

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

75K372

School Name:

P.S. 372 -THE CHILDREN'S SCHOOL

Principal:

ARTHUR MATTIA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Children’s School School Number (DBN): 75K372
Grades Served: Pre K - 7
School Address: 512 Carroll St. Brooklyn, NY 11215
Phone Number: 718 624 5271 Fax: 718 522 1879
School Contact Person: Rosa Amato Email Address: ramato3@school.nyc.gov
Principal: Rosa Amato
UFT Chapter Leader: Michael O’Neill
Parents’ Association President: Nicole Krieger
SLT Chairperson: Angela Ferrante
Title I Parent Representative (or
Parent Advisory Council
Chairperson): None
Student Representative(s): None
None

District Information

District: 75 Superintendent: Ketler Louissaint
Superintendent’s Office Address: 400 1st Ave New York, NY 10010
Superintendent’s Email Address: klouissaint@schools.nyc.gov
Phone Number: 212 802 1501 Fax: 212 802 1678

Borough Field Support Center (BFSC)

BFSC: D75 Director: Ketler Louissaint
Director’s Office Address: 400 1st Ave New York, NY 10010
Director’s Email Address: klouissaint@schools.nyc.gov
Phone Number: 212 802 1501 Fax: 212 802 1678

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Rosa Amato	*Principal or Designee	
Michael O’Neill	*UFT Chapter Leader or Designee	
Nicole Krieger	*PA/PTA President or Designated Co-President	
None	DC 37 Representative (staff), if applicable	
None	Title I Parent Representative (or Parent Advisory Council Chairperson)	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	CBO Representative, if applicable	
Steve Quester	Member/Staff	
Lucia Burns	Member/Parent	
Marybeth Carroll	Member/Staff	
Angela Ferrante	Member/Parent	
Kerry Aguilar	Member/Staff	
David Rubel	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Toni Ann Tepedino	Member/Staff	
Matthew Miller	Member/Parent	
Unyque Rencher	Member/Staff	
David Tipson	Member/Parent	
Rosemarie Astarita	Member/Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 372K The Children's School, a collaboration between Districts 15 and 75, has been in existence since 1992. The school is made up of two sites one on Carroll Street where Integrated Co-Teaching (ICT) is employed and the other is located within MS 113 and serves children on the Autism Spectrum in self-contained (6:1:1) classes. The vision of our school is to provide a rich, standards based curricula that is rigorous and challenging for all of our students in a safe environment where respect is given to our diverse population of learners. Our Integrated Co-Teaching site serves students from Pre-K through grade 5. We follow the Common Core Learning Standards for all of our students in standardized instruction. Alternate Grade Level Indicators which are aligned with NYS Common Core Learning Standards are implemented for our students with severe cognitive disabilities who require NYS Alternate Assessment.

Our ASD site is a specialized setting which serves students from ages 5 – 12. We employ a curriculum with a strong emphasis on communication, social interaction skills and independence for the students at the site. In addition, when needed a functionally based curriculum is implemented.

The arts and technology are integral to our educational programming for all of our students and are integrated throughout the curriculum.

Integrated Co-Teaching (ICT) seeks to include children with a wide range of abilities in a single cohesive class with a special education teacher, a general education teacher, and a paraprofessional, who all work together to address all the children's needs. ICT defines our philosophy, our pedagogy, and our community. While adhering to a rigorous curriculum, ICT challenges and empowers both general education and students with disabilities. Students are supported and challenged to reach their highest potential academically, socially and emotionally. This collaboration creates a whole that is greater than the sum of its parts.

The ultimate goal of our Autism Spectrum Disorder (ASD) program is for each student to become as independent as possible; to improve each child's ability to function at home and in the community. The acquisition of the basic skills allows each child to participate in the least restrictive educational environment which affords them the opportunity to transition into our ICT Model.

With a strong collaboration between parents and staff, our philosophy is mirrored throughout the entire school community. Parents are an integral part in the success of our program and are actively engaged in their child's education. This strong collaboration energizes the entire school and helps contribute to the students' consistently high level of performance.

The Children's School analyzes data in an effort to maximize instruction with the classroom environment. Our data specialists have constructed a data base which creates a profile of each individual student. The database includes Standardized Assessments, DYO Assessments, Word Study, Academic Intervention services where applicable. Our school initiative is to construct a student profile which will encompass additional factors to provide us with a more comprehensive view of each individual student.

In conclusion, our Administrative Cabinet and the SLT will continue to review and assess practices and policies outlined in the CEP to determine if we are meeting our goals and objectives. This organizational practice affords us the opportunity to continuously review our goals and objectives.

P.S. 372 The Children's School Mission Statement —

- To provide a learning environment for the Autism Spectrum Disorders program that promotes learning, social interactions, and independence with individualized goals for each student.
- To provide and promote an inclusive environment for general education students and students with special needs, to meet their diverse abilities and to maximize their growth and potential.
- To build a diverse learning community, in which all differences – based on ability, gender, race, ethnicity, socio-economic status, sexual orientation and religion are celebrated, and in which our common humanity is honored.
- To provide a curriculum that challenges all students to perform at their highest level of capability.
- To provide rigorous professional development for staff so that their knowledge and skills allow them to meet the needs of our students who have varied abilities and levels of functioning.
- To provide every student with a literacy-based education with an emphasis on integrating the arts and technology into the learning process across the curriculum.
- To support students to develop a positive self-image and well-rounded interests and abilities, to be socially and physically competent, and to embrace individuality and differences in their peers.
- To develop a strong partnership between home and school to ensure success for all students.
- To provide curriculum content for our program that emphasizes the basic skills (social, communication, and behavioral) that are important for children on the Autism Spectrum.

During the 2014 - 15 school year results for the NYC School Survey showed our school exceeded the Citywide percentage scores in all 6 categories outlined in the Frameworks For Great Schools. A strong emphasis for the year was placed on community building using the Responsive Classroom approach whereby every class would conduct a morning meeting to begin the day on a positive note. Parents were also invited to participate in a workshop giving them an appreciation of how their child's day starts off every morning. Implementing this school wide initiative had a positive affect on student's emotional growth and placed them in a proper frame of mind for learning. The Social/Emotional committee of the School Leadership Team also organized different school wide events that would stress school spirit and how we are one community working together. With all the team building activities the school has adopted we were a recipient of the "Respect For All award for the past two years and hope to continue this trend for the 2015-16 school year.

In addition, the Parent Coordinator (PC), Related Service Providers (RSP) and Administration worked closely to organize multiple hands on parent workshops showing how RSP work with their children and how they can implement the similar strategies at home. This strong home /school connection has proven to be a powerful tool that will have children feel more successful in both settings.

This year 2015-16, we are planning on continuing both initiatives making sure children have a voice and feel respected in a trusting and learning environment. Parent workshops focusing on student mandates have already begun and been very well attended and feedback has been positive. Providers gave out surveys to see the areas parents would like to learn more about and will schedule future workshops based on the data collected. The Social/Emotional Committee and PTA are busy scheduling school wide initiatives and all information on each activity will be emailed to families by the PC as well as posted on the school website.

