

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):** 24Q343  
**School Name:** THE CHILDREN'S LAB SCHOOL  
**Principal:** BROOKE BARR

## Comprehensive Educational Plan Outline

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## Section 1: School Information Page

### School Information

School Level: Elementary School Number (DBN): 24Q343  
School Type: Community School - Zoned Grades Served: PK and K  
School Address: 45-45 42<sup>nd</sup> Street, Sunnyside NY 11104  
Phone Number: (718) 361-3300 Fax: (718) 361-3300  
School Contact Person: Brooke Barr Email Address: [bbarr@schools.nyc.gov](mailto:bbarr@schools.nyc.gov)  
Principal: Brooke Barr  
UFT Chapter Leader: Christina Alicea-Cosme  
Parents' Association President: Jenny Hernandez and Silvia Diaz  
SLT Chairperson: Brooke Barr  
Student Representative(s): N/A

### District Information

District: 24 Superintendent: Madelene Chan  
Superintendent's Office Address: 98-50 50<sup>th</sup> Avenue Corona NY 11368  
Superintendent's Email Address: [Mchan2@schools.nyc.gov](mailto:Mchan2@schools.nyc.gov)  
Phone Number: (718) 592-3357 Fax: (718) 592-3770

### Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 207 Network Leader: Felice Lepore

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brooke Barr	*Principal or Designee	
Christina Alicea-Cosme	*UFT Chapter Leader or Designee	
Jenny Hernandez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jessica Navarro	Member/ Teacher	
Carolina Nudo	Member/ Social Worker	
Melissa Crawford	Member/ Teacher	
AnneMarie Vargas Olton	Member/Teacher	
Constant Kouhouta	Member/Parent	
Jessica Cuzco	Member/Parent	
Rachel Lytle	Member/Parent	
Tracy Erhardt	Member/Parent	
John Giraldo	Member/Parent	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Children's Lab School is a new school that opened in September 2014. As a new school, our first priorities have been establishing our vision, school culture and procedures, and best practices in teaching and learning. We are a diverse community; 60% of our kindergarten students are English Language Learners. The predominant home language is Spanish. We serve families in our zoned neighborhoods of Sunnyside and Woodside. In addition, 25% of our kindergarten students come from Corona on an overflow basis from PS 307. We offer two full-day UPK classes and four kindergarten classes (including one Integrated Co-Teaching class for general education and special education students and one Transitional Bilingual Education (Spanish) class.

### Our Mission

The Children's Lab School embraces the learning needs of all students. We encourage every child to experience the joy of learning and achieving. We teach our students in ways that activate their strengths, meet their particular needs, and increase their resilience as learners. We work in a climate of respect for all children and adults in the school community, with explicit support for social and emotional growth. Our goal is to help our students to become happy, confident and compassionate learners who have the knowledge and skills necessary to thrive in middle school and beyond.

### Our Beliefs

*Children learn best when provided meaningful and authentic instruction in an atmosphere of high expectations.* Children have the opportunity to explore, ask questions, and study ideas and topics in depth through interdisciplinary units created thoughtfully using the Understanding by Design framework.

*Children learn at different rates, using different strengths and different learning styles.* We support learners in every stage of development, differentiating instruction using the principles of Universal Design for Learning and supported by current technology to help all children achieve.

*Children learn when they feel good about their efforts and relationships.* Our school promotes a climate of respect and appreciation for individual and cultural diversity in all forms. We use the Responsive Classroom approach to creating safe, challenging, and joyful classrooms.

*Children learn when their parents are active participants in their school and education.* We not only communicate with parents regularly, we encourage your regular involvement in the school community and value your contributions to the daily life of the school.

### Our Values

#### AUTHENTIC WORK

We strive to make the best use of instructional time and resources to give all children what they need to meet their potential. Teaching and learning are purposeful and meaningful.

#### RESPECT FOR DIVERSITY

All members of the school community are respected for who they are as individuals. We celebrate the many and varied strengths, talents, and achievements of every child and adult and their cultures.

#### CONTINUAL LEARNING

Everyone in the school community—staff, students and families—commits to life-long learning. We respect effort and

resilience.

#### COMMUNITY

Students, staff, and families feel a connection with the school as a place that is welcoming and valuable to themselves and their community. We place the highest value on collaboration and positive communication.

#### Our Instructional Vision: “Ground and Sky”

We believe that every child should be well grounded in the basics in the core academic areas of reading, writing and math. At the same time, all children deserve the opportunity to “reach for the sky” developing their imagination and creativity through in-depth explorations in social studies, science, music and the arts.

To fulfill our vision, we have established several strategic partnerships. We are working with the Northeast Foundation for Children to implement the *Responsive Classroom* approach to social/emotional development. This is a research- and evidence-based program designed to foster safe, challenging and joyful classrooms. To fulfill our commitment to authentic instruction in the arts, we have partnered with Education Through Music which provides a certified music teacher two days each week. We were also recently awarded a grant from the DOE Office of the Arts to fund an artist residency with Studio in a School. In alignment with our value of community, we have partnered with Learning Leaders who has provided training for parent volunteers.

Our early successes include an operationally successful opening in a brand-new building. We have a staff of experienced, highly-qualified and effective teachers.

Our challenges include implementing instructional programs for the first time. We have embraced the challenge of creating our own rigorous Common Core-aligned units of study in literacy and social studies within a balanced literacy program. In alignment with our core value of authentic work, we have chosen science and math programs (FOSS Science and TERC Investigations math) that foster hands-on inquiry-based learning.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our initial literacy assessments reveal that 65% of our kindergarten students began the year knowing fewer than five letter sounds and 80% of our kindergarten students began the year knowing how to read fewer than 3 sight words. This represents a significant challenge to the critical goal of having all students meet or exceed the CCLS benchmarks by the end of the year and, more specifically, that our kindergarten students will increase their level of independent reading comprehension at least two levels.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 85% of kindergarten students will increase their level of independent reading comprehension as evidenced by making at least a two-level gain (e.g., A -> C) on the Fountas and Pinnell Benchmark Assessment

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Teachers will participate in a full-day training led by Wilson trainers on the Foundations phonics program, followed by observations and coaching to ensure the program is delivered with fidelity.	All K students	Aug. – June	All K teachers including ESL and special education teachers; overseen by school leader who is trained in Wilson programs
Teachers will implement the Wilson Foundations research-based phonics program	All K students	Sep. - June	All K teachers including ESL and special education teachers
Teachers will implement balanced literacy reading and writing units of study, using the Wheatley Portfolio, a series of units aligned with the	All K students	Sep. - June	All K teachers including ESL and

Common Core and adapting them to the needs of our students using the Understanding By Design protocol.			special education teachers
Teachers will implement guided reading instruction in small homogeneous groups in order to target critical reading skills for all students	All K students	Sep. – June	All K teachers including ESL and special education teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development for teachers in Wilson Foundations phonics, Understanding by Design unit planning, and balanced literacy curricula and strategies  
 Full-time highly qualified ESL teacher who will provide language and literacy instruction on both a push-in and pull-out basis  
 Full-time highly qualified special education teacher who will co-teach in our full-day Integrated Co-Teaching (ICT) classroom  
 Part-Time highly qualified AIS/Reading specialist who will provide small group instruction to students who require academic intervention or enrichment, including ELLs.  
 Wilson Foundations – a research-based phonics program  
 Wheatley Portfolio literacy units produced by CommonCore.org  
 Schedules structured so that the ESL and part-time AIS teachers can push in and/or pull-out students during literacy blocks

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The mid-term benchmark will be that 85% of students have increased their independent reading comprehension by at least one level (e.g., A -> B) on the Fountas and Pinnell benchmark assessment. This assessment will be administered between February 2<sup>nd</sup> and February 27<sup>th</sup>, 2015.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
As a new school, we need to create a school environment in which children and adults all feel safe, trusted and willing to take risks in order to achieve best practices in teaching and learning.	

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, we will have established a school and classroom culture where everyone feels safe, supported, stimulated and challenged to function at their optimal capacity by training 100% of the staff in the Responsive Classroom approach, which takes into account the academic, physical, social and emotional needs of each student as measured by a 91% positive response (which meets the citywide average) on the school culture component of the NYC School Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
All staff will attend a full-day training in Responsive Classroom, a research- and evidence-based approach to social and emotional development, followed by additional professional development sessions and supported by observations and coaching.	All staff and students	August – June	School leader; Responsive Classroom trainer
Our full-time bilingual social worker will conduct mandated counseling sessions for students with disabilities. She will also provide at-risk counseling for children demonstrating a need for social/emotional support, including English language learners. Our Early Childhood social worker will provide similar support in our PreK classrooms one day per week.	PreK and kindergarten students	September – June	Social Worker; Early Childhood Social Worker
Our full-time bilingual social worker, Early Childhood social worker, and principal will conduct parent support groups and workshops designed to help parents with knowledge and strategies for child development.	parents	September – June	Social Worker; Early Childhood Social Worker

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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Full-time bilingual (Spanish) social worker  
 Early Childhood social worker (one day per week)  
 Responsive Classroom training – full day session led by Responsive Classroom trainer  
 Responsive Classroom library of books and resources for teacher use  
 Schedule for social worker includes times for all mandated sessions, times for working with at-risk students and times to work informally with all students, including during lunch and recess  
 Respect for All liaison training for social worker  
 Two-week August Institute for staff on how to create and implement authentic, inquiry-based learning that engages and challenges students.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

By the end of February, all staff will have completed 1.5 days of training in Responsive Classroom approach and have been observed at least 3 times and rated on Advance component 2a “creating an environment of respect and rapport.”

**Part 6b.** Complete in **February 2015**.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

As a new school, it is critical that staff work together to create the academic program, norms and culture of the school. Such work requires effective collaboration; this is especially true to meet the needs of our English language learners and students with disabilities who, together, represent 65% of our kindergarten class.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 90% of teachers will have been provided with multiple opportunities to work collaboratively with colleagues to improve their instructional practice through the alignment of PD activities so that by June 2015, 80% of all ELL students will show progress by one proficiency level (e.g., beginner, intermediate, advanced, proficient) on the NYS English as a Second Language Test (NYSESLAT).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
Teachers will receive professional development on strategies for effective co-teaching that will be supported by observations and coaching conducted by the school leader.	All teachers	September – June	School leader
Teachers will have weekly opportunities to co-plan with their grade teams during the designated after-school planning periods.	All teachers	September – June	School leader
Teachers will be provided with additional times for co-planning new units of study supported by per session funds	All teachers	September – June	School leader
Teachers will be provided with professional development specifically targeting the needs of English language learners	All teachers	September – June	ESL teacher; network ELL achievement coach

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Support via ELL liaison meetings and professional development from network ELL achievement coach  
 Full-time ESL teacher (both push-in and pull-out model)  
 Full-time Special Education teacher (Integrated Co-Teaching model – full-time)  
 Per session funds for additional co-planning time  
 Protocols for co-planning from the School Reform Institute

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By mid-February, all teachers will have met for weekly co-planning on a consistent basis. The results of their efforts will be seen in the growth of their ELL students’ skills in reading, writing, speaking and listening as measured by running records, student writing samples, and teacher observations of conversations.

