Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**CHILDREN'S WORKSHOP SCHOOL**
DBN (*i.e. 01M001*):	**01M361**
Principal:	**MARIA VELEZ-CLARKE**
Principal Email:	**MVELEZ4@SCHOOLS.NYC.GOV**
Superintendent:	**DANIELLA PHLLIPS**
Network Leader:	**ADA CORDOVA**

School Leadership Team (SLT) Signature Page

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

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Maria Velez-Clarke	*Principal or Designee	
Molly Dobkin	*UFT Chapter Leader or Designee	
Beth Counihan	PTA President	
Rina Ortega	PTA Vice President	
Jeff Symanski	*Member (Teacher)*	
Crystal Soto	Member (Teacher)	
Suma Joseph	Member/ Teacher	
Susan Browne	Member/ Teacher	
Judy Garnar-Wortzel	Member/ Parent	
Satya Tisman	Member/ Parent	
Ian Jelinek	Member/ Parent	
Nicole Doudican	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.

- 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).

Guidance for Developing 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.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.

- 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	
X	**School Leadership Team Signature Page**
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ 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)
x	**Academic Intervention Services (AIS)**
x	**Title I Plan (Only for schools receiving Title I funding)**
x	**Parent Involvement Policy (PIP)**

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 2015, students in grades third grade will increase their progress in English Language Arts outcomes by at least .33% as a result of targeted instructional strategies implemented by their teachers, as measured by the 2014 School Quality Guide.

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.

Review of the student progress section rating in the 2013-2014 School Quality Guide showed that students in grade three performed at 1.75%. The recommended target for 2014-2015 in this category in order to meet the target is 2.08% or higher. We use the Teachers College (TC) Reading and Writing Units of Study throughout all grades. In order to meet the recommended target in this category for the 2014-15 school year, students in the lower grades will need to perform at a higher level in order to meet the minimum target of 2.08%.

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

1. Teachers will follow Common Core Learning Standards (CCLS) aligned reading and writing through the Teachers College (TC) Reading and Writing Units of Study reviewed by teachers and administrators through the year
   Early childhood grades will use a comprehensive, Wilson based approach to word study/spelling (Fundations) for all students.
2. Response to Intervention (RTI) groups using Leveled Literacy Intervention (LLI) for short term 1st grade groups will give intensive (3x a week or more as required) support to our lowest first grade readers as identified by Fountas & Pinnell (F & P) running record assessments. Kindergarten students will get this RTI support beginning in January 2015.
3. Reading Recovery (RR) will be provided for our most struggling 1st grade readers as identified by RR assessments.

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

1. Principal oversight, regular teacher team meetings, weekly professional development sessions on aligning TC curriculum to CCLS. Network support on aligning units of study
2. Reading Recovery, ICT and SETTS teachers will provide small group to 1st - 2nd grade students.
3. Reading Recovery teacher will provide one to one instruction to targeted 1st grade students.

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

1. Observations aligned to the Danielson framework; mid-year "Reflections on the Pacing Calendar and grade level meetings.
2. Fountas/Pinnell running records administered 3 times a year in November, March and June. Additional data will be provided to administrators on at-risk students in January.
3. Reading Recovery students will be evaluated after each 20 week session.

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

1. September to June – this is a year long process.
2. September 2014 to May 2015
3. Twenty week cycles per student from September 2014 to May 2015.

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

1.
   - All teachers meet weekly. Curricular reminders among the community are sent out on a regular basis that includes all members of the community. All teachers have iPads to ensure access to communication and review as needed.
   - Staff retreats, regular staff meetings, the work of the Measure of Students Learning (MOSL) and Professional Development teams work interdependently to insure that all members are engaged in a rigorous process of inquiry that includes sharing and analysis of data, reflection and action-planning.
   - Observations and feedback using the Danielson framework support teachers in implementing their CCS aligned literacy units.
   - Professional development periods are built into the school day, and teachers participating in the New Teacher Center mentoring program are mentored by senior teachers. All staff members are encouraged to observe colleagues during these periods (that they sign up for).