Staff are encouraged to attend professional development workshops in all content areas to enhance instruction in their classroom and implement what they have learned into their daily teaching practices with lessons aligned to the Common Core Learning Standards.

A school wide writing program known as "Thinking Maps" which helps students transfer their thoughts onto paper will be introduced to staff during the Chancellor's Professional Development Day on Tuesday, November 3rd.

Foundations, Wilson, Teacher's College Running Records, Teacher's College Units of Study, Go Math, Schools Attuned (new), FAR assessment (new) ABLLS- R, Equals, SANDI/FAST are just some of the programs and assessments used to provide children the necessary skills to meet success that will lead to positive student outcomes.

P372 remains committed to The Frameworks For Great Schools outlined by the Chancellor and providing an atmosphere where all students are given an opportunity to meet with success and on their way to being college and career ready.

75K372 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06	Total Enrollment	198	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		94.1%
% Free Lunch	28.0%	% Reduced Lunch		1.1%
% Limited English Proficient	3.2%	% Students with Disabilities		99.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		23.1%
% Hispanic or Latino	21.0%	% Asian or Native Hawaiian/Pacific Islander		5.4%
% White	49.5%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.96	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.01
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based upon the data available from the summative assessments for grades 3 through 5, P. 372 K has made positive gains in ELA and Math for all students in standardized assessment classes. Ninety eight percent of the general education population met promotional criteria in NYS ELA/Math. Students with disabilities made considerable gains in both ELA and Math. Eighty nine percent of students with disabilities in the current grades 3 through 5 met promotional criteria in ELA with only 4% scoring at level 1 and 24% at level 2. Eighty eight percent of the special education students in the current grades 3 through 5 met promotional criteria in math.

After close analysis of the data it is evident that students who scored at Level 1 or Level 2 will require additional support in decoding and comprehension skills. In addition it is critical to maintain this high level of performance for the majority of the students by closely analyzing ongoing formative assessments and planning for deficit areas.

All students who participated in NYSAA, and for whom a NYSAA Datafolio, was submitted received a Level 3/4. While growth is apparent in all of the students who participate in alternate assessment, it is critical that we continue to focus on independence of skills and an alignment to the NYS Common Core Learning Standards and the Alternate Grade Level Indicators.

An Orton Gillingham based program will be used to identify struggling readers and implement targeted interventions to address areas of difficulty such as deficits in decoding.

At the end of Kindergarten 2015 students who were unable to identify the letters of the alphabet and their sounds, as well as read level B on the Teacher's College Running Record scale will be considered at risk. These identified students will be followed during grade 1 and children who have not reached grade level norms by mid first grade will receive targeted intervention. All students who are not on grade level will receive targeted interventions such as Reading Recovery. Interventions will include small group push in/pull out or 1 to 1 instruction and classroom intervention until they are successfully reading.

Interventions will be targeted to the specific weaknesses that are preventing a child from reaching their potential.

Interventions will include direct instruction throughout the grades. Children with phonologically based reading difficulties will receive a multi-sensory Orton Gillingham based reading program along with a literature program. Children without decoding difficulties but who have comprehension deficits will receive targeted guided reading instruction that will address literary elements that they do not understand. Analysis of where comprehension breaks down will prescribe the intervention.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in 1st grade will demonstrate increased reading proficiency as evidenced by a 10% increase in reading proficiency, measured against baseline benchmark levels.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administer Reading Recovery Assessments to targeted 1st graders.</p> <p>Reading Recovery students will be seen daily for 30 minutes.</p>	<p>1st grade students</p>	<p>September, 2015</p>	<p>Reading specialists</p>
<p>Reading recovery teachers will attend NYU professional development on a weekly basis for Reading Recovery support and implementation.</p>	<p>Reading specialists</p>	<p>September 2015 through June 2016</p>	<p>Administrative team/PDC</p>
<p>Reading Specialists work with 6 of the lowest performing students in 12 to 20 week cycles throughout the school year.</p>	<p>Lowest performing students</p>	<p>September 2015 through June 2016</p>	<p>Reading specialists</p>
<p>Teacher's College Running Record assessments will be administered three times this school year, or as needed, to assess progress.</p>	<p>All students</p>	<p>September 2015 through June 2016</p>	<p>Reading specialists</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds have been added to Galaxy to support the Reading Specialist getting trained in Reading Recovery and the supplies they require to meet this goal. Reading Specialists will meet with administration in October, February and May to review dates and determine next steps.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, students in 1st grade will demonstrate increased reading proficiency as evidenced by a 5% increase in reading proficiency, measured against baseline benchmark levels.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

After reviewing the Kindergarten enrollment statistics for the 2014-2015 school year, there had been small increase in the enrollment of non-white students. While the school has made gains in this area, the school does not yet reflect the demographics of the surrounding neighborhood. Ongoing efforts will continue to be implemented in order to increase enrollment which better reflects the ethnic diversity of the surrounding neighborhood and district.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Diversity Committee will work closely with the parent coordinator to create and implement a Supportive School Environment plan to involve a more diverse population with a 2% increase in Kindergarten enrollment that better represents the community through 3 community based events within the school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Diversity Committee will meet with parent coordinator by the end of September to design a monthly meeting time to create the Supportive School Environment Plan. The following events will take place.</p>	<p>Diversity Committee and Parent Coordinator</p>	<p>By end of September 2015</p>	<p>Administrative team</p>

<ul style="list-style-type: none"> Family outreach to community Early Childhood Centers in Sunset Park and Redhook sections. Two Open events will take place for perspective families in December 2015 The diversity committee will contact families accepted through the lottery process and offer them support in their transition to our school. 			
Staff will be provided information regarding the Supportive School Environment Plan through a newsletter at least three times this school year.	All staff	By November 2015	Diversity Committee and Parent Coordinator
Create a cultural event to celebrate all members of the diverse learning community	Students, families and Community Members	Ongoing	School community (collective effort)
The Diversity Committee will make outreach to families in the southwest geographical region of District 15 with a focus on students who are Kindergarten ready and invite them to tour the school and gain a better understanding of what their needs are related to quality education and social/emotional development.	Prospective families with diverse backgrounds	September 2015 to June 2016	Diversity Committee

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Funds will be allocated in Galaxy to support copies needed to distribute to perspective families who may be interested in becoming a member of our community. Per session funds will be scheduled for any staff member who translates documentation or participates in our open house events which occur in December of 2015. Funds will be placed in the proper code so that the Parent Coordinator can order food when conducting tours or meeting with possible new families.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the SLT will work closely with the parent coordinator to create and implement a Supportive School Environment plan to involve a more diverse population that better represents the community through 1 community based event within the school.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Cultivate a strong relationship between the two sites of P372K.

