade level meetings (set protocols for student work analysis, text complexity analysis)
  - Administrative Cabinet reviews above data to confer with teachers in order to plan appropriate strategies (ongoing)
  - Academic Intervention Specialists work with students to enhance skills (weekly)
- 2. Key personnel and other resources used to implement each strategy/activity**
  - Classroom teachers, Academic Intervention Specialists, Administration will review student work at grade level meetings to determine what instructional shifts will be required in the classrooms to support students in need of additional intervention. (Nov./Jan./March)
  - Classroom teachers will offer after school Academic Intervention services to the bottom third students identified by the NYS standardized ELA test administered in the spring of 2013. (Dec/Jan)
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - Team meeting comprised of classroom teachers, related service providers, AIS providers, and administration will meet twice a year to review individual student progress and revise needed strategies. (Winter/Spring)
  - Review of benchmark progress shows an increase of one reading level by December 2013 and two reading levels by May of 2014 based of Fountas and Pinnell reading level
- 4. Timeline for implementation and completion including start and end dates**
  - Students identified as needing additional supports will be scheduled to meet with the Reading Specialists throughout the year
  - Students identified as needing additional support will be offered Academic Intervention services after school beginning in December 2013 and continuing through April 2014.
  - Students identified as needing additional supports will be offered Saturday test prep in the spring of 2014 to review test taking skills

- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Reading Specialists caseload will reflect identified students individually or in small groups
  - Based in the item skills analysis obtained from the spring 2013 ELA NYS exam, classroom teachers will incorporate strategies into their daily teaching practices to support Level 1 and Level 2 students.
  - All grade level classroom teachers will be provided with planning days prior to introducing the next unit of study to make sure teaching points are aligned to the Common Core and necessary resources are obtained.

***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).

- Children's First Network will conduct Common Core Workshops for the parent body (Mar)
- Related service providers conduct parent workshops emphasizing continuity of services between home and school
- Parent Coordinator will send home information alerting parents to district workshops and organizations they may find useful
- Parents will be invited to participate in the community activity "Families as Reading Partners." (Oct, Jan, Apr)
- IEP goals are created with parent input

***Budget and Resource Alignment***

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

***Annual Goal #3***

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

**By June 2014, students in grades 4 and 5 will improve proficiency levels in Math as evidenced by a 5% increase in proficiency rating scores on the NYS standardized exam**

***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 close analysis of the data (NYS Math scores and periodic assessments) it is evident that students who scored at level 1 or Level 2 will require additional support in numbers sense and operation skills. It is critical to maintain this high level of performance by closely analyzing ongoing formative assessments and planning for the identified deficit areas**

***Instructional Strategies/Activities***

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

**1. Strategies/activities that encompass the needs of identified subgroups**

- Review NYS exam scores (Sept)
- Administer end of unit assessments (ongoing)
- Use of RTI components in Go Math
- Use of technology components in Go Math
- Teachers and Administration conference to examine the correlation between the benchmark data and skill proficiency (ongoing)
- Administrative grade level meetings (set protocols for student work analysis)
- Administrative Cabinet reviews above data to confer with teachers in order to plan appropriate strategies (ongoing)
- Academic Intervention Specialists work with students to enhance skills (weekly)

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

- Classroom teachers, Academic Intervention Specialists, Administration
- School will implement the DOE approved Common Core aligned “Go Math” program (Sept. 2014)
- Beginning in July 2014, Identified staff will attend professional development to assist them in the implementation of the Go Math program (ongoing)

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

- Team meeting comprised of classroom teachers, related service providers, AIS providers, and administration will meet twice a year to review individual student progress and revise needed strategies. (Nov, Mar)
- Review of benchmark progress shows an increase number sense and operation skills level by May of 2014 based on Go Math end of unit assessments

**4. Timeline for implementation and completion including start and end dates**

- Students identified as needing additional supports will be scheduled to meet with the Math Specialists throughout the year
- Students identified as needing additional support will be offered Academic Intervention services after school beginning in December 2013 and continuing through April 2014.
- Students identified as needing additional supports will be offered Saturday test prep in the spring of 2014 to review test taking skills

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

- Math Specialists caseload will reflect identified students individually or in small groups
- Based in the item skills analysis obtained from the spring 2013 Math NYS exam, classroom teachers will incorporate strategies into their daily teaching practices to support Level 1 and Level 2 students

**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).

- Children’s First Network will conduct a Common Core Workshop for the parent body (Mar)
- Related service providers conduct parent workshops emphasizing continuity of services between home and school
- Parent Coordinator will send home information alerting parents to district workshops and organizations they may find useful
- Parents will be invited to participate in the community activity “Families as Math Partners.” (Nov, Feb, May)
- IEP goals are created with parent input

**Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**By June 2013, there will be a 5% increase in students with autism meeting their IEP goals and moving toward grade appropriate curriculum standards as measured by movement to a less restrictive placement (LRE).**

**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.

**All students who participated in the NYSAA and received a Level 4 in their Datafolio will be reviewed to determine if they are ready to transition to a less restrictive environment. While growth is apparent in all of the students who participated in alternate assessment, it is critical that we continue to focus on independence in all areas (academic, social etc.) and students ability to transition to a less restrictive environment**