**Part 6b.** Complete in **February 2015**.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

We begin with a baseline of 100% of our teachers rated by Advance last year received an overall Effective rating. However, we have several teachers who are new to the DOE and all of our teachers are new at working with each other. We have chosen assessment as a primary focus because assessing PreK and Kindergarten students calls for extensive use of formative, authentic and diagnostic assessments.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to have a normed understanding of student achievement, professional development will be provided focusing on the creation of assessments and rubrics to determine student progress, as well as the use of assessment results to adjust instructional so that by June 2015, a minimum of 75% of teachers will receive a rating of Effective or Highly Effective in Advance Component 3d “using assessment in instruction.”

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Professional development on assessment will be provided by network achievement coaches, Wilson Foundations trainers, Office of Early Childhood Education and school leader.	Teachers	August – June	School leader
Kindergarten teachers will meet to norm Measures of Student Learning (MOSL) assessments in the Fall and Spring.	Teachers	September - June	School leader
School leader and kindergarten teachers will collaborate on the creation of a calendar for grade-wide assessments	Teachers	September - June	School leader
School leader will provide kindergarten teachers with a data analysis tool to help teachers use assessment results to guide instruction and monitor the use of the tool through our online shared files.	Teachers	September - June	School leader

School leader will meet with PreK teachers to analyze assessment results from the Teaching Strategies Gold authentic assessment system in order to guide instruction and center-based activities.	Teachers	September - June	School leader
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

DOE and network-based professional development sessions on MOSL, Teaching Strategies Gold and other assessments  
 Assessments including Fountas and Pinnell Benchmark Assessment, Teaching Strategies Gold, NYC Performance Tasks, Wilson Foundations unit assessments and Teachers College Foundational Literacy assessments  
 Protocols developed by the School Reform Institute

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By late February, at least 50% of teachers will be rated Effective or Highly Effective on Advance Component 3d.

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a new school, we need to help parents feel welcome by establishing numerous opportunities for participating in the life of the school and ensuring parents are well-informed of these opportunities.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will build parent involvement by creating and supporting the PA and SLT, engaging with Learning Leaders to provide training and support to parent volunteers, providing monthly appropriate information to families about the instructional programs and current relevant school topics in a culturally relevant manner, and establishing a year-long calendar of family-centered events and celebrations of learning, as measured by responses on the NYC School Survey of at least 90% of parents agree/strongly agree that they feel welcome in the school and at least 75% of parents state they have been invited to a school event at least 3 times this year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
With the support of the District Family Advocate, we will create the Parent Association and School Leadership Team, hold regular meetings, and widely publicize meeting dates, agendas and minutes in both English and Spanish	Parents	September - June	School leader
Parents will be invited to complete parent volunteer training led by Learning Leaders and then volunteer in classrooms, library, cafeteria and recess on a regular basis.	Parents	September - June	School leader
Teachers will send home monthly newsletters covering academic and social events; staff will also plan and run Meet the Staff night and periodic Celebrations of Learning.	Parents	September - June	All teachers

The Parent Association, with the support of the school leader, will hold a variety of events to bring families together in support of the school.	Parents	September - June	PA Executive Board; School leader
The Social Worker and Early Childhood Social Worker will lead regular parent workshops, parent support groups, and PreK and kindergarten Open Houses.	Parents	September - June	Social Worker; Early Childhood Social Worker
All communications will be translated into Spanish in accordance with information gathered from Home Language Surveys.	Parents	September - June	Social Worker
All families will be encouraged to apply for and use Cool Culture passes which offer free admission to museums, zoos, etc. throughout NYC.	Parents	September - June	Cool Culture liaison

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
District Family Advocate Bilingual Social Worker and Early Childhood Social Worker Learning Leaders partnership Cool Culture partnership

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Title I Parent Involvement									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By late February, at least 40% of parents will have attended at least two school events.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Running records NYC Performance Tasks Teachers College Foundational Assessments Teacher Recommendations	Guided Reading Foundations Leveled Literacy Intervention	Small Group	Throughout the school day
<b>Mathematics</b>	NYC Performance Tasks Early Childhood Assessment in Math (ECAM) Teacher recommendations TERC Investigations unit tests	Re-teach Kathy Richardson's <i>Developing Number Concepts Using Unifix Cubes</i>	Small Group	Throughout the school day
<b>Science</b>	FOSS unit assessments Teacher recommendations	Re-teach Guided Reading	Small Group	Throughout the school day
<b>Social Studies</b>	Writing/project samples Teacher recommendations	Re-teach Guided Reading	Small Group	Throughout the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher/Parent recommendations	Crisis intervention Developing an emotional vocabulary Variety of resources on feelings and acceptable social behaviors Board Games: e.g., <i>Talking, Feeling, Doing</i> game	Small Group, One-to-one	Throughout the school day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. 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.

As the Children's Lab School, we attract and retain highly qualified teachers by reinforcing our school's mission and goals:

- Teachers hired are certified and licensed in their subject area.
- All new teachers hired have dual and/or triple certification.
- A hiring committee is organized to conduct interviews, assess portfolios and observe demonstration lessons in order to attract highly-qualified teachers.
- Members of our SLT and PD Committee meet regularly to review, reflect, and revise school-based goals and instructional focuses.

**2b. 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).

High quality professional development opportunities are provided throughout the year for all faculty.

- Teachers attend DOE and CFN professional development workshops outside of the school and are scheduled to share this information with their colleagues.
- The PD Committee and Network Achievement Coaches provide support throughout the year by sharing new ideas and strategies.
- Experienced, tenured teachers mentor all new teachers.
- Grade teams are encouraged through collaboration to examine and revised our current curriculum based on student work analysis.
- A two-week August Institute of professional development was provided prior to school opening.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

The TA program resources include the Wilson Foundations phonics program, which provides core and supplemental phonics instruction, the PM Rigby guided reading library, which provides targeted reading instruction for students in

small groups, and the TERC Investigations Math program, which provides multiple hands-on approaches to achieving mastery.

**3b. 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).

We will design and implement curriculum units of study in literacy and social studies that are fully aligned with the common core and provide a high level of engagement and development of higher-order thinking through interdisciplinary connections. Both our ESL and PE teachers have been scheduled to provide additional push-in small group instruction, using the resources listed above, to support the regular education program without removing children from the classroom during the regular school day.

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.
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		allocation amounts.)	<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Children's Lab 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Children's Lab 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 the school community;

The 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. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 (SPC)

The Children's Lab School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

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

DBN: 4Q343 School Name: The Children's Lab School

Cluster: 2 Network: 207

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

### **Part A: Needs Assessment Findings**

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

P.S. 343Q is committed to providing all students with the maximum opportunity to learn and achieve academic success. Therefore, it is essential to encourage parents to become involved through effective communication between our school and the families of our students. In order to make effective communication possible between our school and the families of our students, data from our Home Language Report (RHLA) is utilized to determine our school's written translation and oral interpretation needs. In addition, the emergency contact cards which are filled out by parents, request that they identify the language they prefer for written and oral communication from the school. Their language communication preference is kept on file at our school. The Home Language Survey (HLIS), which is filled out by parents during registration is also used to identify oral and written language preference when communicating with our school. According to the RHLA report, about 57% of the families enrolled in our school prefer oral and or written communication in Spanish therefore, all correspondence sent home to families are translated into Spanish. In order to communicate with families in languages other than English, the Translation and Interpretation Unit Services is utilized for lower incidence languages when the need arises. Translated school notices sent to parents provide information about their child's progress, homework assignments, curricula, school events and information regarding supporting and improving their child's academic achievement. Translating home school correspondence encourages parents to actively participate in the home school connection.

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.

According to the Adult Preferred Language Report (RAPL) and the Home Language Report (RHLA), we currently have a population of 134 students who speak a variety of languages. Approximately 60% of our students are identified as English Language Learners. Approximately 78% of our student population and families speak Spanish, 8% speak Tibetan, 8% speak Bengali, 2% speak Urdu, Japanese and French respectively. These findings will be shared with the School Leadership Team, PA Meetings and Faculty Conferences to ensure that the whole school community is aware of the language needs of our school.

## Part B: Strategies and Activities

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

Since Spanish is the predominant language of our school, all written communication is provided in both English and Spanish. We have bilingual staff members including school aides, teachers, and a social worker who greatly assist in both oral and written communication in Spanish for the families at our school. Parent newsletters are translated to encourage our non-English speaking families to be a partner in their child's education. In the event of very large documents or when the content of correspondence uses very specific language, it is sent for translation through the Translation and Interpretation Unit. For translations into other languages such as Bengali, Tibetan, Urdu, Japanese and French, we also seek the assistance of the Translation and Interpretation Unit.

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

P.S. 343 provides oral interpretation services to families who speak languages other than English. P.S. 343 staff members mainly provide Spanish oral interpretation services. The following staff members are available to provide oral translations in Spanish when the need arises: the bilingual school social worker, school aide, 2 paraprofessionals and the ELL Coordinator. Parent volunteer translators are also available during Parent Teacher Conferences and Parent Engagement activities for languages other than Spanish by appointment to ensure that a translator is available. The Translation and Interpretation Unit is also available for languages other than Spanish, to provide interpretations via telephone. In addition, P.S. 343 has utilized and plans to purchase the microphone interpreters unit for use during parent meetings and workshops.

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>.

P.S. 343Q will post all notices contained in Chancellor's Regulation A-663 in the main lobby of the school. Laminated cards will be placed in the main office for parents to indicate their preferred language of oral communication. This will assist staff members in communicating with parents by calling the Translation and Interpretation Unit and requesting the appropriate translator.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2014-15 SCHOOL YEAR**

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 one-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 [i](#).