After reflecting upon ongoing conversations with the ASD site, the School Leadership Team and Administrative Cabinet has determined that there is a need to build a stronger relationship between both sites. More in-depth communication will be a focus for the 2015-2016 school year with a strong focus on intervisitations and sharing resources amongst colleagues.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the Collaborative Teacher Team will meet three times to analyze the data from staff survey to determine next steps for fostering a stronger relationship between both sites.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>There will be a joint team established including members from both sites</p>	<p>Administration and Staff from 15 and 75</p>	<p>End of September 2015</p>	<p>Administrative team</p>
<p>The Collaborative Teacher Team will meet in the spring to determine next steps for a collaborative relationship between the two sites.</p>	<p>Collaborative Teacher Team</p>	<p>September 2015 through June 2016</p>	<p>Collaborative Team</p>
<p>Related service providers participating at both sites will meet three times this year to discuss and review best practices to meet the needs of our diverse population of learners at both sites.</p>	<p>Related service providers</p>	<p>September 2015 through June 2016</p>	<p>Related service providers</p>
<p>Reading specialists will assess students at the ASD site to determine their readiness for a possible transition to a less restrictive environment.</p>	<p>ASD Students</p>	<p>September 2015 through June 2016</p>	<p>Reading specialist</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Schedules will be adjusted for related service providers and ASD (autism spectrum disorder) classroom teachers to meet with their ICT (integrated co teaching) colleagues to discuss possible transition of students from the ASD more restrictive to the ICT less restrictive environment. Per Diem funds will be scheduled in Galaxy to cover any teacher/para who are part of the inter visitation team. Busing will be arranged to transport any student identified as possible candidates for transition.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, Collaborative Teacher Team will meet one time to determine next steps for fostering a stronger relationship between both sites.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to informal data collected by staff and administration, it has been determined that families in the school community have an increased concern for their child or children showing signs of deficits in reading. This concern has been raised by many parents and reported by teachers. While there is currently no assessment in place to determine signs of dyslexia, the administrative team has prioritized this concern and plans to address this need.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the administrative team will nurture the professional growth of staff by providing opportunities to attend between 2-3 professional development workshops that will enhance the instructional and social-emotional supports that drives student achievement. Using the Teacher's College Running Records reading scale, students identified as needing additional support will show an increase in their reading proficiency by two levels.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Reading specialists will participate in NYU Reading Recovery training to identify students with reading deficits as well as the FAR training to identify students with dyslexia.</p>	<p>Reading Specialists</p>	<p>September 2015 through June 2016</p>	<p>Administrative team</p>
<p>Fundations training will be provided for K through 2 teachers.</p>	<p>K-2 teachers</p>	<p>September 2015 through June 2016</p>	<p>Administrative team</p>
<p>Using the Teachers College Running Record assessment students will be assessed three times a year in Oct/Feb/May to monitor growth in their reading levels.</p>	<p>All staff</p>	<p>September 2015 through June 2016</p>	<p>Administrative team</p>
<p>Staff from both sites will participate in District-wide professional development for Therapeutic Crisis Intervention and Child Mind Institute to support them in working with students with behavioral needs.</p>	<p>All staff</p>	<p>September 2015 through June 2016</p>	<p>Administrative team</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Funds are allocated in Per Diem and 685 codes in Galaxy to support teacher/para substitutes and professional organizations for staff professional development. Funds have also been allocated in the 100 supply code to obtain any materials necessary to achieve this goal. Schedules will be adjusted when necessary to provide meeting time to review data where applicable.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, the administrative team will nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement through at least one PD opportunities and showing an increase of one reading level based off the Teacher's College Running Record reading scale.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The 2014-15 quality review indicates that the school provides clear lines of verbal and written communication to families to deepen their understanding of academic, social and behavioral expectations and provide feedback to parents on their children’s progress toward meeting these expectations. Parents were able to report on the multiple ways the school communicates with them, including emails and phone calls from staff and the Parent Coordinator, School blasts, the school’s website, monthly newsletters from staff to inform parents about the current units of study, flyers, communication notebooks with input from the classroom teachers and related service providers, and homework sheets which delineate the homework expectations for the week. Parents speak to how they could use the mathematics website to support their understanding of school assignments and the communication notebooks to support their child in learning skills, such as putting three items in sequential order.

Parents expressed that the school has in place a strong collaborative culture that respects the different ways of learning for children and values each of their children as an important member of the school. Parents spoke about the inclusive culture of the school and that they could feel that their children were safe because at the school, there is “no stigma attached to having a disability.” The current Learning Environment Survey feedback indicates that 96% of teachers and staff are satisfied with the school culture.

Since approximately 40% of the student population are IEP driven children with special needs, the school will have a priority focus in continuing to build a strong home/school collaboration by conducting parent workshops that will provide them with the necessary skills on their children by implementing many of the supports at home that are used in the school setting. This collaborative effort will provide parents with hands on activities, question/answer period and surveys to determine how we can best serve our community and next steps.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 3 parent workshops will be conducted by the IEP coordinator and related service providers with a continued strong focus on teamwork and communication. The purpose of these workshops will provide additional information and insight as to the what, how and why a provider works with children.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Related service providers will meet with the Special Education AP the IEP coordinator to discuss parental needs and concerns shared with both parties.</p>	<p>Parents</p>	<p>September 2015 through June 2016</p>	<p>Related service providers, Special Ed. AP, IEP coordinator</p>
<p>Related service providers will collect and analyze data from parents through a parent survey to determine needs.</p>	<p>Parents</p>	<p>September 2015 through June 2016</p>	<p>Related service providers, Special Ed. AP, IEP coordinator</p>
<p>Related service providers will assess success and next steps through a follow up survey after each workshop.</p>	<p>Parents</p>	<p>September 2015 through June 2016</p>	<p>Related service providers, Special Ed. AP, IEP coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The Parent Coordinator will meet with related service providers to schedule parent workshops for our students with special needs. Surveys/questionnaires will be given to the parent body to determine topics of interests and workshops will be designed to meet the needs of the community. Money will be budgeted for food and beverage for parents who attend the workshop.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, at least one parent workshop will be conducted by the parent coordinator and related service providers with a continued strong focus on teamwork and communication. The purpose of these workshops will be to provide additional information and insight as to the what, how and why a provider works with children.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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.

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

		<ul style="list-style-type: none"> ● Foundations ● Project Read ● Qualitative Reading Inventory ● Preventing Academic Failure (PAF) ● Science Research Associates (SRA) 	<ul style="list-style-type: none"> ● Words Their Way (grades 3-5) ● Boardmaker (Mayer Johnson) symbols are used to enhance the teaching and learning in classrooms ● SMiLE <p>Alternate Assessment students receive special attention via the Special Education teacher and the paraprofessional.</p>	
<p>Mathematics</p>	<p>RtI Process</p>	<p>The principle goal of our Academic Intervention Service program in Math is to raise achievement in mathematical thinking and practices for students who have scored below level two on the Math exam and for students in primary grades who perform below the standard. We are especially committed to our students developing their number sense skills. Programs used by AIS specialists:</p> <ul style="list-style-type: none"> ● Go Math ● Teacher made materials ● Equals 	<p>AIS begin in the classroom with small group instruction provided by classroom teachers and paraprofessionals. Children are engaged in interactive math activities. Classroom environments are equipped with appropriate math materials.</p> <p>All classrooms are equipped with Apple laptops, which allow children access to Go Math resources provided on-line as well as math websites. Targeted classrooms are implementing math strategies through the use of i-Pads. Smart boards are used to enhance math lessons.</p> <p>In addition, students participating in</p>	<p>Academic Intervention Services outside of the classroom are provided by our Math Specialists. Instruction by this team is provided on an individual and small group basis. These sessions are held according to the specific needs of each student. They can range from one to three 30 minute sessions per week. This specialist works hand in hand with classroom teachers to modify and adapt curriculum when necessary.</p> <p>Academic Intervention Services afterschool is provided for students specifically addressing strategies to meet Common Core Learning Standards.</p>