**Instructional Strategies/Activities**

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
  - IEP/Related Service coordinator and Assistant Principals will support staff at ICT/ASD site. (Ongoing)
  - Assistant Principals provides in class support to increase targeted instructional practices (Ongoing)
  - Assistant Principals and District Base Coaches work with self contained classrooms to increase appropriate instructional practices which may help students approach the standards.
  - Administer benchmark assessments to target appropriate skills. (Sept)
  - Assistant Principal and NYSAA lead teacher review student portfolios to analyze skill independence and accuracy. (Sept-Oct)
  - Technology coordinator will support staff at ICT/ASD site by identifying appropriate programs that will support student academics
  - Assistant Principals arrange for teacher inter visitations between sites to integrate curriculum. (February – June)
  - Teachers of classes for students with Autism (self-contained) observe integrated co—teaching model to support academic proficiency. (February – June)
  - Teachers in ICT settings observe self-contained classrooms for students with Autism. (February – June)
- 2. Key personnel and other resources used to implement each strategy/activity**
  - Speech Department, Classroom teachers ASD/ICT, Guidance Counselors, and Administration
  - ASD classroom teachers and Administration will analyze data obtained through ABLLS-R, Datafolios and the Sandi/FAST Common Core aligned performance assessments.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - Administer ongoing benchmark assessments to monitor progress towards transition. (Ongoing)
  - Analyze classroom and assessment data to determine needed interventions. (Ongoing)
- 4. Timeline for implementation and completion including start and end dates**
  - Students identified in the spring of 2014 as meeting the criteria of a less restrictive environment will transition to a program that will meet their needs for September 2014
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - Collaboration between teachers to develop a tool box to support newly transitioned students in integrated co-teaching classes. (May-June)
  - Guidance department coordinates a bullying/teasing studio for students to devise strategies on how to handle situation that fall into this category (weekly)
  - Resolving Conflict Creatively Program (RCCP) is implemented throughout the school community (weekly)
  - Responsive classroom is being piloted in designated classrooms to further enhance community building
  - Manhattan New Music Program and the Brooklyn Conservatory have partnered with the school at both the ICT and ASD site.

**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).

- Workshops on strategies parents can implement at home to assist in their child’s education process are offered by the Parent Coordinator
- Related service providers conduct parent workshops emphasizing continuity of services between home and school
- Parent Coordinator will send home information alerting parents to district workshops and organizations they may find useful
- IEP goals are created with parent input

**Budget and Resource Alignment**

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

- **Strategies/activities that encompass the needs of identified subgroups**
- **Key personnel and other resources used to implement each strategy/activity**
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- **Timeline for implementation and completion including start and end dates**
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

### Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p><b>ELA</b></p>	<p>The principle goal of our Academic Intervention Service program in the English Language Arts area is to raise achievement in reading for students who have scored below level three on the ELA exam and for students in primary grades who perform below the standard. We are especially committed to our students developing their reading skills (e.g. decoding, fluency, comprehension). We determine the need for intervention by following the RTI (Response to Intervention) protocol. Programs used by AIS specialists:</p> <ul style="list-style-type: none"> <li>• Reading Recovery</li> <li>• Orton Gillingham</li> <li>• Merrill Readers</li> <li>• Explode the Code</li> <li>• Lexia</li> <li>• Foundations</li> <li>• Project Read</li> <li>• Qualitative Reading Inventory</li> <li>• Preventing Academic Failure (PAF)</li> <li>• Science Research Associates (SRA)</li> </ul>	<p>AIS begins in the classroom with small group and individualized instruction provided by classroom teachers and paraprofessionals. Children are engaged in strategy learning groups, interactive writing, shared and guided reading.</p> <p>All classrooms are equipped with Apple laptops which have been programmed with the Lexia reading program.</p> <p>Smart Boards have been installed in all classrooms grades K-5. Smart boards enhance the lessons in the Word Study program that we follow.</p> <p>In addition, many of our classroom teachers engage in the use of</p> <ul style="list-style-type: none"> <li>• the SRA</li> <li>• Foundations (K-2<sup>st</sup> grade)</li> <li>• Words Their Way (grades 3-5)</li> </ul>	<p>Academic Intervention Services outside of the classroom are provided by our Reading Specialists. Instruction by this team is provided on an individual and small group basis. These sessions are held according to the specific needs of each student. They can range from one to three 30 minute sessions per week.</p> <p>Reading Recovery intervention specifically takes place 5 days a week for a period of 30 minutes.</p> <p>Academic Intervention Services after school are provided for students specifically addressing strategies to meet Common Core Learning Standards.</p>

		<ul style="list-style-type: none"> <li>• <b>Boardmaker (Mayer Johnson) symbols are used to enhance the teaching and learning in classrooms</b></li> </ul> <p>Alternate Assessment students receive special attention via the Special Education teacher and the paraprofessional.</p>	
<p><b>Mathematics</b></p>	<p>The principle goal of our Academic Intervention Service program in Math is to raise achievement in mathematical thinking and practices for students who have scored below level three on the Math exam and for students in primary grades who perform below the standard. We are especially committed to our students developing their number sense skills. Programs used by AIS specialists:</p> <ul style="list-style-type: none"> <li>• <b>Go Math</b></li> <li>• <b>Everyday Math</b></li> <li>• <b>Teacher made materials</b></li> </ul>	<p>AIS begin in the classroom with small group instruction provided by classroom teachers and paraprofessionals. Children are engaged in interactive math activities. Classroom environments are equipped with appropriate math materials.</p> <p>All classrooms are equipped with Apple laptops, which allow children access to Go Math resources provided on-line as well as math websites. Targeted classrooms are implementing math strategies through the use of iPads. Smart boards are used to enhance math lessons.</p> <p>In addition, students participating in Alternate Assessment who require a modified curriculum work with a Special Education teacher and/ or paraprofessional who use the Functional Academic Curriculum for Exceptional Students. These students are also given the opportunity to</p>	<p>Academic Intervention Services outside of the classroom are provided by our Math Specialists. Instruction by this team is provided on an individual and small group basis. These sessions are held according to the specific needs of each student. They can range from one to three 30 minute sessions per week. This specialist works hand in hand with classroom teachers to modify and adapt curriculum when necessary.</p> <p>Academic Intervention Services afterschool is provided for students specifically addressing strategies to meet Common Core Learning Standards.</p>