## Part I: School ELL Profile

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

District <b>24</b>	Borough <b>Queens</b>	School Number <b>343</b>
School Name <b>The Children's Lab School</b>		

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

Principal <b>Brooke Barr</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Melissa Crawford</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Lizette Palaguachi-Bil Teacher</b>	Parent <b>Jenny Hernandez</b>
Teacher/Subject Area <b>Monika Stangel- Sped Teacher</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>Anna Kandias- Bil Speech</b>	Other <b>Lisette Andramuno- OT</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>99</b>	Total number of ELLs	<b>60</b>	ELLs as share of total student population (%)	<b>60.61%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	10
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	22									22
Dual Language	0									0
ESL	38	0	10							38

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	60	0	10	0	0	0	0	0	0	60
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22													22
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	22	0	0	0	0	0	0	0	0	0	0	0	0	22

\*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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25													25
Chinese	0													0
Russian	0													0
Bengali	5													5
Urdu	1													1
Arabic	0													0
Haitian	0													0
French	1													1
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	6													6
<b>TOTAL</b>	<b>38</b>	<b>0</b>	<b>38</b>											

## 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 (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16													16
Intermediate(I)	34													34
Advanced (A)	10													10
Total	60	0	0	0	0	0	0	0	0	0	0	0	0	60

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

P.S. 343 uses a variety of assessment tools to assess ELLs' early literacy skills. Foundational Assessments (TCRWP) evaluate concepts of print as well as alphabet letter/sound recognition as well as high frequency word assessments. In addition ELA/Math Pre/Post MOSL

Assessment Tasks, NYSITELL, Spanish LAB-R, NYSESLAT and school created checklists are used to assess the early literacy skills of ELLs. To monitor progress in early reading skills, the Fountas and Pinnell running record assessments are used to identify student independent and instructional reading levels and monitor progress. These assessment tools are used to provide insights to help inform the school's instructional plan. In addition, teachers use various forms of informal assessments such as conferencing notes, classroom assessments, and anecdotal records to track student achievement. The data collected also helps inform instructional decisions for grouping all students including the ELLs according to their needs with emphasis on the four language modalities.

The data that was collected from these above-mentioned assessment tools show that the majority of ELLs are not meeting benchmarks in letter/sound and sight word recognition at this time as evidenced by the (TCRWP) Foundational Assessments. The data also shows our ELLs are not yet meeting benchmarks in reading at this time as evidenced by the Fountas and Pinnell Reading level benchmarks across the year. However, it is the beginning of the school year and through the utilization of the resources mentioned below, the ELLs will make academic gains in all content areas.

This information has informed our school's instructional plan as follows:

- The Wilson Foundations multisensory, systematic phonics, spelling and handwriting program will address phonemic awareness and development for the ELLs.
- Additional pre-writing strategies during literacy instruction such as Text Talk, think alouds, thinking maps, sentence frames and starters, visualization structures, and writing inventories will be utilized during instruction.
- ESL and bilingual teachers will provide language and visual support during content area instruction in an effort to build academic vocabulary (tier 2 and tier 3 words).
- ELLs in Kindergarten will engage in test preparation activities that will prepare them for the NYESLAT exam.
- Teachers will receive additional Professional Development in math, reading and writing focusing on supporting and enhancing math, reading and writing skills for ELLs.
- Teachers have received training with the ELL identification process and screening which informs literacy instructional decisions in the classroom.
- The Network Math Coach will focus on supporting teachers in the implementation of the TERC Investigations math program which is a hands on approach to mathematical discussions, thinking and reasoning.
- Teacher and staff working with ELLs will receive Promethean Board training as an instructional tool to enhance learning through interactive and visual support.

2. What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns on the NYSITELL show that in Kindergarten, 17% of the students scored at the Advanced level, 57% of the students scored at the Intermediate level and 27% of the students scored at the Beginner level. The achievement goal will be for ELLs to demonstrate growth by at least one proficiency level on the NYSESLAT exam in the Spring of 2015 and meet Title III AMAO 1 targets.

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 [AMAQ tool](#))

At this time, it is too early to detect a pattern across proficiency levels because we are a new school with Kindergarten students who have not yet taken the NYSESLAT exam. However, the achievement goal will be for ELLs to demonstrate growth by at least one proficiency level on the NYSESLAT exam in the Spring of 2015 and meet Title III AMAO 1 targets.

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?

Not applicable at this time.

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](#).)

At this time, we are developing our RTI plan for at risk ELLs and will adhere to the guidelines within the RTI framework.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Students' second language development is considered in all instructional decisions. Students' language acquisition levels are considered during lesson/unit planning, when conducting individual student conferences and running records. Depending on the academic tasks and activities, students may be grouped according to their language proficiency levels. Throughout every lesson the Common Core Learning Standards are also utilized to guide instruction. Classroom teachers collaborate with the bilingual and ESL teachers to embed language standards and targets within the lessons. These language standards focus on combining what students should be learning at their grade level and second language development targets. In doing this, students are simultaneously practicing and developing language skills in all four modalities as well as learning content. Across the content areas, ELL students speak and write about their thinking in order to facilitate second language development.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Both the bilingual and ESL programs at P.S. 343Q will be evaluated using the results of the NYSESLAT test and all other formal and informal assessments of the ELL students including, TCRWP, Fountas and Pinnell Assessments, ELA/Math Pre/Post MOSL Assessment Tasks and other Formative Assessments. All teachers of ELLs conduct individual conferences with students and monitor their progress using a checklist of indicators for stages of language acquisition. The bilingual and ESL teachers work closely with the classroom teachers to periodically monitor the ongoing progress of every ELL student and develop appropriate instruction. The success of both programs will be determined by students' progress in second language acquisition. Ultimately this progress will be evaluated and noted in the student's NYSESLAT scores. ELL student performance will evaluate the success of the Bilingual and ESL program and inform planning and instruction.

## 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 NYSITELL (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon registration and in accordance with CR Part 154, parents complete the Home Language Identification Survey (HLIS) in their native language with the assistance of trained pedagogy (ESL teacher/ELL Coordinator). During this registration period, an ESL certified teacher/ELL coordinator conducts the initial oral interview with both parent and child in English and Spanish. If parents speak languages other than English and Spanish, then interpreters and/or translation services are provided. A list of bilingual school personnel who are willing to translate is available in the main office. In addition, if and when the need arises, the NYC DOE Translation Unit is contacted to assist in completing the informal oral interview/HLIS. Next, the parents of students whose home languages are other than English are invited to view the video in their native language (when available) and are given the opportunity to ask questions which the ELL coordinator clarifies. After this, the parents select the program they would prefer for their child if eligible for ELL services. Next, the student is administered the NYSITELL exam by a licensed ESL teacher to determine a student's English Language Proficiency level (beginner, intermediate, advanced) and program eligibility. If their home language is identified as Spanish, then they are administered the Spanish (LAB-R) to determine language dominance. If students attain a score below the cut off score, which varies by grade, they are eligible for ELL services and are placed according to parent program preference. Parents receive an Entitlement Letter explaining the ELL entitlement or non-entitlement of their children, the program placement, and the class designation. If parents do not choose an ELL program, the ELL Coordinator will make several attempts to

contact the parents. If parents still do not choose a program, the default program is bilingual education. This occurs within ten days of enrollment.

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.

Parental involvement in a child's education can greatly enhance the learning that occurs in the school. Regarding English Language Learners (ELLs), one important act a parent may engage in is enrolling their child in one of three language-learning programs offered by the New York City Department of Education. To ensure that parents are aware of, and understand the three program choices, several outreach methods are used. At registration or prior to enrollment, parents complete the home language survey (HLIS) form. Based on their responses on the survey and when it is determined that the child speaks a language other than English, they are informed that their child will take the NYSITELL exam. They are further informed that the NYSITELL measures English Language Proficiency skills which determines eligibility to receive services as an English Language Learner. Parents are notified of their child's eligibility status within ten days with Entitlement letters that are sent home in their native language to inform parents that their child is entitled to receive any of three available options. Parents attend an English Language Learners parent orientation immediately following registration. At the orientation meeting, the parents are given the opportunity to view the Orientation Video for Parents of English Language Learners in their native language. When necessary, available translation and on-site interpretation services are obtained for the orientation through the Language and Interpretation unit which is the DOE's current contracted vendor. The ELL Coordinator provides clarification of the three program choices and offer additional advice in program choice selection on request. Parents also are given the opportunity to observe our bilingual program and a monolingual classroom that receives ESL support. All communication with ELL parents is provided in both English and their home languages. During the orientation, parents are informed of program availability and are given the option of choosing and/or transferring their children to schools offering the program of their choice. If the parent would like to transfer their child to another school with an available program of their choice, an email is sent to the DOE's Office of ELLs requesting a transfer. The DOE's Office of ELLs coordinates these these transfer requests with the Office of Student Enrollment. The Office of Student Enrollment is responsible for following up with the family regarding a new placement within the designated timeframe.

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 [\[see tool kit\]](#).)

Entitlement letters are distributed to parents in their home languages once the ESL teacher determines that a student has scored at or below the cut score on the NYSITELL exam. An ELL Parent Letter Checklist assists the ELL department in tracking when the letters have been sent out and when letters have been returned. The Parent Checklist and all copies of entitlement, continued entitlement, non-entitlement and placement letters are stored in a binder in the ESL office.

The parent survey and program choice forms are given to parents in their home languages during the orientation. Parents are explicitly shown how to correctly fill out the form. Parents are encouraged to return the Parent Survey and Program Selection forms at the end of the orientation. Since not all parents are able to attend the first orientation meeting, a second orientation meeting is scheduled at a time that is convenient for parents. The ELL Coordinator and bilingual teacher are available to answer any questions and inform parents of the program choices individually. Forms are readily available to be filled out after the individual sessions. Upon completion of the parent survey and program selection forms, a record of the parent choice, NYSITELL date, whether the parent was provided with information about ELL programs, which program the parent chose and in which program the student was placed is recorded and monitored through the (ELPC) screen in ATS. Completed and signed original program choice forms and HLIS forms are stored in the students' cumulative records. A copy is maintained of both forms in the ESL office.

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.

Both The Freestanding ESL Push-In Program and a Spanish Bilingual program are offered at The Children's Lab School. During the parent orientation, parents are informed of program availability and are given the option of choosing and/or transferring their children to schools offering the program of their choice. They are also given the opportunity to ask questions and receive answers in their native language. They also receive the GUIDE handout that explains the three program choices. At the end of the orientation, parents are asked to select the program of their choice in order of preference for their child. Parents are sent entitlement letters in both English and their native language. After students have been placed, parents are notified via written correspondence regarding the placement of the child. Based on the results of NYSITELL and or NYSESLAT, parents will receive letters in English and their native languages informing them of entitlement, continuation or discontinuation of ELL services.

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.

The NYSESLAT exam is administered annually to evaluate student progress in reaching English language proficiency. ATS reports such as RLER and RLAT are utilized to identify all students eligible to take NYSESLAT. The Speaking test is administered to each student individually. The Reading, Writing, and Listening tests are administered in small groups. A testing schedule is created in advance for all components of the NYSESLAT exam. ELL students receiving testing accommodations in accordance with their I.E.P's are also accounted for on this schedule. The schedule includes dates and times that the student will be tested, and copies of the schedules are distributed to all classroom teachers. Due to the fact that the test is untimed, it is impossible to predict exactly how long each test will last, but the NYSESLAT testing memo is used to assist in scheduling suggested time blocks for the exam.