			<p>Alternate Assessment who require a modified curriculum work with a Special Education teacher and/ or paraprofessional who use the Functional Academic Curriculum for Exceptional Students. These students are also given the opportunity to engage in real life situations.</p>	
<p>Science</p>	<p>RtI Process</p>	<p>The principle goal of our Academic Intervention Service program in the Science is to raise achievement in scientific reasoning, understanding informational text and transferring in their writing. This is for students who have scored below level two on the 4th grade NYS Science exam and for students in all other grades who perform below the standard.</p> <p>Programs / Resources used :</p> <ol style="list-style-type: none"> 1. FOSS science kits supplemented with informational texts 2. Common Core Resources 3. Content based books available at a variety of reading level. 	<p>Academic Intervention services for the Science curriculum is provided to the students in the classroom. All students participate in small group instruction which takes place weekly. The small groups target the specific academic needs of the students. For example, teachers use such things as guided reading, interactive writing and read aloud to provide children with necessary information to meet the Science standards. In addition, the Science classroom is equipped with desk top Apple computers, as well as laptops and Smart board.</p> <p>Alternate Assessment students receive</p>	<p>Academic Intervention Services are provided within the classroom on a weekly basis</p>

			individualized attention via the Special Education teacher who also adapts and modifies curriculum as needed.	
Social Studies	Rtl process	<p>The principle goal of our Academic Intervention Service program in Social Studies to raise achievement in meeting the NYS standards in SS and addressing citywide expectations targeting CCLS for informational text. This is for students who perform below the standard.</p> <p>Resources used:</p> <ul style="list-style-type: none"> • Content based books available at a variety of reading levels 	<p>Academic Intervention services for students in the area of Social Studies education is provided to students in the classroom. Similar to other content areas, students are instructed in small groups. The specific academic needs of the students are targeted and enhanced using desk top computers, laptops, Smart boards, and i-Pads in targeted classrooms.</p> <p>Alternate Assessment students receive individualized attention via the Special Education teacher who adapts and modifies curriculum as needed alongside the classroom teachers</p>	<p>Academic Intervention Services are provided within the classroom on a weekly basis.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI Process	<p>Guidance Counselors provide at-risk services for our students according to the specific needs of the child. The sessions are implemented in a 6-8 cycle. Weekly counseling meetings provide a forum to discuss strategies that can be implemented in the</p>	<p>Counselors work in partnership with the Crisis Intervention Teacher who employs Life Space Crisis Intervention (LSCI) techniques and works closely with Positive Behavior Support staff. Counselors and many staff have received training in “Responsive</p>	

		<p>classroom and not solely in isolation with the counselor. The guidance counselor works in collaboration with the family to ensure that we have consent and that family input is included in all conversations regarding a student's needs.</p> <p>In addition, the counselors provide the following resources to at-risk students:</p> <ol style="list-style-type: none"> 1. Social Skills Groups 2. "Quiet Lunch" groups 3. Banana Splits group (for children with separation issues) 	<p>Classroom" which is practiced throughout the school community.</p>	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st 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) Template

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 1st 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 with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 75	Borough Brooklyn	School Number 372
School Name The Children's School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Arthur P. Mattia	Assistant Principal Rosa Amato
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area Sharon Barone/G.E. teacher	Parent Janine Dilorenzo
Teacher/Subject Area Christine Denardo/S.E. teacher	Parent Coordinator Yvette Agas-Bautz
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) A.P. Catherine Ferrara Sarno

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	207	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	10
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	10		10			0			0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	3	1		0								0
Chinese	0	1												0
Russian														0
Bengali														0
Urdu	1													0
Arabic														0
Haitian	0	1	1											0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Japanese	0													0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	1												0
Emerging (Low Intermediate)		1	1											0
Transitioning (High Intermediate)														0
Expanding (Advanced)			2											0
Commanding (Proficient)		1		1										0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1		1										0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

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

At our Autism Spectrum Disorders (ASD) site we use FAST, ABLLS-R and SANDI to assess our students' growth. Sections that are particularly useful for data analysis with ELL students include labeling, intraverbals and reading. In addition, Foundations assessments and Running Records are used throughout the year to assess students reading levels. The ENL teacher receives updated status reports about the students' performance on these assessments to help her in developing her instructional goals and plans.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data revealed by the NYSITELL showed that last year 3 D75 students were tested in kindergarten. The two students from our ASD site (Chinese and Haitian Creole) both scored beginner scores. One Japanese student from our ICT site scored an advanced score.

The NYSESLAT scores show that D75 students from our ASD site received entering or emerging scores across grade levels and home language groups. One first grade student took four sections of the NYSELAT test but no score was recorded. Generally, D75 students at our ICT site performed well on the test. One first grade Spanish speaking student moved from intermediate to expanding. One Spanish speaking student moved from advanced to expanding and one Japanese first grader moved from advanced to proficient. One third grade student moved from advanced to proficient. At our ICT site, most of the students across all language groups and grades, moved up a level on the NYSESLAT test this year.

Generally, we have found that the NYSITELL and NYSESLAT tests are not appropriate tests for our ASD students since many are non-verbal and can not respond to speaking questions and the test is not adapted for students with severe language impairments. The NYSITELL and NYSESLAT tests appear to be a more accurate measure of student proficiency for both our general education and special education students at our ICT site.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Last year, nine D75 ELLs took the NYSESLAT. Fifty percent of D75 ELLs at our ICT site scored proficient scores on the NYSESLAT, Twenty five percent increased their levels from intermediate to expanding and twenty five percent remained at the advanced/expanding level. Five children came from our ASD site where traditional gains on the test were not made because students were non-verbal or had severe language delays and could not respond to test questions accurately. It is the goal of our program to increase the number of students making progress in English and attaining English proficiency each year. Over the past several years, this has been a reality and we fully expect to continue to see growth in these objectives.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

At our ICT site, DYO assessments generally corresponded with commanding scores on NYSESLAT. Students who scored at the commanding level generally received above or on grade level scores on their DYO assessment scores. However, students who received commanding/expanding scores showed to have slightly below standard scores on their DYO assessments in reading and writing. Thus, it appears that although proficient or nearly proficient in listening/speaking skills, some of our students need more work in developing their literacy skills.

Additionally, it appears that in almost all cases, students who took the Spanish LAB received corresponding scores to their NYSITELL tests

At our ASD site we use FAST, ABLLS-R and SANDI to assess our students' growth. Sections that are particularly useful for data analysis with ELL students include labeling (section G), intraverbals (section H), and reading (section Q). Additionally, the ESL teacher will receive updated status reports of students' language and communication skill development during Picture Exchange Communications System (PECS) review meetings with teachers and related service providers. Last year, one of our ASD students, although non-verbal and unable to answer any of the speaking questions, received a score of emerging because of advancement in writing skills. As a team, classroom teachers, the ESL teacher, related service providers and administrators analyze data and create a plan in moving students to the next level in all language skills.