		engage in real life situations.	
Science	<p>The principle goal of our Academic Intervention Service program in the Science is to raise achievement in scientific reasoning, understanding informational text and transferring in their writing. This is for students who have scored below level three on the 4<sup>th</sup> grade NYS Science exam and for students in all other grades who perform below the standard.</p> <p>Programs / Resources used :</p> <ul style="list-style-type: none"> <li>• FOSS science kits supplemented with informational texts</li> <li>• Common Core Resources</li> <li>• Content based books available at a variety of reading level.</li> </ul>	<p>Academic Intervention services for the Science curriculum is provided to the students in the classroom. All students participate in small group instruction which takes place weekly. The small groups target the specific academic needs of the students. For example, teachers use such things as guided reading, interactive writing and read aloud to provide children with necessary information to meet the Science standards. In addition, the Science classroom is equipped with desk top Apple computers, as well as laptops and Smart board.</p> <p>Alternate Assessment students receive individualized attention via the Special Education teacher who also adapts and modifies curriculum as needed.</p>	<p>Academic Intervention Services are provided within the classroom on a weekly basis</p>
Social Studies	<p>The principle goal of our Academic Intervention Service program in Social Studies to raise achievement in meeting the NYS standards in SS and addressing the 2012-13 citywide expectations targeting CCLS for informational text. This is for students who perform below the standard.</p> <p>Resources used:</p> <ul style="list-style-type: none"> <li>• Content based books available at a variety of</li> </ul>	<p>Academic Intervention services for students in the area of Social Studies education is provided to students in the classroom. Similar to other content areas, students are instructed in small groups. The specific academic needs of the students are targeted and enhanced using desk top computer, laptops, Smart boards, and iPads in targeted classrooms.</p>	<p>Academic Intervention Services are provided within the classroom on a weekly basis.</p>

	<p><b>reading levels</b></p>	<p><b>Alternate Assessment students receive individualized attention via the Special Education teacher who adapts and modifies curriculum as needed alongside the classroom teachers</b></p>	
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<p><b>Guidance Counselors provide at-risk services for our students according to the specific needs of the child. The sessions are implemented in a 6-8 cycle. Weekly counseling meetings provide a forum to discuss strategies that can be implemented in the classroom and not solely in isolation with the counselor. The guidance counselor works in collaboration with the family to ensure that we have consent and that family input is included in all conversations regarding a student’s needs.</b></p> <p><b>In addition, the counselors provide the following resources to at-risk students:</b></p> <ul style="list-style-type: none"> <li><b>• Social Skills Groups</b></li> <li><b>• “Quiet Lunch” groups</b></li> <li><b>• Banana Splits group (for children with separation issues)</b></li> </ul>	<p><b>Counselors work in partnership with the Crisis Intervention Teacher who employs Life Space Crisis Intervention (LSCI) techniques and works closely with Positive Behavior Support staff. Counselors and ninety percent of the staff have received training in Resolving Conflicts Creatively Program which is practiced throughout the school community</b></p>	

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. 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;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>372</b>
School Name <b>The Children's School</b>		

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

Principal <b>Arthur P. Mattia</b>	Assistant Principal <b>Rosa Amato</b>
Coach	Coach
ESL Teacher <b>Shari Zisman</b>	Guidance Counselor
Teacher/Subject Area <b>Renata Ramos/Special Education</b>	Parent <b>Janine Dilorenzo</b>
Teacher/Subject Area	Parent Coordinator <b>Yvette Agas-Bautz</b>
Related Service Provider	Other AP: <b>Catherine Ferrara Sarno</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>480</b>	Total number of ELLs	<b>5</b>	ELLs as share of total student population (%)	<b>1.04%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In	2	3	0	5	11									21
Pull-out	2	1			1	0								4
<b>Total</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>5</b>	<b>12</b>	<b>0</b>	<b>25</b>							

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2		2	3		3	0			5
<b>Total</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

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

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		1	1									4
Chinese		0			1									1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0													0
<b>TOTAL</b>	1	1	0	1	2	0	0	0	0	0	0	0	0	5

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual (SWD)									0

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

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

Our PS372 Integrated Co-teaching (ICT) site uses ELA assessments, which includes running records, writing on demand, and word study assessments (Foundations and Words Their Way), throughout the school year. The Running Record assessment measures the fluency and comprehension level of each student. The Writing on Demand measures organization, content development and use of appropriate grammar. In determining the independent reading level of each student, teachers create a plan in moving students to the next reading level by referring to the components necessary in the instructional level of their reading.

At our Autism Spectrum Disorders (ASD) site we use ABLLS-R and SANDI to assess our students' growth. Sections that are particularly useful for data analysis with ELL students include labeling, intraverbals and reading. The ESL teacher receives updated status reports about the students' performance on these assessments to help her in developing her instructional goals and plans.