- Grade meetings built into the school day (weekly – each grade level) are times when teachers work together to plan and revise curriculum and to learn new approaches from others who have attended outside PD.

2.

- All teachers using Wilson-based strategies are provided with professional development (six sessions) throughout the year. These teachers also collaborate and meet on a regular basis to share experiences, recommended best practices and use descriptive review of students to deepen understanding of all students' needs.

3.

- The school has invested in developing an in-house reading recovery specialist. This individual receives professional development from New York University (NYU), her own room to read one-to-one, and, in addition to regular feedback from the principal. Additionally the school is visited regular by an NYU specialist who provides regular observations that include feedback, support in review of student progress, and advice on program implementation to the principal.

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).

1. All grades have publishing parties and writing celebrations that include parents and siblings in ways that bring the community together to celebrate student work and academic achievement.
2. The school has regular parent/teacher conferences and all teachers are regularly conducting parent outreach to discuss a child's academic as well as social/emotional progress
3. Culminating curriculum activities are presented and shared with families at weekly community meetings (town meeting style) .

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.

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 2015, the math median adjusted growth percentile for student progress for our school's lowest third will increase by at least 9.7% as a result of targeted instructional strategies implemented by our math teachers as evidenced by the School Quality Guide.

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.
Review of the math median adjusted growth percentile outcome in the 2013-2014 School Quality Guide showed that students in our lowest third had an outcome of 58.0%. The increase required to meet the recommended target of 67 .7% or higher for a 2014-2015 rating of meeting target is 9.7%. We use a math program in our school called Investigation, developed by the Technical Education Research Center (TERC). We identified gaps in the curriculum that need to be addressed in order to ensure alignment with the Common Core Learning Standards (CCLS). Targeted support of this subgroup will result in deepening our capacity to provide seamless instruction to all grades.

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
1. Teachers use TERC units of study aligned with CCLS to implement math instruction. 2. Teachers are involved in professional development with a consultant provided by our network as well a network math specialist. 3. Teachers attend weekly cohort meetings to share best practices, discuss student work, review and reflect on collected data and plan next steps using formative and summative assessments to inform instructional planning. 4. Teachers collaborate in mixed teams to create differentiated lessons to meet the needs of all students. Note: as we are a small school our teachers are able to share and communicate daily through informal and formal structures. 5. Teachers take leadership roles via participation and engagement in Measures of Student Learning (MOSL) workshops, and work in grade and department teams to develop CCLS Aligned Math Benchmark Assessments. 6. The school will be implementing a tutoring/test prep after school program that will provide intervention supports for those students most at-risk in grades 3-5.
B. Key personnel and other resources used to implement each strategy/activity
1. Whole staff, Network Consultant 2. Whole staff 3. Whole staff 4. Whole staff 5. Whole staff, MOSL specialists, network 6. Teachers, Administration
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. We will analyze the whole school progress three times a year; November, March and May with a focus on the performance of our lowest third of stude 2. Effectiveness of professional development will be evaluated via Danielson Framework based observations. 3. Teacher will use grade level meetings to analyze and review formative and summative assessment, look at student work and adapt instructional planning accordingly. 4. Teachers will meet across grade levels as needed to analyze and monitor whole school progress with a focus on the performance of our lowest third of students. 5. Lead teachers who are members of the Professional Development and Measures of Student learning Teams will organize and schedule staff meetings to share findings and develop next steps. 6. The restructuring of extended day mandates for teachers has led us to rethink and set up an extended day after school tutorial and teat prep program to wupport students in their performance and progress in Math.
D. Timeline for implementation and completion including start and end dates
1. September 2014 to November 2014. 2. September 2014 to May 2015 3. September 2014 to June 2015 4. September 2014 to June 2015 5. September 2014 to June 2015 6. February 2015 to April 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Units of Study; CCLS, Network specialists and consultants. 2. Network consultant resources; Response to intervention resources. 3. Scheduled meetings, CCLS, curriculum maps, units/lessons, student data relative to outcomes via formative, summative assessments, student work 4. Scheduled meetings, CCLS, curriculum maps, units/lessons student data relative to outcomes via formative, summative assessments, student work 5. Scheduled meetings, CCLS, curriculum maps, units/lessons student data relative to outcomes via formative, summative assessments, student work. 6. After school tutoring/test sophistication strategies, one day a week for each grade three hours a day using Kaplan Advantage program and Engage New York curriculum as resources.