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

At our ICT site, D15 ELL students who are struggling to meet grade level standards are closely examined by our RtI committee when the need arises. The committee analyzes ELA assessments, which includes running records, writing on demand, and word study assessments, throughout the school year. The Running Record assessment measures the fluency and comprehension level of each student. The Writing on Demand measures organization, content development and use of appropriate grammar. In determining the independent reading level of each student, teachers create a plan in moving students to the next reading level by referring to the components necessary in the instructional level of their reading. It is only after students move through the RtI process, they may be recommended for D75 services.

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

Whenever possible, ELLs and former ELLs are placed in classrooms with native language support provided by paraprofessionals and teachers. Additionally, native language supports and materials are provided to the students in their classes. ELLs and former ELLs are grouped together so the ELL teacher can push-in whenever scheduling allows.

7. For dual language programs, answer the following:

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

At this time, PS372 does not have a dual language program.

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

Our ELL program is evaluated based on NYSESLAT test scores, ELA Assessments, classroom assessments and analyzing student work. Consistent growth in language development is reflected in the analyses of these assessments and an indicator of effectiveness of our ESL program.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Identification of English Language Learners (ELLs) occurs at the initial stage through completion of the Home Language Identification Survey (HLIS). Parents or guardians of NYS students in grades k to 5 who are new admits and students who have not been in a NYS public school for 2 or more years will complete a HLIS which is given by our ENL teacher or another trained and licensed pedagogue. If this survey is not administered at CSE and for general education families, it will be administered to the parent/guardian of the new admit when he/she arrives at our school. The HLIS is interpreted, (1 or more questions in numbers 1-4 and 2 or more questions in numbers 5-8 are responded to by stating that the student speaks/understands a language other than English, even if English is one of the languages the students speaks /understands). Our certified ENL teacher, Shari Zisman, is responsible for administering the HLIS if not done at the CSE level and to general education families. She conducts an interview with the assistance of a bilingual translator when appropriate. Languages spoken by members of our teaching staff include, Spanish, Chinese, Arabic, French, Italian, Polish, Russian, Serbian-Croatian, Albanian, Hebrew, and Haitian Creole. If we need further language assistance during our initial oral screening, the DOE Translation and Interpretation Service is called. Additionally, the ESL teacher will conduct an in depth interview with the child to help determine whether the student is eligible for NYSITELL testing.

After the Home Language has been determined through the HLIS, the IEP is reviewed and a Language Proficiency Team (LPT) composed of a school administrator, ESL teacher, speech therapist and/or special education teacher, parent and translator meets to determine whether the child should be administered the NYSITELL test. If the LPT determines that the student may have English language acquisition needs, the student will take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. Our principal will review the case and make a recommendation not to administer the NYSITELL. This recommendation is sent to the superintendent for approval and the parent is notified within three school days of this decision.

Once it is determined that a student take the NYSITELL, this formal assessment is used for placement purposes. If a child’s HLIS is Spanish, and does not score proficient on the NYSITELL, the child is given the Spanish-LAB test. All ELLs are given the NYSESLAT test in the Spring to determine ELL status/proficiency levels for the following year.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Sife status will need to be determined within 30 days of enrollment. Determining SIFE status will begin when a new HLIS is given and parents indicate prior schooling. If it is determined that a student has had an interruption or inconsistency in their formal schooling, an oral interview questionnaire will be given. For students whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) will be given.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
A Language Proficiency Team (LPT) will determine if a student with an IEP has language acquisition needs and should take the NYSITELL. If a child with an IEP has a HLIS, which indicates a language other than English, The Language Proficiency Team (LPT) is formed and reviews evidence of the student's language development. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to principal to review and then to the superintendent for a final decision. The parent must be notified within 3 schools days of the decision. Our LPT team will be minimally comprised of a

school administrator, ELL teacher, IEP coordinator, and parent or guardian. A translator or interpreter will be present at the meeting of the LPT when required.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the NYSITELL is administered, scanned and scored within the first ten days of school, ELL status is determined. If the student is an ELL, parents are informed of their child's ELL status within 5 school days. Options for special education ELL students are discussed with parents during the Educational Planning Conference at the CSE level where student placement is determined.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

If the school or parents/guardian of a child believes the child has been misidentified as an ELL or non-ELL within 45 of enrollment, the ELL Identification Process can be administered a second time. If a parent/guardian or student's teacher requests a review in writing, PS372 will initiate a review of the ELL status. This re-identification process is completed within 10 calendar days of receipt of the written notice. If the CSE needs to be consulted, within 20 calendar days of written notice.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Options for special education ELL students are discussed with parents during the Educational Planning Conference at the CSE level where student placement is determined.

General education students at our ICT site follow a process in alignment with the OELL. We begin our school year by sending out a parent language survey to find out the preferred language for oral and written communication. This information helps us move forward in providing outreach to parents of ELLs at an orientation meeting run by the certified ESL teacher. Information, including program choice is given via a bilingual staff member when relevant and available, as well as a DOE pamphlet and video, if it is one of the many languages offered. In the case of an uncommon language, we make arrangements with the DOE's Translation and Interpretation Unit to notify the parents in their native language. Parents are informed of the three program choices (TBE, Dual Language, and Freestanding ESL), which are provided by the DOE, and how placement decisions are made at CSE with full disclosure made to the parents. The Children's School offers Freestanding ESL. If a parent chooses a Transitional Bilingual or Dual Language program, we contact the Office of English Language Learners to try to support parents finding a school that matches their program choice.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Program Placement is done at the CSE level. If a child is placed in our school and chooses a TBE (Transitional Bilingual Education) program, our school currently does not have this program. The family is informed that we do not provide this program and an alternate placement para is assigned in the interim. Our school monitors program choice on the ELPC screen in ATS.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. D75 families are typically notified of program placement at the CSE. Typically the default program if no form is returned or completed at CSE is for the child to be placed in a TBE program. If this is the case, the student is placed in our Free Standing English Program and an alternate placement para is assigned for the interim. Our school monitors program choice on the ELPC screen in ATS.

9. Describe how your school ensures that placement parent notification letters are distributed.

D75 families are typically notified of program placement at CSE. Documentation and communication of placement with families is done through CSE. Our Certified ESL teacher along with the pupil secretary, parent coordinator, and IEP Coordinator help parents navigate placement information provided by CSE.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our pupil secretary maintains records of the Parent Survey and Entitlement Letters. Our Certified ESL teacher also maintains copies of Placement, Entitlement and Continued Entitlement letters.