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? After analyzing the NYSESLAT results, NYS ELA, Math and Science exams and ELA assessments, our findings are that students who show a proficiency on NYSESLAT listening and speaking sections and proficiency or advanced on reading/writing sections corresponded to their ELA assessment scores. These students generally received an above average level on their ELA assessment scores. In the past, students who received proficient/advanced in listening and speaking, but had scores of intermediate or beginner on the NYSESLAT, showed to have slightly below standard scores on their ELA assessments in reading and writing. Thus, it appears that although proficient or nearly proficient in listening/speaking skills, some of our students need more work in developing their reading/writing skills. We will continue to assess if students who move from a beginning to an advanced score on the NYSESLAT test but have struggled with literacy skills, will meet grade level standards in ELA reading and writing assessments.

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

At this time, NYSESLAT modality scores are not available and therefore we are unable to analyze patterns across them. However, it is the goal of our program to increase the number of students making progress in English and attaining English proficiency each year. Over the past several years, this has been a reality and we fully expect to continue to see growth in these objectives.

- For each program, answer the following:
  - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

At our ASD site we use ABLLS-R and SANDI to assess our students' growth. Sections that are particularly useful for data analysis with ELL students include labeling (section G), intraverbals (section H), and reading (section Q). Additionally, the ESL teacher will receive updated status reports of students' language and communication skill development during Picture Exchange Communications System (PECS) review meetings with teachers and related service providers. One of our ASD students remained at the overall beginner level of English proficiency but moved up several points in the reading and writing modalities. As a team, classroom teachers, the ESL teacher, related service providers and administrators analyze data and create a plan in moving students to the next level in all language skills.

All of our students take tests in English and do not take formal assessments in their native language. PS372 students are assessed using ELA assessments. We do not use ELL Periodic Assessments.

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

General education ELL students who are struggling to meet grade level standards are closely examined by our RtI committee when the need arises. The committee analyzes ELA assessments, which includes running records, writing on demand, and word study assessments, throughout the school year. The Running Record assessment measures the fluency and comprehension level of each student. The Writing on Demand measures organization, content development and use of appropriate grammar. In determining the independent reading level of each student, teachers create a plan in moving students to the next reading level by referring to the components necessary in the instructional level of their reading.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Whenever possible, ELLs and former ELLs are placed in classrooms with native language support provided by paraprofessionals and teachers. Additionally, native language supports and materials are provided to the students in their classes. ELLs and former ELLs are grouped together so the ELL teacher can push-in whenever scheduling allows. Additionally, the ESL teacher will offer double dosing of Foundations literacy lessons in an effort to support ESL students' literacy development.
7. 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?At this time, we do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Our ELL program is evaluated based on NYSESLAT test scores, ELA Assessments, and analyzing student work. Consistent growth in language development is reflected in the analyses of these assessments and an indicator of effectiveness of our ESL program.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

### ELL Identification

Within ten days of entering PS372, identification of English Language Learners (ELLs) occurs through completion of the Home Language Identification Survey (HLIS). If this survey is not administered at CSE, it will be administered to the parent of the new admit when he/she arrives at our school. Based on the interpretation of the HLIS (1 or more questions in numbers 1-4 and 2 or more questions in numbers 5-8 are responded to by stating that the student speaks/understands a language other than English, even if English is one of the languages the students speaks /understands), it is determined whether the student is eligible for LAB-R testing. Certified ESL teacher, Shari Zisman, is responsible for administering the HLIS if not done at the CSE level and to general education families, and for conducting the informal interview with the assistance of a bilingual translator. Languages spoken by members of our teaching staff include, Spanish, Chinese, Arabic, French and Haitian Creole. If we need further language assistance during our initial oral screening, the DOE Translation and Interpretation Service is called. Options for special education ELL students are discussed with parents during the Educational Planning Conference at the CSE level where student placement is determined.

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.  
We begin our school year by sending out a parent language survey to find out the preferred language for oral and written communication. This information helps us move forward in providing outreach to parents of ELLs at an orientation meeting run by the certified ESL teacher, Shari Zisman. Information, including program choices is given via a bilingual staff member when relevant and available, as well as a DOE pamphlet and video, if it is one of the many languages offered. In the case of an uncommon language, we make arrangements with the DOE's Translation and Interpretation Unit to notify the parents in their

native language. Parents are informed of the three program choices (TBE, Dual Language, and Freestanding ESL), which are provided by the DOE, and how placement decisions are made at CSE with full disclosure made to the parents. PS372K only offers Freestanding ESL, and parents are informed of this at the CSE and/or school level after the HLIS and LAB-R are administered. If a parent chooses a TBE/DL program, they are informed that this type of program is not offered at PS372K at this time, but is available at other schools should they choose this type of program. This information is imparted to parents immediately upon designation of their student as an ELL requiring services.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

As soon as it is determined that a student is an ELL, parents are given an Entitlement Letter, Parent Survey and Program Selection Form, and a Placement Letter. Our Certified ESL teacher along with the pupil secretary and parent coordinator, helps parents receive information and return forms in a timely manner. Our pupil secretary maintains records of the Parent Survey and Entitlement Letters. Our Certified ESL teacher also maintains copies of Placement, Entitlement and Continued Entitlement letters.

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.