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 will be informed of our after school tutoring program via subject teachers during our school wide Curriculum Night as well as through the teacher liaison(s) at PTA and SLT meetings. Parents will receive general updates through school newsletters sent by staff as well as individualized updates during family conferences and through progress reports.

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.											

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 2015, The Children's Workshop School will have deepened and enhanced its overall technology-based communications systems as evidenced by Technology Team data reports.

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.
Every year the School Leadership Team sends out a parent survey to gather key information around what parents identify as the school's greatest needs. Data from this survey indicated that while parents are satisfied with the work we have done over the past year to improve communications they want a more parent-friendly technology based communications system. Teachers, working in collaboration with parents, realized this could be best addressed through school-wide communications systems. To ensure sharing of information among staff and families throughout the year we will improve this area by implementing a Google platform to support school to home communications. Collaborative and strategic meetings between the School Leadership Team and Technology Team over the past year resulted in a collective agreement that the Google platform would be most effective in achieving this goal.

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
1. Teachers will log into google account and use for home/school communications 2. Teachers will use google docs to share work and notices home 3. Parent coordinator will use the email lists via Google to send home mass communications about school events and notices 4. Tech Team will work with SLT to move our website to a more conducive platform. 5. Tech Team will ensure teachers are using both platforms to communicate effectively 6. Tech Team will seek out professional development for Google as needed by the staff
B. Key personnel and other resources used to implement each strategy/activity
1. Whole Staff 2. Whole Staff 3. Parent Coordinator, PTA 4. Tech Team, SLT 5. Tech Team 6. Tech Team with facilitator supported by the Network
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Principal will regularly monitor when teachers log onto account and check in with teachers about the effectiveness 2. Principal and teacher teams will evaluate the usefulness of sharing documents via Google. Parents will be surveyed about parent satisfaction with this platform. 3. Parent body will be surveyed about email communication home about whole school events 4. Presentations will be made about using the new website. Parents and teachers will be surveyed about the platform and how user friendly it is. 5. This will be measured by staff survey about communication with parents 6. This will be measured by staff survey in what they need more professional development in, and how well the PD is implemented
D. Timeline for implementation and completion including start and end dates
1. All strategies will be continuous and a year long process, being completed by June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher presentations and principal monitoring of Google accounts 2. Teacher use of Google and Principal monitoring of Google accounts 3. Teachers will share class lists via Google platform and our parent coordinator will use that information to send out mass emails to entire parent body 4. Tech Team and SLT will work closely with website designers to move content from one platform to another. This will include more user friendly images and text. 5. Platform communication feedback survey will be used to evaluate platform 6. Tech Team will use a feedback survey with teachers to find professional development opportunities to deepen our use of the Google platform, principal will seek out professional development to meet these needs surveyed.

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).
Communication with parents will continue to increase through further improvements to the school website, and the training provided by the tech team/professional developers. Parental communication will increase through the use of the Google platform, mainstreaming the vehicle for communicating on a school-wide scale.

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.											

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.

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.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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.											