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

ATS reports are used to identify students who are eligible for NYSESLAT testing (RLER). Our ESL teacher, along with another licensed pedagogue, administers these tests. A schedule is planned to ensure that all four sessions (speaking, listening, reading and writing) of the NYSESLAT are administered. Administration of the NYSESLAT runs from mid-April-mid-May.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

After the results of the NYSESLAT test is know, the ESL teacher sends out letters to ELL families notifying them of continued entitlement or transitional support sevicees for the school year. Continued entitlement is typically added to IEPs during annual IEP meetings as well.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Currently, at our ICT site, three of our students switched from D15 to D75. When these students were initially placed as general education students, the families of these students and had requested a TBE program. One of the families switched from a TBE to our Free Standing English Program at PS372. Two other families preferred to stay in our school and participate in ENL rather than switch to a bilingual program. Currently, the six ELLs at our ASD site are equally divided between English and Bilingual recommendations on their IEPs. When the CSE places students at our ASD site, students whose IEP recommendations are bilingual, receive the services of a certified ESL teacher and whenever possible, an alternate placement paraprofessional who speaks the child's native language and English. In order to ensure alignment between parent choice and program offerings, our school remains in contact with parents to ensure they understand their program placement.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

At our ICT site, ELL students participate with their monolingual peers in the Teachers College Workshop Model of curriculum instruction. Mainstream academics are adapted using ENL strategies. The Workshop Model and small group instructional strategies address the need for improved reading comprehension and writing applications of our ELL students. At our ASD site, ELL students participate with their monolingual peers in a 6:1:1 setting throughout the day. Student use a PECS system for communication among other programs which use visual prompting and strategies to help build student's comprehension and understanding.

During the 2015-2016 school year The Children's School will serve at least a total of 10 Special Education ELL students and 8 general education ELL students. The ELL students in standardized assessment at participate in a full-time inclusion model. These classes are composed of 17 general education students and 8 special education students. All students interact the entire day with the support of a special education teacher, general education teacher, and a paraprofessional.

All ESL instruction is provided as an integrated /stand alone program by Shari Zisman, a certified/licensed ESL teacher/Common Branch License 1-6, and is in alignment with the New York State Standards for both standardized and alternate assessment. This model implements an integrated approach to instruction based upon the interconnection among all instructional areas and support services, with shared responsibility among all professionals and paraprofessionals serving English Language Learners.

Our ENL program provides English instruction by providing a combination of stand-alone and Integrated methods of instruction. In our integrated ENL model, the ENL works with ELLs in collaboartation with a classroom teacher to provide language acquisition and vocabulary support. During stand alone ENL, the ENL teacher helps students develop English language skills so that students can succeed in core content courses such as ELA, Math, Science and Social Studies.

Students are generally grouped by grade/class at both the ICT and ASD sites. The ENL teacher takes the student's proficiency level into account when scheduling stand alone lessons and differentiating instruction.

- b. TBE program. *If applicable.*

- c. DL program. *If applicable.*

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All services will be delivered in accordance with CR Part 154 mandates by a licensed/certified ENL teacher. ENL instruction will be given to students based on the levels determined by the NYSESLAT administered the previous spring or NYSITELL delivered in the fall to new admits. We currently do not have a bilingual class; therefore we do not deliver NLA instruction.

Entering level (beginner) students receive 180 minutes (1 unit of study) of stand-alone and 180 minutes (1 unit of study) of integrated ENL/ELA for a total of 360 minutes of ENL instruction per week.

Emerging level (low intermediate) students receive 90 minutes (.5 units) of stand-alone, 180 minutes (1 unit) of integrated ENL/ELA, and 90 minutes (.5 units) of either stand-alone ENL or integrated ENL/content area instruction for a total of 360 minutes of instruction per week.

Transitioning level (intermediate) students receive 90 minutes (.5 units) of integrated ENL, 90 minutes (.5 units) of stand alone or ENL Integrated/content area instruction for a total 180 minutes of instruction per week.

Expanding level (advanced) students receive 180 minutes (1 unit) of integrated ENL/ELA or other content area instruction for 180 minutes of instruction per week.

Commanding level (proficient) students receive 90 minutes of integrated ENL/ELA or content area instruction per week.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content Area Instruction:

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

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

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

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

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

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

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

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

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

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

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

The Children's School ensures that students are appropriately evaluated in their native languages. Spanish speaking students who do not pass the NYSITELL are given the Spanish LAB. Additionally, bilingual psychologists are available for annual meetings and evaluations and bilingual paraprofessionals help with assessment and data collection in the students' native languages.

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

ICT students are given ELA assessments throughout the year. Reading, writing, listening and speaking skills are assessed through our ELA assessments which include running records, writing on demand, and word study (Words Their Way, Foundations). ICT students are given Go Math assessments after each unit. Our alternate assessment students are evaluated through NYASSA which addresses the four modalities of speaking, listening, reading and writing. Our ASD ELLs are evaluated on language skills through FAST, ABLLS, SANDI, Foundations, SMILE and other formative assessments throughout the year. Additionally, all our students participate in daily classroom activities and informal assessments that evaluate development in all four modalities of language.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

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

Students who score proficient on NYSESLAT will continue to receive ELL support with 90 minutes (.5 units) of integrated ENL instruction per week.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

In the case that PS372 receives a written request to reopen the ELL identification process within 45 school days of enrollment, the ELL identification process will be administered a second time. The school will review the initial identification documents, have staff consults with CSE, review school-work, and administer the NYSITELL if it had not been previously administered. The child's parents will be consulted throughout the process and based on the recommendation of the ENL teacher and other qualified personnel, the school principal will determine whether to change the ELL status or not. If the recommendation is to change the ELL status, written notification of the decision is sent from the superintendent to the principal and to the parent or guardian in the parent's preferred language within 10 school days of documentation. If the recommendation is not to change the ELL status, no further actions are necessary. All documentation is kept in the student's cumulative folder. Within 6-12 months from the date of the superintendent's notification to the principal, the principal will consult with teachers and other qualified personal to make sure the decision is in the best interest of the student. If it is determined that the re-identification decision adversely affects the student, after consulting with the superintendent and offering other support services, the principal may reverse his decision. Parents will be notified within ten calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The Children's School currently serves 10 ELLs with Special Needs and instruction is designed to target those students' language and development needs.

At our ASD site, ELLs are taught core subjects of math, science, ELA, and social studies through with age/grade level appropriate curricula. Teachers currently use Foundations and SMiLE to teach reading and writing skills, and Equals is the math program used in all classes. Additionally, teachers build on thematic units which promote language fluency an accelerate English language development.

At our ICT site, we incorporat instructional materials and strategies that are used to ensure that students meet the New York State Common Core grade level standards. Materials are aligned to the Common Core and include: Go Math, Foundations/Words their Way and Teacher's College Reading and Writing Program among others. Methodologies include, but are not limited to, Cognitive Academic Language Approach, Language Experience and Whole Language. The use of technology will be incorporated to give students additional instructional support. Multi-sensory and multicultural materials will be infused throughout all aspects of instruction. Additionally, teachers attend professional development workshops to foster their use of best practices when working with this special population.