Students are assessed by a bilingual psychologist at the CSE. When new students arrive at our school who may not have gone through CSE, we initially identify ELLs by administering the HLIS and interviewing parents along with the child. We then administer the LAB-R within the child's first 10 days of school, if deemed necessary by the interpretation of the HLIS. Students who are Spanish speaking and unable to pass the English version, are given the Spanish LAB. If they do not pass the LAB-R, they are considered an English Language Learner. Additionally, the ELPC screen in ATS is updated within 20 days of a student entering school. This reflects whether the student is an ELL and which program the parent has selected.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

ATS reports are used to identify students who are eligible for LAB-R (RLER-LAB-R) and NYSESLAT (RLER-LAT) testing. Our ESL teacher, Shari Zisman, and another teacher administers the NYSESLAT. A schedule is planned to ensure that all four modalities (speaking, listening, reading and writing) of the NYSESLAT are administered. For students who are currently enrolled in the NY Public School System, we review the ATS reports, which enable the school to identify students as eligible for LAB-R testing and eligible for the NYSESLAT. Students who do not pass the LAB-R are identified as ELLs eligible for services, as are longer standing students via not scoring a Proficient on the NYSESLAT. After receiving the NYSESLAT results for each student, the ESL teacher reviews the scores. Based on test scores and student progress review, the team discusses methods to move the student toward English proficiency.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

All models of instruction are generally aligned with parent requests. Students whose IEP recommendations are bilingual, receive the services of a certified ESL teacher and whenever possible, an alternate placement paraprofessional who speaks the child's native language and English. In order to build alignment between parent choice and program offerings, our school remains in contact with parents to ensure they understand their program placement.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

ELL students participate with their monolingual peers in the Teachers College Workshop Model of curriculum instruction. Mainstream academics are adapted using ESL strategies. The Workshop Model and small group instructional strategies address the need for improved reading comprehension and writing applications of our ELL students.

During the 2013-2014 school year P372K will serve a total of 5 Special Education ELL students. The ELL students in Standardized Assessment at PS 372K participate in a full-time inclusion model. These classes are composed of 17 general education students and 8 special education students. All students interact the entire day with the support of a special education teacher, general education teacher, and a paraprofessional. Students at our ASD site participate in self-contained 6:1:1 classes. Students in 6:1:1 classes are grouped according to age.

All ESL instruction is provided as a pull out /push in program by Shari Zisman, a certified/licensed ESL teacher, and is in alignment with the New York State Standards for both standardized and alternate assessment. This model implements an integrated approach to instruction based upon the interconnection among all instructional areas and support services, with shared responsibility among all professionals and paraprofessionals serving English Language Learners.

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)?

English as a Second Language: All our K-5 students who are at the beginner and intermediate level are to receive a minimum 360 minutes (2 units) per week of ESL instruction services in accordance with CR Part 154 mandates by a licensed/certified ESL teacher. ESL instruction will be given to students based on the levels determined by the NYSESLAT administered the previous spring or the LAB-R administered in the fall to new admits (i.e. 1 unit for Advanced or 2 units for Beginner/Intermediate level). Classroom teachers deliver ELA instruction. Our ESL teacher creates a schedule to maximize the units of instruction and insure that students receive their mandated minutes.

We currently do not have a bilingual class; therefore we do not deliver NLA instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches

and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content Area Instruction:

All subject areas are taught in English by the General and Special Education classroom teachers. All teachers who are not certified in ESL have received or are in the process of receiving the mandated hours of Jose P. training to develop their proficiency in using ESL methodologies in their instruction. In addition, when scheduling permits, the ESL teacher will push in during subjects like science and technology. During push-in instruction, the ESL teacher models specific methodologies such as the Natural Approach, Language Experience Approach and Cooperative Learning that the content area teachers later use in their own instruction.

English Language Arts: All students will receive ELA instruction during our Balanced Literacy Program, and Writers/Readers workshop provided by the classroom teachers. In addition, special emphasis will be placed on providing current ELL students and students who have recently tested out of the ESL program, with strategies that will improve their reading comprehension, writing, critical thinking and problem solving skills. During these lessons, an emphasis is placed on language development by using the Language Experience Approach, CALLA and Cooperative Learning.

PS372K fosters students' academic language development through the use of, for example, Thematic Units in content areas, and Think-Pair-Share in order to move the students along the language continuum. The instructional strategies that are embedded into content area instruction and used to ensure that students meet the New York State grade level standards include, but are not limited to: Content Based Instruction, Language Experience, Task based learning, Graphic Organizers and Cooperative Learning. The use of technology is incorporated into all content areas; the arts across the curriculum provides for a multi-sensory and multicultural approach to instruction thus further supporting ELLs. Multi-sensory and multicultural materials are infused throughout all aspects of instruction. In addition, scaffolding strategies are used to clarify and reinforce classroom learning for our ELL students. Some of the strategies used in our program are:

Modeling: Students are first introduced to new vocabulary. Students are then walked through an example of the task they are asked to complete.

Bridging: Students are asked to activate prior knowledge of a topic in anticipation of the new vocabulary and content information that will be used to better understand and reinforce the relevant class work.

Schema building: Previewing a text with emphasis on ESL adapted vocabulary and context building and help clarifying reading assignments and directions. Also, students receive brief oral lessons before they are taught in the main Language Arts or Content Area class.

In addition, in order for the students to meet the standards and to pass the required state and local assessments, PS372K employs a variety of Instructional Interventions such as the following ESL strategies: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Whole Language, Graphic Organizers, Cooperative Learning and the Language Experience Approach.