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. 

Programs offered at P.S. 343Q are fully aligned with parent choice, because our school respects and values parental involvement in the decision-making process. This is evident by the availability of our Spanish bilingual class and an ESL program that meets the needs of English Language Learners in Kindergarten.

After reviewing the Parent Survey and Program Selection forms, they indicate that parents of Spanish-speaking students, who are also new to the country have been requesting a Spanish bilingual class placement for their child. Parents of students who attended universal Pre-K and/or were born in the United States, mostly request a monolingual class placement with ESL support services. Approximately 43% (26 parents) of the parents requested a bilingual placement, the other 57% (34 parents) requested ESL services.

## 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])?

a. ESL instruction is delivered through the Push-In model. ESL services are provided using a co-teaching model during reading workshop, writing workshop, shared reading, Foundations Phonics, read alouds, or a concentration in the content areas of math, science and social studies using ESL methodology and/or technology. In addition to the co-teaching model, the ESL teacher provides small group targeted instruction based on student needs. ELL students are grouped heterogeneously with mixed English language proficiency levels in all Kindergarten classes including the bilingual class.

b. The push-in model fosters collaborative team teaching in a heterogeneous group, which is organized by grade.

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)?

Bilingual instruction is delivered in a TBE program in Kindergarten. There is one (1) Transitional Bilingual class in Kindergarten. Students in this class are placed heterogeneously and grouped within the class according to ability in reading and native language arts to meet individual needs. Academic instruction is in both English and the native language, which at P.S. 343 is in Spanish. The classroom library consists of children's literature in Spanish including fiction, poetry, and non-fiction books that appeal to a variety of different interests are present.

According to CR-Part 154, Beginners, Intermediates and Advanced level students in a TBE program receive at least 45 minutes daily of native language instruction in Spanish. TBE students will receive instruction in English in traditional enrichment or prep courses, such as Art, Music, and Physical Education. As students acquire English, the amount of academic instruction in English increases, which helps ensure that they will have the necessary skills to exit the program and to succeed academically in English.

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.

Students starting with limited English spend 40 percent of their time in English language development with instruction in the native language starting at 60 percent. As mandated by CR Part 154, advanced ELLs receive 180 minutes (4 periods per week) of instruction in Native Language Arts and 180 minutes (4 periods per week) of ESL instruction. Also, beginner and intermediate ELLs receive 360 minutes (8 periods per week) of ESL instruction and 180 minutes (4 periods per week) of Native Language Arts. Any content area instruction in English, in subjects such as math, will utilize ESL methodologies and other supports. The ratio of English to native language instruction increases according to the student's English language proficiency until the student is ready to exit the program.

Second language development is fostered by utilizing content specific materials to address the conventions of standard English, knowledge of the English language and vocabulary acquisition, which are all a part of the NYS Common Core Language Standards.

Across the content areas, the ESL and Bilingual teacher make use of varied instructional approaches to enrich language development. Manipulatives and Realia are used on a regular basis. Total Physical Response along with songs are emphasized in the early childhood grades. The use of technology (Promethean Boards, Elmos), audiovisual equipment, and hands-on learning is encouraged. ELL students engage in activities across the content areas which focus on all four modalities of the ESL and Bilingual classroom (listening, speaking, reading, and writing). Content area instruction is delivered in ESL and Bilingual classrooms with an emphasis placed on academic language, specialized vocabulary, grammar and comprehension of fiction and nonfiction texts.

The bilingual, ESL, and classroom teachers of ELLs work with small groups of students based on their academic and linguistic needs. TPR, visuals, explicit modeling, manipulatives, speaking prompts, sentence frames, thinking maps, and graphic organizers are some of the supports utilized to scaffold language development. In addition, ELLs are encouraged to deconstruct/reconstruct "juicy"

complex sentences, word play, utilize Tier 2 and Tier 3 words via read alouds and oral repetition during shared reading. The LEA (Language Experience Approach) is also utilized to match the written word and spoken word in order to foster second language development.

ELL students are taught math, social studies and science using ESL strategies as described above to enhance their learning and meet the demands of the Common Core Learning Standards. Students are taught in small strategy groups within the classroom to foster their language development.

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

ELLs are appropriately evaluated in their native language in the bilingual class with the Fountas & Pinnell language/literacy assessment.

The ELL coordinator and bilingual teacher administer the Spanish LAB-R during the LAB-R administration for Spanish-speaking eligible students. The ESL and bilingual teacher are able to determine basic literacy skills in Spanish based on student performance on the Spanish LAB-R and share this information with classroom teachers so that they are aware of the students' native language skills. Multiple assessments, i.e. student portfolios, state standardized tests (NYSITELL/ NYSESLAT), MOSL, informal assessments (running records, conference notes) are used to drive instruction as well as language development.

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

#### Reading

To assess the student's reading readiness and skills, The Children's Lab School utilizes the TCRWP to assess concepts of print, phonemic awareness and sight word recognition. The Fountas & Pinnell Benchmark Assessment System monitors growth and progress 3 times throughout the year in reading. The system identifies key components that are critical to reading comprehension. In between Fountas & Pinnell assessments, teachers administer reading progress monitoring running records to individual students. Each of these assessments allow teachers to focus on the specific skills, at a specific level that each student needs to make progress throughout the year.

#### Writing

To address our student's needs in writing we administer the MOSL ELA Performance Task. The task involves writing a response to a prompt while making a connection to a reading/listening passage. Since the students in Kindergarten listen for comprehension as a pre-cursor for reading, this assessment also addresses reading comprehension of the passages and the prompt itself. The MOSL is used to guide instruction based on all of our students' needs. Wilson's Foundations checklists are used to evaluate basic writing skills as well as letter sound recognition.

#### Listening

In Kindergarten, the Wilson Foundations program targets letter sound recognition and phonemic awareness. Students must listen for letter sound correspondence in which they both listen to the teacher say the word as well as listen to themselves as they tap out the different sounds of the word they are spelling. Students readily engage in listening practice in every lesson through accountable talk and discussion structures. Students are observed utilizing accountable talk prompts (i.e. "I agree with you because..., I disagree with you because...") as a way to assess student listening and discussion techniques. Additionally, Turn-and-talk, inside-outside, circle, round robin, and jigsaw, are all activities embedded into content instruction in classrooms to ensure growth in listening skills.

#### Speaking

In grade Kindergarten, cooperative learning allows ELL students to practice their speaking skills with their peers. Students engage in discussions while using one of the structures (i.e. inside-outside circle.) These structures allow them to practice using accountable talk as well as learning how to engage in a formal discussion. Students partake in discussions around a variety of picture prompts as a way to develop oral language skills and prepare for NYSESLAT. Discussions take place around a variety of social and academic issues with each other. During class discussions, teachers observe and informally assesses student's ability to express their ideas and thinking with clarity. Informal assessments are also done throughout the day when students discuss and explain their thinking in all subjects.

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. Not applicable at this time.

b. The plan for newcomers includes a parent orientation in the beginning of the school year to welcome the families. The families of new arrivals to the United States are encouraged to speak with the ESL/ bilingual teacher to ensure a smooth transition into the school. These students are also assigned a buddy student preferably with the same student background and language in their individual classes. Students who are new arrivals to the United States also receive instruction on school and American culture, which include greetings, idioms, and vocabulary of common items or concepts. ESL lessons and instructional activities encompass curriculum areas and stimulate language development, curiosity, critical thinking, problem-solving skills, and the growth of positive concepts about oneself and others. Teaching strategies will include TPR (Total Physical Response), Songs and Chants, LEA (language experience approach), and cooperative grouping.

c. Not applicable at this time.

d. Not applicable at this time.

e. ELLs who reach proficiency on the NYSESLAT will continue to receive transitional support services by the ESL teacher who provides services through the push in model in their classrooms on an as needed basis. Former ELLs will also receive transitional support in the form of modified and differentiated tasks designed by both the ESL and classroom teachers. Transitional ELLs will also receive extra time on class assessments on an as needed basis.

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?

Teachers of ELL-SWDs utilize the reader's and writer's workshop model using genuine literature, trade books, and guided reading literature. Teacher generated materials such as charts, graphs, explicit modeling and realia provide a print rich classroom environment. The Workshop model mini-lesson provides feedback, introduces concepts, strategies, and addresses the needs of ELL-SWDs and accelerates language development.

In addition, student teacher conferences provide individualized attention to further meet student needs. Small group instruction is used to guide students, as well as re-teach and reinforce skills. To teach and support reading and writing skills at the emergent stage of literacy, Wilson Foundations program is used in Kindergarten. In reader's workshop students are immersed in various genres of literature. All students are administered running records from leveled texts; and are placed into guided reading groups based on their reading and language proficiency levels. Reader's theater will be utilized in addition to support language development. The workshop model is also used for writing. ELL-SWD utilize the writing process to develop writing skills. Through participation in modeled and shared writing within small groups, instruction is tailored to students' needs. Native language and transferring of content area knowledge is supported through the use of native language books and dictionaries.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ELLs that are identified as both ESL and Special Education are receiving the mandated push in services as per their IEP in their classroom within a smaller setting. The ELL-SWD have the advantage of the special education support along with the ESL push-in program. The special education component will work concurrently with the mandatory ESL instruction. The ESL teacher consults with the Special Education teacher who is regularly comparing the student's performance to the goals on each IEP. Both service providers work collaboratively in order to modify and scaffold academic tasks so that students are able to meet city and state standards across the content areas. In accordance to their IEP's, ELL-SWDs receive services in the least restrictive environment. ELL-SWDs in ICT (Integrated Team Teaching) classes are served in the least restrictive environment.

**Courses Taught in Languages Other than English **

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

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

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

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

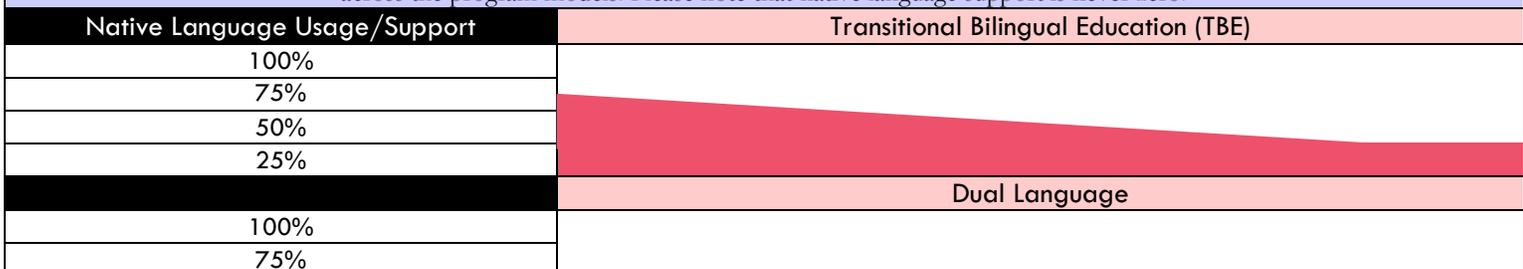
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

P. S. 343 supports the ELLs in ELA, Math and Content Areas. Classroom teachers provide Tier I differentiation on a daily basis within the components the TERC program. End of unit assessments in TERC are monitored to identify students not progressing in Mathematics development. These services are provided in English however TBE students have resources and instruction available in their Native Language (Spanish).