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.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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.)***
ELA	xFundations and Wilson program;Explode The Code; on demand writing pieces.	XSmall group and after school tutoring and test sophistication.	XSmall group Wilson and Fundations daily. After school tutoring/test sophistication once a week, three hours a day per grade third through fifth grade.
Mathematics	X Investigations(TERC); Engage New York	X Small group and after school tutoring/test sophistication.	X Small groups daily. After school tutoring/test sophistication one day a week three hours a day per grade for third through fifth grade.
Science	X Integrated curriculum, focused instruction on key concepts/vocabulary acquisition, reading and writing within the content area	X Small group and after school tutoring/test sophistication	X Small groups daily, After school tutoring/test sophistication one day a week, three hours a day per grade for third through fifth grade.
Social Studies	X Integrated curriculum , focused instruction on key concepts vocabulary acquisition, reading and writing within the content area.	X Small group and after school tutoring/test sophistication.	XSmall groups daily. After school tutoring/test sophistication one day a week three hours a day per grade for third through fifth grade.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	xCounseling; Manhattan Day treatment (Jewish Board)	X Small group and one to one support.	X Services provided during the school day as needed and as mandated on child”s IEP.

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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, 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 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 Parent Involvement Policy, parent members of the Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Comprehensive Educational Plan, including School-Parent Compact;

- ensure that 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 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;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- 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);
- supporting or hosting Family Day events;
- 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 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;
- rranging 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 (Print, electronic and web) and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

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);
- 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;

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;
- 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, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- Participate as much as possible in parent activities PTA committees and events

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
- ask adults for help when I cannot resolve an issue or when I need guidance in navigating personal relationships at school;
- 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 01	Borough Manhattan	School Number 361
School Name Children's Workshop School		

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 Maria Velez Clarke	Assistant Principal NA
Coach Luis Lizardo	Coach NA
ESL Teacher Sylvia Vidal	Guidance Counselor Aurora Fields
Teacher/Subject Area Susanne Browne	Parent type here
Teacher/Subject Area Miriam Sicherman	Parent Coordinator Dorothy Cambell
Related Service Provider Bryan Scottq	Other type here
Network Leader(Only if working with the LAP team) Ada Cordova	Other NA

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	235	Total number of ELLs	12	ELLs as share of total student population (%)	5.11%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	1	0	3	1	3	4								12
SELECT ONE														0
Total	1	0	3	1	3	4	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		**Newcomers (ELLs receiving service 0-3 years)**	7	**ELL Students with Disabilities**	4
SIFE	0	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6+ years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	7			5						12

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	7	0	0	5	0	0	0	0	0	12
Number of ELLs who have an alternate placement paraprofessional: ____										

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	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		2	1	1	2								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			2		1	1								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
TOTAL	1	0	4	1	3	3	0	0	0	0	0	0	0	12

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
Beginner(B)	1					2								3
Intermediate(I)			2		1	1								4
Advanced (A)			1	1	2	1								5
Total	1	0	3	1	3	4	0	0	0	0	0	0	0	12

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	1	0	0	0	0	0							

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	0	1	0	0	0							
	A	0	0	2	0	3	3							
	P	0	0	1	1	0	0							
READING/ WRITING	B	1	0	2	0	0	2							
	I	0	0	1	0	2	2							
	A	0	0	0	0	1	0							
	P	0	0	0	1	0	0							

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Accumulative data reveals the stages English learners are in and how they are processing language and meaning. The patterns across proficiency levels reveal that speaking and listening is developed at a higher rate then reading and writing.
Data also reveals that students may reach an advance level in speaking and listening but remain in a beginning level for reading and writing. This data informs us of the immediate areas of need and targets specific areas for the development of writing and reading. Data informs a lower proficiency in the area of writing with the upper grades (3rd - 5th). Inquiry teams and study groups are focusing closely to the development of writing.