These are employed while engaging the students in the Workshop Model of Instruction in all subject areas. This model provides for individualization and small group work. The Teachers College Model of instruction is the Language Arts curriculum blueprint for the ESL instruction program. A mini lesson is first presented to the class and then students break into small groups to work on the assignment. This is the opportune time to work with individual students or in a group. The grouping is in a push-in setting as he/she works with his/her monolingual peers. Specific skills can be worked on in Reading and Writing during this time. Students identified as being Bilingual receive additional support by the alternate placement paraprofessional. This model provides for individualization and small group work.

The Comprehensive Balanced Literacy Program we employ focuses on the individual child whereby students are matched to "just right books"; they are assessed informally on a regular basis and they receive specific reading/writing skills to help them become proficient readers and writers. The use of technology is incorporated into all content areas; the arts across the curriculum provides for a multi-sensory and multicultural approach to instruction thus further supporting all learners.

The ESL teacher travels to two sites in order to provide ELLs in both locations with mandated minutes as per CR Part-154. The ESL teacher reviews grade level curriculum maps and teaching points with teachers. When needed, the ESL teacher attends grade level meetings to discuss ELL students and teaching methodologies. The ESL teachers and classroom teachers maintain frequent communication about classroom content and student needs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
PS372K ensures that students are appropriately evaluated in their native languages. Spanish speaking students who do not pass the LAB-R are given the Spanish LAB. Additionally, bilingual psychologists are available for annual meetings and evaluations and bilingual paraprofessionals help with assessment and data collection in the students' native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ICT students are given ELA assessments throughout the year. Reading, writing, listening and speaking skills are assessed through our ELA assessments which include running records, writing on demand, and word study (Words Their Way, Foundations). ICT students are given Go Math assessments after each unit. Our alternate assessment students are evaluated through NYASSA which addresses the four modalities of speaking, listening, reading and writing. Our ASD Ells are evaluated on language skills through ABLLS, SANDI, Foundations and other formative assessments throughout the year. Additionally, all our students participate in daily classroom activities and informal assessments that evaluate development in all four modalities of language.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

For SIFE students, should we receive any, tutoring and AIS services will be arranged immediately in order to assess initial literacy in native language and facilitate English language development.

Newcomer students (0-3 years) receive both push-in and pull-out instruction. The ESL teacher continuously confers with classroom and specialty teachers and uses ESL methodologies (such as CALLA, Whole Language and TPR) to ensure content is comprehensible and that the students language learning needs are being met.

For students who have receiving service for 4 to 6 years, we continue their ESL services, as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT. In addition, tutoring and AIS services are provided as deemed necessary.

Because we are an elementary school, we generally do not have any long term ELLs (more than 6 years). However, should we have one later on, we will provide services as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT, as well as providing for tutoring and AIS.

Students who score proficient on NYSESLAT will continue to receive support through small-group instruction and peer tutoring according to their needs as assessed by teacher monitoring.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
PS372K currently serves 5 ELLs with Special Needs and instruction is designed to target those students' language and development needs. The instructional strategies that will be used to ensure that students meet the New York State grade level standards include, but are not limited to, Cognitive Academic Learning Approach, Language Experience and Whole Language. The use of technology will be incorporated to give students additional instructional support. Multi-sensory and multicultural materials will be infused throughout all aspects of instruction. Additionally, teachers attend professional development workshops to foster their use of best practices when working with this special population.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
The students who attend PS372 at our ICT site participate in the the inclusion model. Therefore ELL-SWDs have direct access to core standard curriculum and materials and resources associated with the general education curriculum. The instructional strategies used by classroom teachers, specialty teachers and the ESL teacher support that curriculum and help accelerate language development. Additionally, the ESL teacher makes every attempt to use the push-in model which enables ELL-SWDs to remain with non-disabled peers as much as possible. Some of these strategies include modeling, bridging, and scaffolding.

Students who attend our ASD site use the ABLLS-R curriculum and Foundations phonics reading program in addition to and theme based instruction based on AGLIS. When possible, both our ITC and ASD site classroom teachers, related service providers and ELL teacher work together on scheduling push-in/pull out sessions to enhance student learning for ELL-SWDs.

**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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our school offers AIS during school and after school for qualifying students. We also support students academically with Saturday test prep. All of our Standardized Assessment ELL students who are not meeting Common Core Standards are eligible to receive AIS services. In addition, having passed the NYSESLAT, (and after their IEP has been amended to state that ESL or bilingual instruction is no longer required) students placed in a monolingual class without ESL services, will be supported for up to two years with additional teacher support, and/or tutoring in order to assist in their transition to a completely monolingual setting. Additionally, test accommodations for former ELLs who have an IEP will be in alignment with IEP recommendations made by our SBST team and former ELLs without an IEP will receive test accommodations for two years.

Additionally, ELLs participate in Foundations, Project Read and Reading Recovery for literacy development. Go Math is used to target development in math skills. In the areas of social studies and science, small groups instruction, peer tutoring, and one-on-one tutoring would be used to support struggling students.

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

In order for the students to meet the standards and to pass the required state and local assessments, several ESL strategies are employed such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, Graphic Organizers and Cooperative Learning. These strategies are employed while engaging the students in the Workshop Model of Instruction in all subject areas. This model provides for individualization and small group work. The Comprehensive Balanced Literacy Program we employ focuses on the individual child whereby students are matched to “just right books”; they are assessed informally on a regular basis and they receive specific reading/writing supports to help them become proficient readers and writers. Throughout the day students, including ELLs, receive the support of a licensed reading specialist, thus an additional intervention for struggling students. The use of technology is incorporated into all content areas; the arts across the curriculum provides for a multi-sensory and multicultural approach to instruction thus further supporting all learners.