In ELA, our ELLs receive Tier I differentiation on a daily basis within the components of balanced literacy instruction (shared reading and writing, guided reading and writing and independent reading and writing). Students' literacy levels are identified through the Fountas & Pinnell assessment.

The intervention programs include; Wilson Foundations and the Fountas and Pinnell leveled literacy intervention for all students in the TBE class. Additional interventions are provided for the at risk students through small group instruction and through the double dose Wilsons Foundations phonemic awareness program. These interventions will strengthen decoding skills through the practice of phonological/phonemic awareness, phonics and spelling. In the future, some ELL students who demonstrate limited reading comprehension skills and who are designated as at risk students will be given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they will receive additional small group support in reading and comprehension skills in a separate location.

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

Not applicable at this time.

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

ELL-SWDs will be given the opportunity as we grow as a school to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they will receive support in reading and comprehension skills in small groups.

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

Not applicable at this time.

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

The Children's Lab School instructional vision is expressed in our motto "ground and sky." We believe that every child deserves an education that provides a solid grounding in core academic skills and gives them the opportunity to develop their imaginations and creativity. The goal is to provide English Language Learners and their English-speaking peers the visual and tactile experiences that give rise to rich language and rigorous inquiry. As a vehicle to attaining this goal, our school has attained a grant through The Office of Arts to underwrite the cost of the residency program this year with Studio in a School. The Studio in a School residency provides English Language Learners attending Title I public schools with a sensory-rich visual media curricula and instruction that encourages students' self-expression and builds their skills to scaffold language development. Studio's three-part lessons engage students in deep looking, making and responding to art employing all of the modalities of language (listening, speaking, reading and writing). Student visual and language literacy are developed in tandem: their ideas are expressed through visual media and with artists' and teachers' help, they learn to describe what they have expressed visually. Sequential lessons and multi-step procedures help to develop higher level thinking skills and take literacy beyond vocabulary development, such as audience and the purpose of communication. The focus of the residency is to combine our inquiry-based approach to instruction with art making thereby fostering context-rich language development. The program consists of weekly art classes jointly taught by the visiting artist, the kindergarten classroom teacher and ESL teacher. All teachers will participate in two full-day PD sessions at a date and time to be determined in the future. Additional planning time will be incorporated into some of our weekly Monday PD sessions from 2:30pm – 3:50 pm. A parent workshop will be provided and student work will be presented at our spring Celebration of Learning.

At this time we have no extra curricular/afterschool programs. As a new school, we were not granted supplemental title III funds.

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

Visual aids, Promethean Boards, charts, CDs, videos, document cameras, computer programs and Flipcharts are incorporated into the instructional day. They reinforce student learning through the different modalities: Visual, auditory, kinesthetic and tactile. These methods increase background knowledge, auditory perception, reading ability, decoding and comprehension.

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

Native language support is utilized in the ESL and bilingual program in order to facilitate meaning and activate prior knowledge. The ESL push-in teacher and most classroom teachers are bilingual and provide native language support in Spanish during instruction through clarification of concepts and key vocabulary in English and in the native language. A Home Language Library is accessible in the bilingual classroom.

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

Support services and resources correspond to ELLs' ages and grade levels as evidenced by the explanation of programs and services mentioned above. The Children's Lab School will ensure that required services and resources support our ELLs' ages and grade levels. Every effort will be made to provide every ELL student with the necessary age and level appropriate high-interest materials, books and supplies to peak their interest.

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

All parents of new admits who qualify for ELL services are invited to a parent orientation explaining their right to choose a program for their child. Students who are Newcomers are strategically placed in classrooms for peer support. In July, the incoming Kindergarten class and potential ELLs participate in NYSITELL/ Spanish LAB-R Kindergarten screening with an ESL and early childhood teachers. The purpose of this screening is to gather data surrounding early literacy/ bilingualism before the children begin school. This data gathered is shared with classroom teachers to drive instruction. Students struggling with basic literacy concepts are placed with highly qualified teachers on the grade. The data gathered from this screening is also shared with parents over the summer and they are given strategies to support their children at home before they begin school in September.

18. What language electives are offered to ELLs?

Not applicable.

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)?

Not applicable.

## 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. In order to promote greater academic success, the primary agents who work with ELLs must also be informed of current ESL research and methods. The focus this year for ELL Staff Development is to create a professional learning community centered in supporting ELLs as they engage and negotiate meaning with the Common Core Learning Standards. The ELL Coordinator attends various ELL specific network meetings throughout the year in order to stay informed of ELL policy changes and effective teaching tools for ELLs.

In addition, Liz Fisher, Network Support Specialist in Mathematics, supports teachers in implementing the Common Core Standards in math in the following areas:

- \* developing Common Core Units of Study and the City-wide Instructional Expectations
- \* facilitating math teacher teams
- \* planning effective math lessons

All teachers will participate in two full-day PD sessions this year facilitated by Studio in a school teaching artists. The focus of the PD sessions is to combine our inquiry-based approach to instruction with art making. Additional planning time will be incorporated into our weekly Monday PD sessions.

Various schoolwide professional development opportunities were held during the New School Two-Week Summer Institute in August, 2014 including: "Text Talk" and robust vocabulary instruction ( August 20, 2014), Wilson Foundations (August 26, 2014), Art and Crafts in the Classroom (August 28, 2014) Responsive Classrooms (September 2, 2014), and Math Investigations (August 27, 2014). All staff members will continue to attend professional development opportunities offered by Office of ELLs and the network that arise in the future that will enhance ELL instruction.

2. All staff including the ESL and bilingual teachers attend schoolwide professional development focused on planning and preparation using the common core learning standards. The focus this year for ELL Staff Development is to create a professional learning community centered in supporting ELLs as they engage and negotiate meaning with the Common Core Learning Standards. As mentioned above, the Network Support Specialist in Mathematics provides professional development in math to teachers of ELLs in the following areas: developing Common Core Units of Study and the City-wide Instructional Expectations, facilitating math teacher team and planning effective math lessons.

Two full-day PD sessions will be offered this year facilitated by the Studio in a school teaching artists. The focus of the PD sessions is to combine our inquiry-based approach to instruction with art making and second language development.

Also the ELL Coordinator/ ESL teacher and Bilingual teachers plan on attending upcoming professional development opportunities held by the Office of English Language Learners focusing on the continued alignment of the 2015 NYSESLAT exam with the common core learning standards. Information that is gained from these workshops is then shared with classroom teachers and ELL personnel as a means of building their professional capacity to work with ELLs.

3. Not applicable at this time.

4. There is ongoing ELL training for all staff members at P.S. 343. These trainings exceeds the minimum 7.5 hours required. On July 17 and 18, 2014, classroom teachers in Kindergarten received 2 full day training sessions by the ELL coordinator on how to administer and score Level I NYSITELL and Spanish LAB-R. Teachers of ELLs also participated in the ELL Screening Process for program placement during these two days from 8 a.m. - 3pm. In the future, two full-day PD sessions will be offered this year facilitated by the Studio in a school teaching artists. The focus of the PD sessions is to combine our inquiry-based approach to instruction with art making and second language development for English Language learners.

## 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. Parent involvement is fundamental in order for ELLs to achieve proficiency in the English language. The bilingual social worker will provide a few informative workshops for ELL families to assist in their child's social and academic success. On September 5, 2014 the school social worker facilitated an afterschool parent workshop entitled "networking and sharing among parents" where ELL parents had the opportunity to get information on after- school programs in the area.

Another workshop entitled "The First Six Weeks of School" was offered on October 22, 2014 facilitated by the principal and the social worker. This workshop offered parents valuable information on emotional development of 5 year old students, how to teach children about following rules and parenting styles. Written information was distributed to parents and Spanish translation was provided.

The Learning Leaders program provides interested parents with training so that they may volunteer in school wide activities. The school also sponsors events, such as Family Night; where parents are encouraged to build community with school personnel. Translation will be used to facilitate communication with parents at these gatherings.

In addition, Studio in a school teaching artists will collaborate with school staff to host a parent workshop in the Spring of 2015 where student work will be presented and celebrated.

2. The Children's Lab school will continue to partner with various Community Based Organizations in order to provide a variety of activities and events in the future. Currently, P.S. 343Q has partnered with "Cool Culture" to purchase memberships for parents and students to attend museums and parks in and outside of New York City. These membership passes afford students, staff and parents the opportunity to engage in real life learning opportunities which complement academic topics covered in the classroom.

3. P.S. 343 evaluates the needs of parents through the use of informal "Family Surveys." The school bilingual social worker uses this informal survey to gather information necessary in best meeting student and parent needs. The social worker plays an active role in surveying the areas that parents would like further information and subsequently holding workshops where information is provided to meet those needs. Translation is available when necessary.

4. According to the results of the informal "Family Survey", the school social worker uses the information to tailor workshops to best assist the parents' needs. Parents are also actively involved in the school. Parents are involved in shows, class celebrations, and ceremonies making it possible for parents to participate in the success and growth of their children on a regular basis. Parents volunteer in the classroom and for off site school trips. These events encourage parents to meet and socialize with each other as well as teachers helping to develop a supportive academic community and a school family environment.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>The Children's Lab School</u>		School DBN: <u>24Q343</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brooke Barr	Principal		10/28/14
N/A	Assistant Principal		
N/A	Parent Coordinator		
Melissa Crawford	ESL Teacher		10/28/14
Jenny Hernandez	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
N/A	Guidance Counselor		
	Network Leader		
Lizette Palaguachi	Other <u>Bilingual Teacher</u>		10/28/14
Monika Stangel	Other <u>Sped Teacher</u>		10/28/14
Carolina Nudo	Other <u>Bil Social Worker</u>		10/28/14
	Other _____		

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2014-15 SCHOOL YEAR**

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 one-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 [i](#).