3. 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)
Instructional decisions are made differentiating instruction for writing and reading comprehension. Insights reveal that students need more scaffold instruction to bring meaning to what students are reading. Lessons, such as, those that include word studies and/or learning to deconstruct and reconstruct sentences for meaning and comprehension are some that will foster the development in these areas. Instruction is provided using various strategies tools for both reading and writing.
4. For each program, answer the following:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

The analysis of assessments in the four modalities demonstrate great progress in the areas of speaking and listening; Ell's in our school accelerate in social language and there is rapid progress with students in the lower grades in the areas of reading and writing. Ell's that enter our school in grade levels of 3rd and higher have demonstrated slower progress in all four modalities compared to children entering at kindergarten to second grade levels. As a result a greater need and low performance has been demonstrated in reading and writing in the content areas.

b. Taking into the consideration the results and trend in the data, the ESL teacher in collaboration with other instructional school members, will design plans that will target the immediate needs of individual students, particularly in the higher grades. These may include approaches to learning academic language by using challenging word studies, exposing students to more non-fiction text, and using multicultural literature. Focused efforts will be made to develop critical thinking skills, such as using think alouds, asking question tools, modeling and prompting. Meaningful purposes for reading and writing will also be created to motivate and encourage students in these areas.

c. Assessments are informing teachers of specific areas of need particularily with common errors made when students attempt to compare and/or transfer knowledge from their native language to English. Generally, students that have similar alphabetic systems, seem to have a better understanding of decoding using the English alphabets. When comparing students that come to our school system with a different alphabetical system, they seem to have more difficulties grasping reading and writing concepts.

5. 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*.)
Data that is collected guide teachers to plan differentitated instruction that facilitates specific areas of need. Teachers are informed of similar areas of difficulties among students and create small groups for mini lessons that target those trends.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Differentiation is considered for instructional planning. ESL teacher and classroom teacher plan together to scaffold and provide various ways for students to participate in their regular classrooms. Students are provided with additional support materials, such as pictures, access to computers and library. Students are given an opportunity to demonstrate their learning using various assessment tools; presentations, verbal responses, and/or by collaborating with other students.
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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our program is evaluated through informal and formal assessments such as the NYSESLAT scores, running records, writing assessments, and Getting Ready for the NYSESLAT assements. Comparing these assessments along with the RLAT reports, ELA, Math and Social Studies scores, teachers and staff are informed of the successes and needs that our ELL's are presently demonstrating.

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

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.)

   During the initial enrollment process, the Home Language Identification Survey (HLIS) is given to first time registrants into the New York City school and an informal oral interview of the child is completed by one of our school pedagogues; Ms. Sylvia Vidal. The Home Language Survey is made available in parent's home language and/or an interpreter is provided for parents whom speak another language other than English.

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.
After the initial LAB_R testing parents are invitied within 10 days of their child's start date, to attend an orientation with the ESL teacher. Parents are invited to watch a video that explains all three available programs for child (Dual Program, Bilingual Program, ESL Program). After parents have watched the video they are asked to make a selection for their child by completing the Parent Selection form. After these have been submitted LAP team members discuss and evlauation parent's choice for programs. Programs are or will be created according to the needs and choice of parents. Presently, parent's choice are for Free Standing ESL.

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].)

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

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

   Placement letters are sent to all parents and are maintained in the ESL binder in our ESL room. Binder is updated is maintained and

updated by our certified ESL teacher Ms. Sylvia Vldal.

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.
   All ELL's are administered the NYSESLAT test if they have been in the school system for over one year. Students are inidividually givent the speaking portion of the NYSESLAT, and grouped by grade according to the test modalities (K-1, 2-4, 5). Testing coordinator assures there is a testing area and creates a testing schedule to share with staff and with classroom teachers. Each portion of the test is given in different days according to the test schedule schools receive from the school network.
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.

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

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])?

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

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

2. 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)?

Our school ensures that each student is delivered the mandated number of instructional minutes according to proficiency levels in each program model. Our ESL teacher provides classroom teachers and other LAP members with each student's NYSESLAT or LAB-R results indicating student's placement decision. Students that are in the beginning and intermediate level of proficiency receive 360 minutes per week as per CR Part 154 and students in the advanced Level of proficiency receive 180 minutes per week as per CR Part 154. Teachers and team members assure that students receive these mandated allocated time by keeping a daily sign in / sign out sheet which the ESL teacher must sign when students are either being serviced outside the classroom or serviced inside the classroom. Students that are in the Beginning and Intermediate level of English language proficiency receives a combined model instruction: pull-out model consists of 70 minutes of instructional time three days a week during the morning and 75 minutes of instructional time in the afternoon, twice a week, in a push in model. Students in an Advance level of proficiency receive 60 minutes of instructional time in a push-in model three days a week.