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

This year, PS372K has instituted two new programs. Students at our ICT (K-2) and ASD site are using the Wilson’s Foundations Language Program. The ESL teacher will incorporate Foundations teaching and review into her instructional practice. She will confer with classroom teachers on methodology and student assessment and progress. In addition, PS372K ICT has adopted the new Go Math program, which is aligned to the Common Core Standards. Whenever possible, the ESL teacher will push-in to classes during Go Math sessions in order to provide ESL support to students in the skills of direction comprehension, math vocabulary and using problem solving language in written responses. Furthermore, our ASD site has introduced the SANDI assessment program this year. The ESL teacher will review appropriate language assessments in order to inform her instruction. PS372K will continue to make outreach to the District and attend available professional development to make a determination if additional programs offered will better serve our current population.

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

PS 372 is no longer using the Everyday Math Program. It has replaced this with Go Math. After analyzing Everyday Math, we saw that it didn't meet the Common Core Standards in the curriculum as well as Go Math does.

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

ELLs may participate in either of the two after-school programs offered at PS372K. Students from our ASD and ICT programs can attend our After-School/child care/homework help based program from 3:10-6pm. This program is located at the ICT site. Participating ASD students arrive by bus. Parents pay a fee for this program and the After School Program charges a reduced rate for students who qualify for free or reduced school lunch. Financial aid is available for families who do not qualify for the reduced rate. Children may also participate in our After-School Enrichment Program and pay a reasonable fee for enrichment classes ranging from gymnastics to ceramics and Haitian Dance. Any and all activities that take place during the school day are made available to ELLs and non-ELLs alike.

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

Instructional materials, including technology used to support ELLs include: PECS, Mayor Johnson symbols, ABLLS-R and SANDI assessment curriculum, augmented devices, Spanish language books and materials, teacher made materials and adapted books at our ASD site. At our ICT site, we use Smatboards, laptops, Brainpop (Jr. and ESL), Spanish/English and Chinese/English dictionaries and books, teacher made materials and adapted books.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language books and supplemental materials are made accessible to students in our ESL program. Additionally, bilingual staff are available to support and translate for students and families in various languages.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Students in our program are provided the required number of minutes of service according to their ages, grades and proficiency levels. Furthermore, all materials used in classrooms (both teacher-made and commercial) are age and grade appropriate, yet adapted according to students' proficiency levels to foster and support language development.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

All parents of ELL students will receive information on the State standards, assessments, school expectations and a description of bilingual and ESL programs. In addition, the guidance counselor and the ESL teacher are available to address any concerns the parents may have. PS372K will also hold parent workshops relating to standard-based instruction for ELL students and topics of interest to the parents. A newcomers family picnic or family welcome gathering is scheduled during the summer or the beginning of the school year for parents to socialize and ask any questions they may have about PS372K. When necessary, a language translator will be available during these workshops and events.

18. What language electives are offered to ELLs?

Currently, no language electives are offered at PS372K. We often have Spanish/French enrichment classes offered as part of our After School Enrichment Program.

19. For schools with dual language programs:

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

At this time, we do not have a dual language program.

### **C. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

During the 2013-2014 school year, the PS372K Professional Development plan includes training on Common Core Learning Standards (CCLS) in math and ELA. These school based meetings take place in September, October, November, December, February, April and June. The ELL teacher plans on attending workshops at Columbia Teachers College (October) with an emphasis on the reading/writing workshop model and its application to the ELL student. If possible, the teacher will attend NYTESOL conventions as well as workshops and trainings run by the DOE, UFT, Literacy Assistance Center and other outside educational organizations.

All teachers of ELLs attend district/citywide workshops and meetings in September, October, January, March, and June. Some of these workshops include training on ELL compliance documentation (BESIS, NYSESLAT, and ATS reports) and workshops offered in lesson planning, the Danielson Model and the ELL Teacher Professional Development Institute Series: Empowering ELLs with Disabilities. Additionally, an assigned coach from the District 75 Office of English Language Learners will visit the ESL program/teachers and provide hands on assistance and individual consultations regarding ESL methodologies and materials.

The ESL teacher is responsible for providing in-house professional development opportunities to both classroom and cluster teachers as well as administrators and staff. After attending trainings and workshops the ESL teacher will turn-key the information to the staff at the school. This may occur during grade level meetings and on professional development days and on an as needed basis.

Our Alternate Placement Paraprofessionals are offered the opportunity to participate in bi-monthly workshops and consults with school representative regarding ESL issues and will continue to participate in District professional development workshops.

All Parents of grade 5 ELL students will be afforded the opportunity to attend all Middle School Open Houses to determine the best fit for their child. Our Parent Coordinator and Guidance department will hold numerous parent meeting to discuss the articulation process. Role playing activities for all students will be conducted to help prepare for the Middle School interview process. Staff members are equipped to support students and families during this process as a result of information and resources disbursed through the Guidance department.

All staff will be offered the opportunity to attend professional development workshops offered through the District or UFT. When a staff member attends a workshop or training, they will attach an agenda to an OP 201 form. The payroll secretary has a list of staff members who have completed the Jose P. requirements. The ESL teacher will update records of staff who have attended the Jose P. Training and will update these records in her ESL compliance binder. When the Jose P. training becomes available, the ESL teacher makes sure our staff is informed and those in need will attend the training.