## Part I: School ELL Profile

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

District <b>24</b>	Borough <b>Queens</b>	School Number <b>343</b>
School Name <b>The Children's Lab School</b>		

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

Principal <b>Brooke Barr</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Melissa Crawford</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Lizette Palaguachi-Bil Teacher</b>	Parent <b>Jenny Hernandez</b>
Teacher/Subject Area <b>Monika Stangel- Sped Teacher</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>Anna Kandias- Bil Speech</b>	Other <b>Lissette Andramuno- OT</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>99</b>	Total number of ELLs	<b>60</b>	ELLs as share of total student population (%)	<b>60.61%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	10
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	22									22
Dual Language	0									0
ESL	38	0	10							38

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	60	0	10	0	0	0	0	0	0	60
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22													22
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	22	0	0	0	0	0	0	0	0	0	0	0	0	22

\*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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25													25
Chinese	0													0
Russian	0													0
Bengali	5													5
Urdu	1													1
Arabic	0													0
Haitian	0													0
French	1													1
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	6													6
<b>TOTAL</b>	<b>38</b>	<b>0</b>	<b>38</b>											

## 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 (\*NYSITELL FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16													16
Intermediate(I)	34													34
Advanced (A)	10													10
Total	60	0	0	0	0	0	0	0	0	0	0	0	0	60

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

P.S. 343 uses a variety of assessment tools to assess ELLs' early literacy skills. Foundational Assessments (TCRWP) evaluate concepts of print as well as alphabet letter/sound recognition as well as high frequency word assessments. In addition ELA/Math Pre/Post MOSL

Assessment Tasks, NYSITELL, Spanish LAB-R, NYSESLAT and school created checklists are used to assess the early literacy skills of ELLs. To monitor progress in early reading skills, the Fountas and Pinnell running record assessments are used to identify student independent and instructional reading levels and monitor progress. These assessment tools are used to provide insights to help inform the school's instructional plan. In addition, teachers use various forms of informal assessments such as conferencing notes, classroom assessments, and anecdotal records to track student achievement. The data collected also helps inform instructional decisions for grouping all students including the ELLs according to their needs with emphasis on the four language modalities.

The data that was collected from these above-mentioned assessment tools show that the majority of ELLs are not meeting benchmarks in letter/sound and sight word recognition at this time as evidenced by the (TCRWP) Foundational Assessments. The data also shows our ELLs are not yet meeting benchmarks in reading at this time as evidenced by the Fountas and Pinnell Reading level benchmarks across the year. However, it is the beginning of the school year and through the utilization of the resources mentioned below, the ELLs will make academic gains in all content areas.

This information has informed our school's instructional plan as follows:

- The Wilson Foundations multisensory, systematic phonics, spelling and handwriting program will address phonemic awareness and development for the ELLs.
- Additional pre-writing strategies during literacy instruction such as Text Talk, think alouds, thinking maps, sentence frames and starters, visualization structures, and writing inventories will be utilized during instruction.
- ESL and bilingual teachers will provide language and visual support during content area instruction in an effort to build academic vocabulary (tier 2 and tier 3 words).
- ELLs in Kindergarten will engage in test preparation activities that will prepare them for the NYESLAT exam.
- Teachers will receive additional Professional Development in math, reading and writing focusing on supporting and enhancing math, reading and writing skills for ELLs.
- Teachers have received training with the ELL identification process and screening which informs literacy instructional decisions in the classroom.
- The Network Math Coach will focus on supporting teachers in the implementation of the TERC Investigations math program which is a hands on approach to mathematical discussions, thinking and reasoning.
- Teacher and staff working with ELLs will receive Promethean Board training as an instructional tool to enhance learning through interactive and visual support.

2. What is revealed by the data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades?

The data patterns on the NYSITELL show that in Kindergarten, 17% of the students scored at the Advanced level, 57% of the students scored at the Intermediate level and 27% of the students scored at the Beginner level. The achievement goal will be for ELLs to demonstrate growth by at least one proficiency level on the NYSESLAT exam in the Spring of 2015 and meet Title III AMAO 1 targets.

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 [AMAQ tool](#))

At this time, it is too early to detect a pattern across proficiency levels because we are a new school with Kindergarten students who have not yet taken the NYSESLAT exam. However, the achievement goal will be for ELLs to demonstrate growth by at least one proficiency level on the NYSESLAT exam in the Spring of 2015 and meet Title III AMAO 1 targets.

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?

Not applicable at this time.

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](#).)

At this time, we are developing our RTI plan for at risk ELLs and will adhere to the guidelines within the RTI framework.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Students' second language development is considered in all instructional decisions. Students' language acquisition levels are considered during lesson/unit planning, when conducting individual student conferences and running records. Depending on the academic tasks and activities, students may be grouped according to their language proficiency levels. Throughout every lesson the Common Core Learning Standards are also utilized to guide instruction. Classroom teachers collaborate with the bilingual and ESL teachers to embed language standards and targets within the lessons. These language standards focus on combining what students should be learning at their grade level and second language development targets. In doing this, students are simultaneously practicing and developing language skills in all four modalities as well as learning content. Across the content areas, ELL students speak and write about their thinking in order to facilitate second language development.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Both the bilingual and ESL programs at P.S 343Q will be evaluated using the results of the NYSESLAT test and all other formal and informal assessments of the ELL students including, TCRWP, Fountas and Pinnell Assessments, ELA/Math Pre/Post MOSL Assessment Tasks and other Formative Assessments. All teachers of ELLs conduct individual conferences with students and monitor their progress using a checklist of indicators for stages of language acquisition. The bilingual and ESL teachers work closely with the classroom teachers to periodically monitor the ongoing progress of every ELL student and develop appropriate instruction. The success of both programs will be determined by students' progress in second language acquisition. Ultimately this progress will be evaluated and noted in the student's NYSESLAT scores. ELL student performance will evaluate the success of the Bilingual and ESL program and inform planning and instruction.

## 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 NYSITELL (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon registration and in accordance with CR Part 154, parents complete the Home Language Identification Survey (HLIS) in their native language with the assistance of trained pedagogy (ESL teacher/ELL Coordinator). During this registration period, an ESL certified teacher/ELL coordinator conducts the initial oral interview with both parent and child in English and Spanish. If parents speak languages other than English and Spanish, then interpreters and or translation services are provided. A list of bilingual school personnel who are willing to translate is available in the main office. In addition, if and when the need arises, The NYC DOE Translation Unit is contacted to assist in completing the informal oral interview/HLIS. Next, the parents of students whose home languages are other than English are invited to view the video in their native language (when available) and are given the opportunity to ask questions which the ELL coordinator clarifies. After this, the parents select the program they would prefer for their child if eligible for ELL services. Next, the student is administered the NYSITELL exam by a licensed ESL teacher to determine a student's English Language Proficiency level (beginner, intermediate, advanced) and program eligibility. If their home language is identified as Spanish, then they are administered the Spanish (LAB-R) to determine language dominance. If students attain a score below the cut off score, which varies by grade, they are eligible for ELL services and are placed according to parent program preference. Parents receive an Entitlement Letter explaining the ELL entitlement or non-entitlement of their children, the program placement, and the class designation. If parents do not choose an ELL program, the ELL Coordinator will make several attempts to

contact the parents. If parents still do not choose a program, the default program is bilingual education. This occurs within ten days of enrollment.

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.

Parental involvement in a child's education can greatly enhance the learning that occurs in the school. Regarding English Language Learners (ELLs), one important act a parent may engage in is enrolling their child in one of three language-learning programs offered by the New York City Department of Education. To ensure that parents are aware of, and understand the three program choices, several outreach methods are used. At registration or prior to enrollment, parents complete the home language survey (HLIS) form. Based on their responses on the survey and when it is determined that the child speaks a language other than English, they are informed that their child will take the NYSITELL exam. They are further informed that the NYSITELL measures English Language Proficiency skills which determines eligibility to receive services as an English Language Learner. Parents are notified of their child's eligibility status within ten days with Entitlement letters that are sent home in their native language to inform parents that their child is entitled to receive any of three available options. Parents attend an English Language Learners parent orientation immediately following registration. At the orientation meeting, the parents are given the opportunity to view the Orientation Video for Parents of English Language Learners in their native language. When necessary, available translation and on-site interpretation services are obtained for the orientation through the Language and Interpretation unit which is the DOE's current contracted vendor. The ELL Coordinator provides clarification of the three program choices and offer additional advice in program choice selection on request. Parents also are given the opportunity to observe our bilingual program and a monolingual classroom that receives ESL support. All communication with ELL parents is provided in both English and their home languages. During the orientation, parents are informed of program availability and are given the option of choosing and/or transferring their children to schools offering the program of their choice. If the parent would like to transfer their child to another school with an available program of their choice, an email is sent to the DOE's Office of ELLs requesting a transfer. The DOE's Office of ELLs coordinates these these transfer requests with the Office of Student Enrollment. The Office of Student Enrollment is responsible for following up with the family regarding a new placement within the designated timeframe.

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 [\[see tool kit\]](#).)

Entitlement letters are distributed to parents in their home languages once the ESL teacher determines that a student has scored at or below the cut score on the NYSITELL exam. An ELL Parent Letter Checklist assists the ELL department in tracking when the letters have been sent out and when letters have been returned. The Parent Checklist and all copies of entitlement, continued entitlement, non-entitlement and placement letters are stored in a binder in the ESL office.

The parent survey and program choice forms are given to parents in their home languages during the orientation. Parents are explicitly shown how to correctly fill out the form. Parents are encouraged to return the Parent Survey and Program Selection forms at the end of the orientation. Since not all parents are able to attend the first orientation meeting, a second orientation meeting is scheduled at a time that is convenient for parents. The ELL Coordinator and bilingual teacher are available to answer any questions and inform parents of the program choices individually. Forms are readily available to be filled out after the individual sessions. Upon completion of the parent survey and program selection forms, a record of the parent choice, NYSITELL date, whether the parent was provided with information about ELL programs, which program the parent chose and in which program the student was placed is recorded and monitored through the (ELPC) screen in ATS. Completed and signed original program choice forms and HLIS forms are stored in the students' cumulative records. A copy is maintained of both forms in the ESL office.

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.

Both The Freestanding ESL Push-In Program and a Spanish Bilingual program are offered at The Children's Lab School. During the parent orientation, parents are informed of program availability and are given the option of choosing and/or transferring their children to schools offering the program of their choice. They are also given the opportunity to ask questions and receive answers in their native language. They also receive the GUIDE handout that explains the three program choices. At the end of the orientation, parents are asked to select the program of their choice in order of preference for their child. Parents are sent entitlement letters in both English and their native language. After students have been placed, parents are notified via written correspondence regarding the placement of the child. Based on the results of NYSITELL and or NYSESLAT, parents will receive letters in English and their native languages informing them of entitlement, continuation or discontinuation of ELL services.

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.