Overall, students that are at the beginning and intermediate level of language proficiency receive a total of 360 minutes of ESL services per week, as per CR-Part 154. Students that are in the advnance level of language proficiency receive 180 minutes of ESL services and in addition, receive 180 minutes of ELA, per week, as per CR-Part 154.

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 areas in each program model (pull-out and push-in) is delivered in English. The instructional approaches and methods used to make content comprehensible consist of careful planning among the classroom teacher and ESL teacher. Supplemental materials are provided to enrich language, such as picture books, picture dictionaries and word study books designed specifically for English language learners. Native language support is provided using glossaries and translation dictionaries for students in grades 3-.

English language learners also receive individual support in the classroom by other support teams that are available in our school; these may consist of student teachers, literacy teachers or other support members. Overall, advanced English language learners receive 180 minutes of ESL and in additio receive 180 minutes of ELA per CR-Part 154.

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Assessment is created and provided in the four modalities informally. Teachers assure that students are evaluated by targeting the specific areas of speaking, listening, reading and writing. Teacher provides various types of informatl assessments in each modality. These may include short listening exercises with other peers, individually or in small groups. Students are also assessed using self-assessment tools, peer assessments and others that provide information of student's progress in all four modaliities.

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).

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

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

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

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

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?
   The instructional strategies and grade level materials that are used but not limited to are using multicultural literature that depict their experiences, personal real life situations that are relevant to their experiences are used for speaking, listening, reading and writing. In addition, students are invited to make connections, comparisons to their present and past, facilitating their understanding of new information. Consequently, books that are used are matched to student's level of proficiency. Teachers collect books both fiction and non fiction that allow for independent reading, as well as, those books that challenge their reading for growth.
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?
   Curricular, instruction and scheduling is created to tap into students needs in different areas. For example, students are considered for small group, individual and whole group instruction. Students that demonstrate specific needs are either pulled out or supported in the classroom using scaffold strategies. Most of our English Language Learners receive instruction in a mixed setting that promotes learning individually, in small groups or in large groups; providing different learing experiences.

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:	English			

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				
Social Studies:	English			
Math:	English			
Science:	English			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	

75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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.
   SESTS, Extended Day, Afterschool: Test Prep, Enrichment, On site Jewish Board Family Services for academic and emotional counseling.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    English language learners have equal acces to all programs. Parents are notified of all events and programs. They are periodically advised of changes and or needs for improvements and advised of interventions that will foster their development. Teachers also work collaborately discussing the needs of students and matching them to intervention programs that will target those needs.
11. What new programs or improvements will be considered for the upcoming school year?
    NA
12. What programs/services for ELLs will be discontinued and why?
    NA
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Students and partents are afforded equal access to all school programs by receiving notifications either in writing or by phone. Afterschool programs include academic and physical activities. (Such as, mind games and little Serai)
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    White Board
    Laptops
    Classroom Computers
    Listening Centers
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Content areas are taught in English. If available, translators by teachers that speak a student's language is used.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Support and resources correspond to ELL's and general population by creating and exposing students activities that promote expereinces in both social and academic settings. For example, students have invitations to join groups that foster the development of academic and social language.
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.
    None
18. What language electives are offered to ELLs?
    NA
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)?

    NA

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.

:1. Our school plans to invite ESL teachers and classroom teachers to attend network meetings in our school district that is presently training and supporting our ESL program.