## D. Parental Involvement

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

All parents of ELL students will receive information on the State standards, assessments, school expectations and a description of bilingual and ESL programs. Information from OELL and District-wide parent workshops and events will also be provided to parents. In addition, the guidance counselor and the ESL teacher are available to address any concerns the parents may have. PS372K will hold parent workshops relating to standard-based instruction for ELL students and topics of interest to the parents. When necessary, a language translator will be available during these workshops. The Learning Survey and Quality Review will serve as an evaluation tool to make sure PS372K is servicing the needs of its community. The school Administration, Parent Coordinator and PTA work together and promote various parent workshops and school-wide events to address the needs of the PS372K community.

Upon entering PS372K, parents' language and translation needs are assessed when they fill out DOE language preference forms. This preference is also indicated on the Home Language Identification Survey (HILS) and blue cards. Families indicate whether they would like to receive information in their native language in either oral, written or both forms. The ESL teacher, parent coordinator and teachers communicate with parents to make sure information between the school and families is clear and fully understood.

In building communication with our families, translations are provided in the families' native language. We have internally translated necessary information and also have relied upon the translation department of the DOE. School communications are provided in English as well as home languages for all critical information regarding the child's education, health, safety, and legal or disciplinary matters. A team of designated in-house staff and volunteers are available for quick turnaround and are contacted as soon as a translation need is identified. Staff members currently speak Spanish, French, Cantonese, Mandarin, Haitian Creole, Arabic and Russian. They are available at group and 1-to-1 meetings when needed. Whenever possible, written translation services will be provided by the in-house school staff and parent volunteers. However, in cases where no one is available or fluent in a requested language, the DOE's Translation and Interpretation Unit is contacted. We continually utilize the services of the Interpretation and Translation Unit when a current staff member cannot communicate with our families in the necessary language or if that staff member is unavailable for the scheduled meeting. In addition, we utilize the Unit for documents specific to our in school policies. However, in cases where projected turnaround is delayed, parents are notified in their home language, along with the English version, of free translation or interpretation options.

The Bill of Rights is available, in all the necessary languages, in the Parent Coordinator's office. Any parent requiring translations will be provided with the translation through our in house current staff members. When necessary, the Interpretation Unit is called and a conference call will take place for parent meetings and curriculum conferences.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:**

**PS372**

**School DBN: 75K372**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Arthur P. Mattia	Principal		
Rosa Amato	Assistant Principal		
Yvette Agas-Bautz	Parent Coordinator		
Shari Zisman	ESL Teacher		
Janine Dilorenzo	Parent		
Renata Ramos/Special Ed	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Catherine Ferrara Sarno	Other <u>A.P.</u>		
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 75k372 School Name: PS372

Cluster: 751 Network: 1

**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.

Identification of English Language Learners (ELLs) occurs at the Committee on Special Education (CSE) level through completion of the Home Language Identification Survey (HLIS), or at time of registration. We also use the ATS reports (RLER, LAB-R, RADP, and BIOS) to ascertain this information if we do not have the original HLIS. When new students who may not have gone through CSE come to our school, we initially identify primary language spoken by each parent by administering the HLIS and interviewing them.

The intake interview is conducted in the home language. The school determines whether the parent(s) requires language assistance to communicate effectively and gives parents the opportunity to request it as well. The parent may request translation assistance for effective communication through the Home Language Identification Survey and/or via the blue emergency cards kept on file for each student. The school also provides parents with the DOE language preference form on which parents request their preferred mode of oral and written communication with the school.

Additionally, a Bill of Parent Rights and Responsibilities (which includes their rights regarding translation and interpretation services) is provided. Translated versions are made available.

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.

The HLIS findings and the DOE Language Preference form reveal that Spanish, Chinese, Japanese, French, and Haitian Creole are the languages in which written translation and oral interpretations are required. The findings will be reported to the school community via the parent coordinator.

## **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.

School communications are provided in English as well as home language for all critical information regarding the child's education, health, safety, and legal or disciplinary matters. A team of designated in-house staff and volunteers are available for quick turnaround and are contacted as soon as need is identified. Staff members currently speak Spanish, French, Haitian Creole, Mandarin, Arabic, Russian, Polish and Italian which cover most of the languages of our students. They are available at group and 1-to-1 meetings when required. Whenever possible, written translation services will be provided by the in-house school staff and parent volunteers. However, in cases where no one is available or fluent in a requested language, the DOE's Translation and Interpretation Unit is contacted. We continually utilize the services of the Interpretation and Translation Unit when a current staff member cannot communicate with our families in the necessary language or if that staff member is unavailable for the scheduled meeting. In addition, we utilize the Unit for documents specific to our in school policies. However, in cases where projected turnaround is delayed, parents are notified in their home language via the NYC DOE Language and Translation Unit.

The Bill of Rights is available, in all the necessary languages, in the Parent Coordinator's office. Any parent requiring translations will be provided with the translation through our current staff members or the NYC DOE Language and Translation Unit.

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.

When meeting with a parent whose preferred language is one that is other than English, the school provides interpretation services through available in-house school staff, volunteers, and the NYC DOE Interpretation and Translation Unit.

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>.

Parents, whose preferred language is one that is other than English and require assistance services, are provided with the Bill of Parent Rights and Responsibilities at registration in their native language and a copy is kept in the parent coordinator's office.

Translated signs, indicating the availability of interpretation services, are posted at school entrance and in the office.