The NYSESLAT exam is administered annually to evaluate student progress in reaching English language proficiency. ATS reports such as RLER and RLAT are utilized to identify all students eligible to take NYSESLAT. The Speaking test is administered to each student individually. The Reading, Writing, and Listening tests are administered in small groups. A testing schedule is created in advance for all components of the NYSESLAT exam. ELL students receiving testing accommodations in accordance with their I.E.P's are also accounted for on this schedule. The schedule includes dates and times that the student will be tested, and copies of the schedules are distributed to all classroom teachers. Due to the fact that the test is untimed, it is impossible to predict exactly how long each test will last, but the NYSESLAT testing memo is used to assist in scheduling suggested time blocks for the exam.

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. 

Programs offered at P.S. 343Q are fully aligned with parent choice, because our school respects and values parental involvement in the decision-making process. This is evident by the availability of our Spanish bilingual class and an ESL program that meets the needs of English Language Learners in Kindergarten.

After reviewing the Parent Survey and Program Selection forms, they indicate that parents of Spanish-speaking students, who are also new to the country have been requesting a Spanish bilingual class placement for their child. Parents of students who attended universal Pre-K and/or were born in the United States, mostly request a monolingual class placement with ESL support services. Approximately 43% (26 parents) of the parents requested a bilingual placement, the other 57% (34 parents) requested ESL services.

## 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])?

a. ESL instruction is delivered through the Push-In model. ESL services are provided using a co-teaching model during reading workshop, writing workshop, shared reading, Foundations Phonics, read alouds, or a concentration in the content areas of math, science and social studies using ESL methodology and/or technology. In addition to the co-teaching model, the ESL teacher provides small group targeted instruction based on student needs. ELL students are grouped heterogeneously with mixed English language proficiency levels in all Kindergarten classes including the bilingual class.

b. The push-in model fosters collaborative team teaching in a heterogeneous group, which is organized by grade.

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)?

Bilingual instruction is delivered in a TBE program in Kindergarten. There is one (1) Transitional Bilingual class in Kindergarten. Students in this class are placed heterogeneously and grouped within the class according to ability in reading and native language arts to meet individual needs. Academic instruction is in both English and the native language, which at P.S. 343 is in Spanish. The classroom library consists of children's literature in Spanish including fiction, poetry, and non-fiction books that appeal to a variety of different interests are present.

According to CR-Part 154, Beginners, Intermediates and Advanced level students in a TBE program receive at least 45 minutes daily of native language instruction in Spanish. TBE students will receive instruction in English in traditional enrichment or prep courses, such as Art, Music, and Physical Education. As students acquire English, the amount of academic instruction in English increases, which helps ensure that they will have the necessary skills to exit the program and to succeed academically in English.

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.

Students starting with limited English spend 40 percent of their time in English language development with instruction in the native language starting at 60 percent. As mandated by CR Part 154, advanced ELLs receive 180 minutes (4 periods per week) of instruction in Native Language Arts and 180 minutes (4 periods per week) of ESL instruction. Also, beginner and intermediate ELLs receive 360 minutes (8 periods per week) of ESL instruction and 180 minutes (4 periods per week) of Native Language Arts. Any content area instruction in English, in subjects such as math, will utilize ESL methodologies and other supports. The ratio of English to native language instruction increases according to the student's English language proficiency until the student is ready to exit the program.

Second language development is fostered by utilizing content specific materials to address the conventions of standard English, knowledge of the English language and vocabulary acquisition, which are all a part of the NYS Common Core Language Standards.

Across the content areas, the ESL and Bilingual teacher make use of varied instructional approaches to enrich language development. Manipulatives and Realia are used on a regular basis. Total Physical Response along with songs are emphasized in the early childhood grades. The use of technology (Promethean Boards, Elmos), audiovisual equipment, and hands-on learning is encouraged. ELL students engage in activities across the content areas which focus on all four modalities of the ESL and Bilingual classroom (listening, speaking, reading, and writing). Content area instruction is delivered in ESL and Bilingual classrooms with an emphasis placed on academic language, specialized vocabulary, grammar and comprehension of fiction and nonfiction texts.

The bilingual, ESL, and classroom teachers of ELLs work with small groups of students based on their academic and linguistic needs. TPR, visuals, explicit modeling, manipulatives, speaking prompts, sentence frames, thinking maps, and graphic organizers are some of the supports utilized to scaffold language development. In addition, ELLs are encouraged to deconstruct/reconstruct "juicy"

complex sentences, word play, utilize Tier 2 and Tier 3 words via read alouds and oral repetition during shared reading. The LEA (Language Experience Approach) is also utilized to match the written word and spoken word in order to foster second language development.

ELL students are taught math, social studies and science using ESL strategies as described above to enhance their learning and meet the demands of the Common Core Learning Standards. Students are taught in small strategy groups within the classroom to foster their language development.

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

ELLs are appropriately evaluated in their native language in the bilingual class with the Fountas & Pinnell language/literacy assessment.

The ELL coordinator and bilingual teacher administer the Spanish LAB-R during the LAB-R administration for Spanish-speaking eligible students. The ESL and bilingual teacher are able to determine basic literacy skills in Spanish based on student performance on the Spanish LAB-R and share this information with classroom teachers so that they are aware of the students' native language skills. Multiple assessments, i.e. student portfolios, state standardized tests (NYSITELL/ NYSESLAT), MOSL, informal assessments (running records, conference notes) are used to drive instruction as well as language development.

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

#### Reading

To assess the student's reading readiness and skills, The Children's Lab School utilizes the TCRWP to assess concepts of print, phonemic awareness and sight word recognition. The Fountas & Pinnell Benchmark Assessment System monitors growth and progress 3 times throughout the year in reading. The system identifies key components that are critical to reading comprehension. In between Fountas & Pinnell assessments, teachers administer reading progress monitoring running records to individual students. Each of these assessments allow teachers to focus on the specific skills, at a specific level that each student needs to make progress throughout the year.

#### Writing

To address our student's needs in writing we administer the MOSL ELA Performance Task. The task involves writing a response to a prompt while making a connection to a reading/listening passage. Since the students in Kindergarten listen for comprehension as a pre-cursor for reading, this assessment also addresses reading comprehension of the passages and the prompt itself. The MOSL is used to guide instruction based on all of our students' needs. Wilson's Foundations checklists are used to evaluate basic writing skills as well as letter sound recognition.

#### Listening

In Kindergarten, the Wilson Foundations program targets letter sound recognition and phonemic awareness. Students must listen for letter sound correspondence in which they both listen to the teacher say the word as well as listen to themselves as they tap out the different sounds of the word they are spelling. Students readily engage in listening practice in every lesson through accountable talk and discussion structures. Students are observed utilizing accountable talk prompts (i.e. "I agree with you because..., I disagree with you because...") as a way to assess student listening and discussion techniques. Additionally, Turn-and-talk, inside-outside, circle, round robin, and jigsaw, are all activities embedded into content instruction in classrooms to ensure growth in listening skills.

#### Speaking

In grade Kindergarten, cooperative learning allows ELL students to practice their speaking skills with their peers. Students engage in discussions while using one of the structures (i.e. inside-outside circle.) These structures allow them to practice using accountable talk as well as learning how to engage in a formal discussion. Students partake in discussions around a variety of picture prompts as a way to develop oral language skills and prepare for NYSESLAT. Discussions take place around a variety of social and academic issues with each other. During class discussions, teachers observe and informally assesses student's ability to express their ideas and thinking with clarity. Informal assessments are also done throughout the day when students discuss and explain their thinking in all subjects.

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. Not applicable at this time.

b. The plan for newcomers includes a parent orientation in the beginning of the school year to welcome the families. The families of new arrivals to the United States are encouraged to speak with the ESL/ bilingual teacher to ensure a smooth transition into the school. These students are also assigned a buddy student preferably with the same student background and language in their individual classes. Students who are new arrivals to the United States also receive instruction on school and American culture, which include greetings, idioms, and vocabulary of common items or concepts. ESL lessons and instructional activities encompass curriculum areas and stimulate language development, curiosity, critical thinking, problem-solving skills, and the growth of positive concepts about oneself and others. Teaching strategies will include TPR (Total Physical Response), Songs and Chants, LEA (language experience approach), and cooperative grouping.

c. Not applicable at this time.

d. Not applicable at this time.

e. ELLs who reach proficiency on the NYSESLAT will continue to receive transitional support services by the ESL teacher who provides services through the push in model in their classrooms on an as needed basis. Former ELLs will also receive transitional support in the form of modified and differentiated tasks designed by both the ESL and classroom teachers. Transitional ELLs will also receive extra time on class assessments on an as needed basis.

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?

Teachers of ELL-SWDs utilize the reader's and writer's workshop model using genuine literature, trade books, and guided reading literature. Teacher generated materials such as charts, graphs, explicit modeling and realia provide a print rich classroom environment. The Workshop model mini-lesson provides feedback, introduces concepts, strategies, and addresses the needs of ELL-SWDs and accelerates language development.

In addition, student teacher conferences provide individualized attention to further meet student needs. Small group instruction is used to guide students, as well as re-teach and reinforce skills. To teach and support reading and writing skills at the emergent stage of literacy, Wilson Foundations program is used in Kindergarten. In reader's workshop students are immersed in various genres of literature. All students are administered running records from leveled texts; and are placed into guided reading groups based on their reading and language proficiency levels. Reader's theater will be utilized in addition to support language development. The workshop model is also used for writing. ELL-SWD utilize the writing process to develop writing skills. Through participation in modeled and shared writing within small groups, instruction is tailored to students' needs. Native language and transferring of content area knowledge is supported through the use of native language books and dictionaries.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ELLs that are identified as both ESL and Special Education are receiving the mandated push in services as per their IEP in their classroom within a smaller setting. The ELL-SWD have the advantage of the special education support along with the ESL push-in program. The special education component will work concurrently with the mandatory ESL instruction. The ESL teacher consults with the Special Education teacher who is regularly comparing the student's performance to the goals on each IEP. Both service providers work collaboratively in order to modify and scaffold academic tasks so that students are able to meet city and state standards across the content areas. In accordance to their IEP's, ELL-SWDs receive services in the least restrictive environment. ELL-SWDs in ICT (Integrated Team Teaching) classes are served in the least restrictive environment.