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

The students who attend The Children's School at our ICT site participate in the the inclusion model. Therefore ELL-SWDs have direct access to core standard curriuclum and materials and resources associated with the general education curriculum The instructional strategies used by classroom teachers, specialty classes and the ESL teacher support that curriculum and help accelerate language development . Additionally, the ESL teacher makes every attempt to use the push-in model which enables ELL-SWDs to remain with non-disabled peers as much as possible. Some of these strategies include modeling, bridging, and scaffolding. Students who attend our ASD site use the ABLLS-R curriculum and Foundations/SMiLE phonics reading program in addition to and theme based instruction based on AGLIS. When possible, both our ITC and ASD site classroom teachers, related service providers and ELL teacher work together on scheduling push-in/pull out sessions to enhance student learning for ELL-SWDs.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

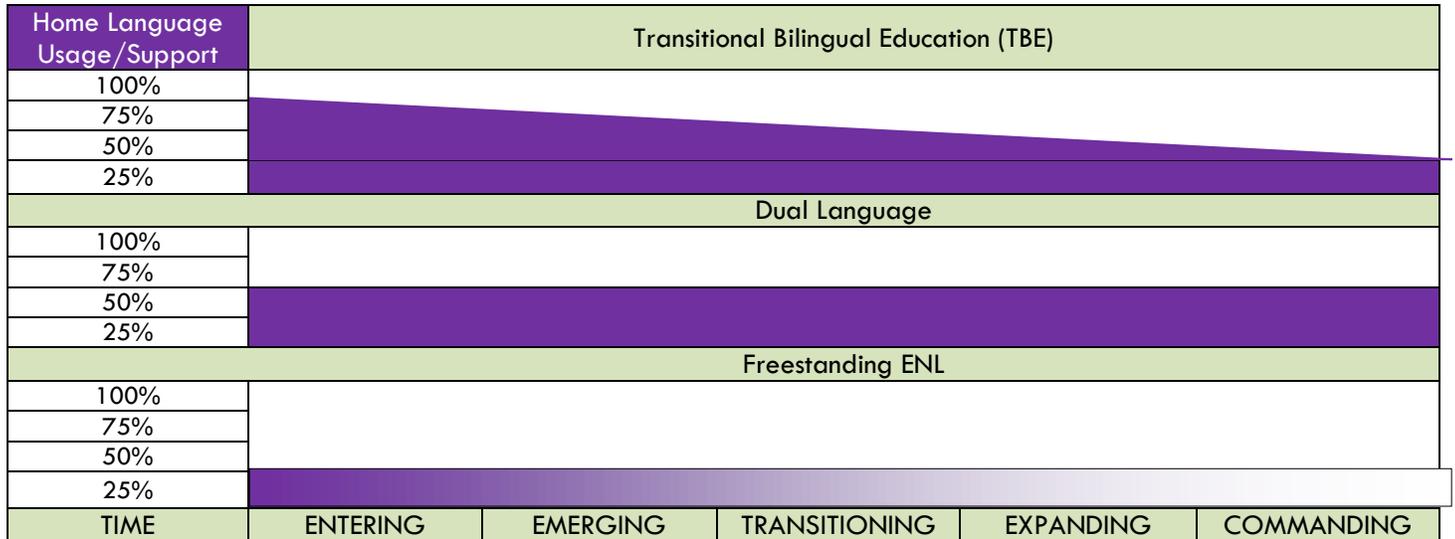


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Our school offers AIS during school and after school for qualifying students. We also support students academically with Saturday test prep. All of our Standardized Assessment ELL students who are not meeting Common Core Standards are eligible to receive AIS services. Additionally, test accommodations for ELLs and former ELLs who have an IEP will be in alignment with IEP recommendations made by our SBST team and former ELLs without an IEP will receive test accommodations for two years.

Additionally, ELLs participate in Foundations, Project Read and Reading Recovery for literacy development. Go Math is used to target development in math skills at our ASD site and Equals is used at ASD.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In order for the students to meet the standards and to pass the required state and local assessments, several ESL strategies are employed such as: The Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, Graphic Organizers and Cooperative Learning. These strategies are employed while engaging the students in the Workshop Model of Instruction in all subject areas. This model provides for individualization and small group work. The Comprehensive Balanced Literacy Program we employ focuses on the individual child whereby students are matched to "just right books"; they are assessed informally on a regular basis and they receive specific reading/writing supports to help them become proficient readers and writers. Throughout the day students, including ELLs, receive the support of a licensed reading specialist, thus an additional intervention for struggling students. The use of technology is incorporated into all content areas; the arts across the curriculum provides for a multi-sensory and multicultural approach to instruction thus further supporting all learners.
12. What new programs or improvements will be considered for the upcoming school year?
- The Children's School recently instituted several new programs. Students at our ICT (K-2) and ASD site are using the Wilson's Foundations Language Program and SMiLE. The ENL teacher will incorporate Foundations teaching and review into her instructional practice. She will confer with classroom teachers on methodology and student assessment and progress. The ENL teacher has begun training on the our new reading initiative SMiLE (Structured Methods in Literacy Education) which is a reading program which has had success with students who have difficulty learning to read using programs like Foundations, Words their Way and other basic reading systems. In addition, The Children's School ICT has adopted the new Go Math program, which is aligned to the Common Core Standards. Whenever possible, the ESL teacher will push-in to classes during Go Math sessions in order to provide ESL support students in the skills of direction comprehension, math vocabulary and using problem solving language in written responses. Furthermore, our ASD site has introduced a new math program (Equals) in addition to FAST and SANDI assessment programs. The ESL teacher will review appropriate language assessments in order to inform her instruction. The Children's School will continue to make outreach to the District and attend available professional development to make a determination if additional programs offered will better serve our current population.
13. What programs/services for ELLs will be discontinued and why?
- No programs have been discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs may participate in either of the two after-school programs offered at The Children's School. District 15 and District 75 students from our ASD and ICT programs can attend our After-School/child care/homework help based program from 3:10-6pm. This program is located at the ICT site. Participating ASD students arrive by bus. Parents pay a fee for this program and the After School Program charges a reduced rate for students who qualify for free or reduced school lunch. Financial aid is available for families who do not qualify for the reduced rate. Children may also participate in our After-School Enrichment Program and pay a reasonable fee for enrichment classes ranging from gymnastics to ceramics and Haitian Dance. Any and all activities that take place during the school day are made available to ELLs and non-ELLs alike.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Instructional materials, including technology used to support ELLs include: PECS, Mayor Johnson symbols, ABLLS-R, SANDI, FAST assessment curriculum, augmented devices, Spanish language books and materials, teacher made materials and adapted books at our ASD site. At our ICT site, we use Smatboards, laptops, I-pads, desktop computers, Starfall, ESL language computer language games, Brainpop (Jr. and ESL), Spanish/English and Chinese/English dictionaries and books, teacher made materials and adapted books as well as all materials used in our ICT classrooms.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home Language books and supplemental materials are made accessible to students in our ESL program. Additionally, bilingual staff are available to support and translate for students and families in various languages. When possible, students are placed in classrooms which bilingual staff.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The ENL teacher plans on attending workshops at Columbia Teachers College (October) with an emphasis on the reading/writing workshop model and its application to the ELL student. If possible, the teacher will attend NYTESOL conventions as well as workshops and trainings run by the DOE, UFT, Literacy Assistance Center and other educational organizations.