2. Meetings and professional development are offered at least every two months where our ESL teacher meets with a cohort of other ESL teachers to collaborate and participate in workshops designed to meet specific needs in the content areas for Ell's. In addition, the ESL teacher meets periodically with SETSS and other school providers to collaborate and share new trainings, approaches and methods. Study groups are also formed within our staff to review new materials to use in the classrooms for Ell's. Example of these includes "Balance Literacy for English Language Learners" and "English Language Learners Day by Day K-6". After review of these materials teachers collaborate and plan the integration of these materials for teaching Ell's in the content areas. Inquiry teams are also formed where ESL teacher and classroom teachers study and evaluate writing performances that include the perfomances of English language learners.

3. Our school supports staff to assist Ell's as they transition from elementary school to middle school by providing teachers and staff with content area PD's, overview of expectations for middle schools and invite teachers to conduct workshops to students about middle school expectations. Students in 5th grade also participate in an Advisory teams where they learn to confront transitional issues and developmental changes. Students also participate in conferencing about their goals for middle school and are given materials to continue developing their skills to prepare them for middle school. Parent coordinator also assists and coordinates tours to middle schools for both students and parents. Workshops are also provided to students about the middle school process. In addition, students that have not yet met performance levels are invited to attend summer school and enrichment programs.

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

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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?

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

2. Our school partners with community based organizations to bring workshops to parents, offer student participation in special events and to support school goals. These organizations include The Turtle Bay Music School, Ballet Hispanico, The Alvin Ailey Dance Theater, The Girls Scout of America. The Brownie Group, Chelsea Piers Golf and Bent on Learning Advisory Team.. Each of these community based organizations offers a parent component for parental involvement.

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

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

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.

NA

Part VI: LAP Assurances

School Name: Children's Workshop Schoo
M361 **School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Velez Clarke	Principal		9/18/13
NA	Assistant Principal		
Dorothy Cantwell	Parent Coordinator		9/18/13
Sylvia Vidal	ESL Teacher		9/18/13
	Parent		
Miriam Scherman	Teacher/Subject Area		9/18/13
Suanne Browne	Teacher/Subject Area		9/18/13
	Coach		
	Coach		
Aurora Fields	Guidance Counselor		9/18/13
Ada Cordova	Network Leader		9/18/13
Byran Scott	Other Speech		9/18/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 01m361 **School Name:** The Children's Workshop School

Cluster: 2 **Network:** CFN 206

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

Part A: Needs Assessment Findings

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.

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

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

PS 361 has a limited number of parents with translation and interpretation needs.
Of 5 ELL'S from 3 Arabic speaking families, 4 have parents who are fluent in English and one with limited English
2 Chinese speaking families, parents have limited English. Of 5 ELL's from Spanish speaking families, 2 have parents who are fluent in English and 3 with limited English .In addition, we have 1 Bengali Family ,and 1 Japanese family (non ELL students) whose parents benefit from interpretation for PT conferences

Part B: Strategies and Activities

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

DOE Forms and publications are distributed to ELL families in English and in the Language of Origin. Increased emphasis and effort will be made to translate school documents, letters, calendars and PTA communications either by a bilingual staff member or through the DOE translation services.The DOE website has been useful in sharing information through links in other languages.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

While there are an adequate number of bilingual staff members who are available to interpret conversations between parents and teachers, and other school staff, we have identified an increased need for One on One interpretation during parent teacher conferences, IEP and PPT meetings and meeting to review academic progress and strategies. In past years we have provided services in Arabic, Bengali and Japanese with positive results. We plan to provide these servicesthrough THE BIG WORD, the DOE contracted vendor for oral translation.
We will also make parents aware of the DOE's phone translation service, when appropriate

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

At the start of the school year, we send home the Bill of Parent Rights and Responsibilities in each of the covered languages, making parents aware of the translation and interpretation services available to them. Signs will be posted in the lobby and individual outreach by the teachers and parent coordinator to encourage parents to make use of these services. The parent coordinator has developed relationships with each of the ell families and can suggest to the parents that making use of these services would be beneficial.