**Courses Taught in Languages Other than English **

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

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

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

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

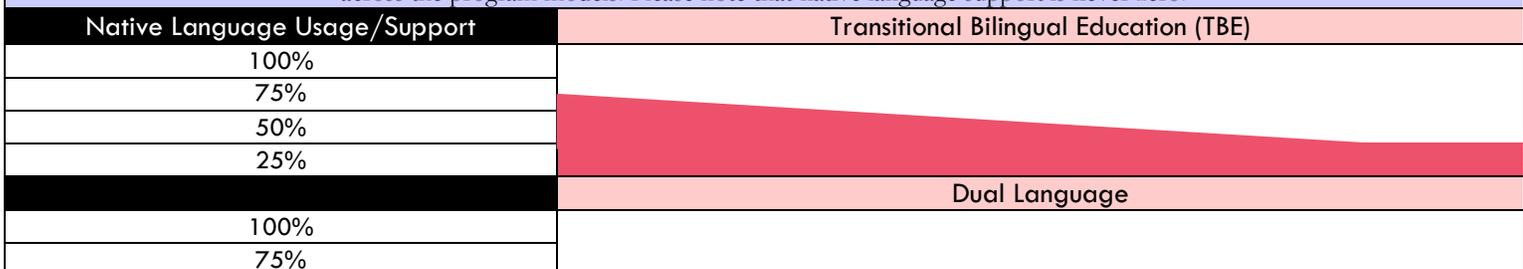
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

**Native Language Usage and Supports**

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

P. S. 343 supports the ELLs in ELA, Math and Content Areas. Classroom teachers provide Tier I differentiation on a daily basis within the components the TERC program. End of unit assessments in TERC are monitored to identify students not progressing in Mathematics development. These services are provided in English however TBE students have resources and instruction available in their Native Language (Spanish).

In ELA, our ELLs receive Tier I differentiation on a daily basis within the components of balanced literacy instruction (shared reading and writing, guided reading and writing and independent reading and writing). Students' literacy levels are identified through the Fountas & Pinnell assessment.

The intervention programs include; Wilson Foundations and the Fountas and Pinnell leveled literacy intervention for all students in the TBE class. Additional interventions are provided for the at risk students through small group instruction and through the double dose Wilsons Foundations phonemic awareness program. These interventions will strengthen decoding skills through the practice of phonological/phonemic awareness, phonics and spelling. In the future, some ELL students who demonstrate limited reading comprehension skills and who are designated as at risk students will be given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they will receive additional small group support in reading and comprehension skills in a separate location.

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

Not applicable at this time.

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

ELL-SWDs will be given the opportunity as we grow as a school to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they will receive support in reading and comprehension skills in small groups.

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

Not applicable at this time.

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

The Children's Lab School instructional vision is expressed in our motto "ground and sky." We believe that every child deserves an education that provides a solid grounding in core academic skills and gives them the opportunity to develop their imaginations and creativity. The goal is to provide English Language Learners and their English-speaking peers the visual and tactile experiences that give rise to rich language and rigorous inquiry. As a vehicle to attaining this goal, our school has attained a grant through The Office of Arts to underwrite the cost of the residency program this year with Studio in a School. The Studio in a School residency provides English Language Learners attending Title I public schools with a sensory-rich visual media curricula and instruction that encourages students' self-expression and builds their skills to scaffold language development. Studio's three-part lessons engage students in deep looking, making and responding to art employing all of the modalities of language (listening, speaking, reading and writing). Student visual and language literacy are developed in tandem: their ideas are expressed through visual media and with artists' and teachers' help, they learn to describe what they have expressed visually. Sequential lessons and multi-step procedures help to develop higher level thinking skills and take literacy beyond vocabulary development, such as audience and the purpose of communication. The focus of the residency is to combine our inquiry-based approach to instruction with art making thereby fostering context-rich language development. The program consists of weekly art classes jointly taught by the visiting artist, the kindergarten classroom teacher and ESL teacher. All teachers will participate in two full-day PD sessions at a date and time to be determined in the future. Additional planning time will be incorporated into some of our weekly Monday PD sessions from 2:30pm – 3:50 pm. A parent workshop will be provided and student work will be presented at our spring Celebration of Learning.

At this time we have no extra curricular/afterschool programs. As a new school, we were not granted supplemental title III funds.

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

Visual aids, Promethean Boards, charts, CDs, videos, document cameras, computer programs and Flipcharts are incorporated into the instructional day. They reinforce student learning through the different modalities: Visual, auditory, kinesthetic and tactile. These methods increase background knowledge, auditory perception, reading ability, decoding and comprehension.

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

Native language support is utilized in the ESL and bilingual program in order to facilitate meaning and activate prior knowledge. The ESL push-in teacher and most classroom teachers are bilingual and provide native language support in Spanish during instruction through clarification of concepts and key vocabulary in English and in the native language. A Home Language Library is accessible in the bilingual classroom.

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

Support services and resources correspond to ELLs' ages and grade levels as evidenced by the explanation of programs and services mentioned above. The Children's Lab School will ensure that required services and resources support our ELLs' ages and grade levels. Every effort will be made to provide every ELL student with the necessary age and level appropriate high-interest materials, books and supplies to peak their interest.

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

All parents of new admits who qualify for ELL services are invited to a parent orientation explaining their right to choose a program for their child. Students who are Newcomers are strategically placed in classrooms for peer support. In July, the incoming Kindergarten class and potential ELLs participate in NYSITELL/ Spanish LAB-R Kindergarten screening with an ESL and early childhood teachers. The purpose of this screening is to gather data surrounding early literacy/ bilingualism before the children begin school. This data gathered is shared with classroom teachers to drive instruction. Students struggling with basic literacy concepts are placed with highly qualified teachers on the grade. The data gathered from this screening is also shared with parents over the summer and they are given strategies to support their children at home before they begin school in September.

18. What language electives are offered to ELLs?

Not applicable.

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)?

Not applicable.

## 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. In order to promote greater academic success, the primary agents who work with ELLs must also be informed of current ESL research and methods. The focus this year for ELL Staff Development is to create a professional learning community centered in supporting ELLs as they engage and negotiate meaning with the Common Core Learning Standards. The ELL Coordinator attends various ELL specific network meetings throughout the year in order to stay informed of ELL policy changes and effective teaching tools for ELLs.

In addition, Liz Fisher, Network Support Specialist in Mathematics, supports teachers in implementing the Common Core Standards in math in the following areas:

- \* developing Common Core Units of Study and the City-wide Instructional Expectations
- \* facilitating math teacher teams
- \* planning effective math lessons

All teachers will participate in two full-day PD sessions this year facilitated by Studio in a school teaching artists. The focus of the PD sessions is to combine our inquiry-based approach to instruction with art making. Additional planning time will be incorporated into our weekly Monday PD sessions.

Various schoolwide professional development opportunities were held during the New School Two-Week Summer Institute in August, 2014 including: "Text Talk" and robust vocabulary instruction ( August 20, 2014), Wilson Foundations (August 26, 2014), Art and Crafts in the Classroom (August 28, 2014) Responsive Classrooms (September 2, 2014), and Math Investigations (August 27, 2014). All staff members will continue to attend professional development opportunities offered by Office of ELLs and the network that arise in the future that will enhance ELL instruction.

2. All staff including the ESL and bilingual teachers attend schoolwide professional development focused on planning and preparation using the common core learning standards. The focus this year for ELL Staff Development is to create a professional learning community centered in supporting ELLs as they engage and negotiate meaning with the Common Core Learning Standards. As mentioned above, the Network Support Specialist in Mathematics provides professional development in math to teachers of ELLs in the following areas: developing Common Core Units of Study and the City-wide Instructional Expectations, facilitating math teacher team and planning effective math lessons.

Two full-day PD sessions will be offered this year facilitated by the Studio in a school teaching artists. The focus of the PD sessions is to combine our inquiry-based approach to instruction with art making and second language development.

Also the ELL Coordinator/ ESL teacher and Bilingual teachers plan on attending upcoming professional development opportunities held by the Office of English Language Learners focusing on the continued alignment of the 2015 NYSESLAT exam with the common core learning standards. Information that is gained from these workshops is then shared with classroom teachers and ELL personnel as a means of building their professional capacity to work with ELLs.

3. Not applicable at this time.

4. There is ongoing ELL training for all staff members at P.S. 343. These trainings exceeds the minimum 7.5 hours required. On July 17 and 18, 2014, classroom teachers in Kindergarten received 2 full day training sessions by the ELL coordinator on how to administer and score Level I NYSITELL and Spanish LAB-R. Teachers of ELLs also participated in the ELL Screening Process for program placement during these two days from 8 a.m. - 3pm. In the future, two full-day PD sessions will be offered this year facilitated by the Studio in a school teaching artists. The focus of the PD sessions is to combine our inquiry-based approach to instruction with art making and second language development for English Language learners.

## 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. Parent involvement is fundamental in order for ELLs to achieve proficiency in the English language. The bilingual social worker will provide a few informative workshops for ELL families to assist in their child's social and academic success. On September 5, 2014 the school social worker facilitated an afterschool parent workshop entitled "networking and sharing among parents" where ELL parents had the opportunity to get information on after- school programs in the area.

Another workshop entitled "The First Six Weeks of School" was offered on October 22, 2014 facilitated by the principal and the social worker. This workshop offered parents valuable information on emotional development of 5 year old students, how to teach children about following rules and parenting styles. Written information was distributed to parents and Spanish translation was provided.

The Learning Leaders program provides interested parents with training so that they may volunteer in school wide activities. The school also sponsors events, such as Family Night; where parents are encouraged to build community with school personnel. Translation will be used to facilitate communication with parents at these gatherings.

In addition, Studio in a school teaching artists will collaborate with school staff to host a parent workshop in the Spring of 2015 where student work will be presented and celebrated.

2. The Children's Lab school will continue to partner with various Community Based Organizations in order to provide a variety of activities and events in the future. Currently, P.S. 343Q has partnered with "Cool Culture" to purchase memberships for parents and students to attend museums and parks in and outside of New York City. These membership passes afford students, staff and parents the opportunity to engage in real life learning opportunities which complement academic topics covered in the classroom.

3. P.S. 343 evaluates the needs of parents through the use of informal "Family Surveys." The school bilingual social worker uses this informal survey to gather information necessary in best meeting student and parent needs. The social worker plays an active role in surveying the areas that parents would like further information and subsequently holding workshops where information is provided to meet those needs. Translation is available when necessary.

4. According to the results of the informal "Family Survey", the school social worker uses the information to tailor workshops to best assist the parents' needs. Parents are also actively involved in the school. Parents are involved in shows, class celebrations, and ceremonies making it possible for parents to participate in the success and growth of their children on a regular basis. Parents volunteer in the classroom and for off site school trips. These events encourage parents to meet and socialize with each other as well as teachers helping to develop a supportive academic community and a school family environment.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: <u>The Children's Lab School</u>		School DBN: <u>24Q343</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brooke Barr	Principal		10/28/14
N/A	Assistant Principal		
N/A	Parent Coordinator		
Melissa Crawford	ESL Teacher		10/28/14
Jenny Hernandez	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
N/A	Guidance Counselor		
	Network Leader		
Lizette Palaguachi	Other <u>Bilingual Teacher</u>		10/28/14
Monika Stangel	Other <u>Sped Teacher</u>		10/28/14
Carolina Nudo	Other <u>Bil Social Worker</u>		10/28/14
	Other _____		