All teachers of ELLs attend district/citywide workshops. Some of these workshops include training on ELL compliance documentation (NYSITELL, NYSESLAT, and ATS reports) and workshops offered in lesson planning, the Danielson Model and the ELL Teacher Professional Development Institute Series. Additionally, staff developers from the District 75 Office of English Language Learners will visit the ESL program/teachers and provide hands on assistance and individual consultations regarding ESL methodologies and materials. Current workshop dates include: 9/10-11, 9/25, 1/28, 2/4, 3/24 .

PS372 will provide four in house PDs on 11/2, 1/4, 3/7, 5/7 in addition to NYC DOE mandatory staff development days.

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

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All ENL staff will be offered the opportunity to attend professional development workshops offered through the District, UFT and outside professional development opportunities which support them in implementation of Common Core Learning Standards. Some of these opportunities include training in use of adapted books, teaching CORE vocabulary to ELLs, Teacher's College Reading and Writing workshops, etc. Additionally, PS372 provides in-house training on topics such as Thinking Maps, Foundations, SMILE among other programs and topics.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our ELL teacher will turn key information and strategies learned at professional development workshops focused on the teaching of ELLs. She will turn key this information at teacher grade level and all-staff monthly meetings. Additionally, staff will be informed of district-wide ELL professional development opportunities such as the Jose P. training and other ELL related workshops.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The Children's School provides an ELL workshop for all ELL families in addition to parent orientation meetings and parent-teacher conferences at least once a year. Additionally, the ENL teacher will schedule individual parent meetings to discuss program goals, language development and language proficiency results during IEP meetings or consentually scheduled days. Additionally, the ENL teacher sends home a monthly or bimonthly ENL newsletter which discusses important dates and information, ENL activities and projects and valuable resources for families. This newsletter is translated or interpreted over the phone.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2: (could not input info under 2)

The ENL teacher maintains records of parent interaction (face to face meetings, workshops, phone calls, emails) with a Parent Engagement Log book. All copies of HILS, placement forms, etc. are located in the child's cumulative folder. The ENL teacher keeps a record as well.

All parents of ELL students will receive information on the State standards, assessments, school expectations and a description of bilingual and ESL programs. In addition, the guidance counselor and the ESL teacher are available to address any concerns the parents may have. The Children's School will also hold parent workshops relating to standard-based instruction, and topics of interest to the parents (these include related service provider workshops: ot, pt, speech along with a yearly ENL methodologies workshop for families). When necessary, a language translator will be available during these workshops. The Learning Survey and Quality Review will serve as an evaluation tool to make sure The Children's School is servicing the needs of its community. The school Administration, Parent Coordinator and PTA work together and promote various parent workshops and school-wide events to address the needs of The Children's School community.

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

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

Parents of ELLs are encouraged to attend all community-wide events at The Children's School (monthly Parent's As Partner days, classroom celebrations and trips, Arts Day, Science Day, The Winter Festival, Roots and Culture Night among other events).

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Presently, the Children's School's Diversity Committee is working with CBOs and local daycare centers in Sunset Park and Redhook, Brooklyn to provide outreach. Additionally, our school refers ELL parents of SWD to YAI (Young Adult Institute) and Resources for Children with Special Needs for workshops and services.

5. How do you evaluate the needs of the parents?

Parents are given a language preference sheet where they write their preferred language of communication. Additionally, the ESL teacher uses a parent survey to assess needs of incoming families. Additionally our school social worker is available to the families of students.

6. How do your parental involvement activities address the needs of the parents?

The SLT's Diversity Committee works on building community for ELL families. Parent buddies who speak the same native language are provided to new families of ELLs. Parent volunteers offer to buddy up with a new family entering the school to help address culture and language barriers as they arise.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Arthur Mattia	Principal		
Rosa Amato	Assistant Principal		
Yvette Agas-Bautz	Parent Coordinator		
Shari Zisman	ENL/Bilingual Teacher		
Janine Dilorenzo	Parent		
Sharon Barone/G.E. Teacher	Teacher/Subject Area		
Christine Denardo/S.E. Teacher	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Catherine Ferrara Sarno	Other <u>A.P.</u>		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **75K372** School Name: **PS372**
Superintendent: **Gary Hecht**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The HLIS findings and the DOE Language Preference form reveal that Spanish, Chinese, Japanese, Haitian Creole are the preferred languages at our school.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Typically documents that require translation include permission forms for trips, parent-teacher conference announcements, school events, monthly calendar, after-school program information, New York State testing dates, busing, and half-days/school closings, IEP notices, and other NYC DOE disseminated information to families. Translated information will be disseminated in a timely manner at the same time that English language documents are distributed to English speaking families.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent teacher conferences (2 times a year), IEP meetings (yearly), curriculum night (1 time a year), related services workshops (monthly/bimonthly), Parents as learning partners (monthly), ENL parent orientations and workshops (yearly), middle school orientation meetings, classroom celebrations. Informal interactions with parents via phone and email as well as improptue informal interactions throughout the school year occur with our attendance secretary, pupil accounting secretary, dean, social workers, guidance counselors, school nurse and teachers. There are many opportunities to have informal interactions with parents via phone and email as well as improptue informal interactions throughout the school year. Interpretation will be provided via staff, parent volunteers when appropriate or via the NYC DOE Language and Translation Unit.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written communications are provided in English as well as home language for all critical information regarding the child's education, health, safety, and legal or disciplinary matters. A team of designated in-house translators are available for quick turnaround and are contacted as soon as need is identified. Whenever possible, written translation services will be provided by the in-house school staff and volunteers. We utilize the Unit for documents specific to our in school policies. However, in cases where projected turnaround is delayed, parents are notified in their home language via the NYC DOE Language and Translation Unit or via a bilingual staff member.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

School communications are provided in English as well as home language for all critical information regarding the child's education, health, safety, and legal or disciplinary matters. A team of designated in-house staff and volunteers are available for quick turnaround and are contacted as soon as interpretation need is identified. Staff members currently speak Spanish, French, Haitian Creole, Mandarin, Arabic, Russian, Polish, Italian, Hebrew, Tagalog, Serbian-Coatian, Albanian, Yoruba, Housa, Ga and Twi which cover most of the languages of our students. They are available at group and 1-to-1 meetings when required. We continually utilize the services of the Interpretation and Translation Unit when a current staff member cannot communicate with our families in the necessary language or if that staff member is unavailable for the scheduled meeting.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

PS372 will ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services. Staff will receive flyers and emails distributed by administration, ESL teacher and Parent Coordinator periodically. Staff will also receive a list of families whose preferred language is other than English. This information will be compiled and sent out via our Parent Coordinator.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS 372 will provide parents with notification of translation and interpretation services. Parents, whose preferred language is one that is other than English and require assistance services, are provided with a Bill of Parents Rights and Responsibilities and registration in their native language. A copy is kept in the parent coordinator's office as well. Welcome posters and translated signs, indicating the availability of interpretation services, are posted in the school entrance and in the Parent Coordinator's office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS372 will create a parent survey to be distributed to parents after they receive translation and interpretation services.