

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **24Q343**

School Name: **THE CHILDREN'S LAB SCHOOL**

Principal: **BROOKE BARR**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Children's Lab School School Number (DBN): 24Q343
Grades Served: PK – 1st
School Address: 45-45 42nd Street, Sunnyside NY 11104
Phone Number: (718) 361-3300 Fax: (718) 361-3305
School Contact Person: Brooke Barr Email Address: bbarr@schools.nyc.gov
Principal: Brooke Barr
UFT Chapter Leader: Christina Cosme
Parents' Association President: Ann Beirne
SLT Chairperson: Brooke Barr
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jenny Hernandez
Student Representative(s): N/A

District Information

District: 24 Superintendent: Ms. Madelene Chan
Superintendent's Office Address: 98-50 50th Avenue, Corona NY 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: (718) 592-3357 Fax: (718) 592-3370

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North
Director's Email Address: LPender@schools.nyc.gov
Phone Number: (917) 225-2020 Fax: (718) 391-6152

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)
Brooke Barr	*Principal or Designee	
Christina Cosme	*UFT Chapter Leader or Designee	
Ann Beirne	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Jenny Hernandez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Lizette Palaguachi	Member/ staff	
Ashley Strohm	Member/ staff	
AnneMarie Vargas-Olton	Member/ staff	
Maria Bolanos	Member/ parent	
Ileana Hernandez	Member/ parent	
Jessica Cuzco	Member/ parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tracey Erhardt	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.

1. The Children's Lab School is a new school that opened in September 2014. We are a diverse community; 50% of our students are English Language Learners. The predominant home language is Spanish. We serve families in our zoned neighborhoods of Sunnyside and Woodside. In addition, 20% of our first grade students come from Corona on an overflow basis from PS 307. We offer two full-day UPK classes, four kindergarten classes (including one Integrated Co-Teaching class for general education and special education students) and four first grade classes (including two Integrated Co-Teaching classes and one Transitional Bilingual Education (Spanish) class.

Our Mission

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

Our Beliefs

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

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

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

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

Our Values

AUTHENTIC WORK

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

RESPECT FOR DIVERSITY

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

CONTINUAL LEARNING

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

COMMUNITY

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

Our Instructional Vision: “Ground and Sky”

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

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

2. As noted above, 50% of our students are English Language Learners; 26% of our ELL’s entered kindergarten last year as Beginner ELL’s. Throughout the course of our first year, our special education population has grown from 14% to 28% of our first grade class.

3. As evidenced by the results of our first Quality Review, we made the most growth in Rigorous Instruction, Supportive Environment, Strong Family-Community Ties, and Trust. Our area of focus is Collaborative Teachers and Effective School Leadership; in particular, we seek to implement and improve formal cycles of inquiry to enhance our professional growth and practice.

24Q343 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,OK	Total Enrollment	135	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	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		60.0%	% Attendance Rate		N/A
% Free Lunch		N/A	% Reduced Lunch		N/A
% Limited English Proficient		N/A	% Students with Disabilities		N/A
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		N/A
% Hispanic or Latino		N/A	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		N/A	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		0.34	# of Assistant Principals (2014-15)		N/A
# 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)		N/A	Average Teacher Absences (2013-14)		N/A
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			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		
Priority School					
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.

We met last year’s CEP goal of having 85% of our kindergarten students increase their independent reading comprehension by two levels as measured by the Fountas and Pinnell Benchmark Assessment. However, since most of our students began the year as pre-readers, there are a significant number of students who, despite their gains, did not reach the end-of-year benchmark for kindergarten. Our strengths in this element include highly qualified, highly trained teachers, implementation of a research-based phonics program, and a teacher-designed balanced literacy curriculum aligned to the Common Core standards and planned using the Understanding by Design methodology. Our needs include providing sufficient targeted small group instruction so that a higher percentage of our students can meet or exceed the end of year benchmark. Since we will have 46 first graders who will begin the year below the benchmark, it is a high priority to implement a plan that will accelerate their learning. Of these 46 students, 21 are ELL’s, 2 are SWD’s and 14 are ELL’s/SWD’s. Therefore, we will direct resources towards these groups while still supporting the learning needs of all students.

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, 85% of kindergarten students will increase their level of independent reading comprehension as evidenced by making at least a two-level gain (e.g., A -> C) on the Fountas and Pinnell Benchmark Assessment. 85% of first grade students will increase their level of independent reading comprehension by making at least a four-level gain (e.g., D -> H) on the F&P Benchmark Assessment.

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) <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>Teachers will participate in a full-day training in a research-based phonics program, followed by observations and coaching to ensure the program is delivered with fidelity.</p>	<p>All K & first grade students</p>	<p>Aug. – June</p>	<p>All K & first grade teachers who did not receive the training last year; overseen by school leader who is trained in the program</p>
<p>Teachers will implement the phonics program daily</p>	<p>All K and first grade students</p>	<p>Sep. – June</p>	<p>All K & first grade teachers including ESL and special education teachers</p>
<p>Teachers will implement balanced literacy reading and writing units of study, aligned to the Common Core, adapting them to the needs of our students using the Understanding by Design protocol.</p>	<p>All K and first grade students</p>	<p>Sep. – June</p>	<p>All K & first grade teachers including ESL and special education teachers</p>
<p>Teachers will implement guided reading instruction in small homogeneous groups in order to target critical reading skills for all students. Groups of students with greater needs will meet more frequently. See Section 5D for more details.</p>	<p>All K and first grade students</p>	<p>Sep. – June</p>	<p>All K & first grade teachers including ESL and special education teachers</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>Professional Development for teachers in Wilson Foundations phonics, Understanding by Design unit planning, and balanced literacy curricula and strategies</p> <p>Full-time highly qualified ESL teacher who will provide language and literacy instruction on both a push-in and pull-out basis</p> <p>Two full-time highly qualified bilingual teachers who will provide language and literacy instruction in our Transitional Bilingual Education and Integrated Co-Teaching classes</p> <p>Part-Time highly qualified AIS/Reading specialist who will provide small group instruction to students who require academic intervention or enrichment, including ELL’s</p>

Wilson Foundations – a research-based phonics program

Schedules structured so that the ESL and part-time AIS teachers can push in and/or pull out students during literacy blocks

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I 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.

The mid-term benchmark will be that 85% of kindergarten students have increased their independent reading comprehension by at least one level (e.g., A -> B) on the Fountas and Pinnell benchmark assessment. 85% of first grade students will have increased their independent reading comprehension by at least two levels (e.g., D -> F) on the Fountas and Pinnell benchmark assessment. This assessment will be completed in February 2016.

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 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.

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.

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) <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>

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.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	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.

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.

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.

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) <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>

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.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	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.

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.

As mentioned in Section 5A, a high percentage of our kindergarten students made gains in learning to read. However, as we grow to include a first grade, we recognize the necessity of increasing the percentage of students who meet end-of-year benchmarks in both kindergarten and first grade. Of the 46 students who did not meet the kindergarten end-of-year benchmark, 37 were ELL’s, SWD’s or ELL’s/SWD’s. This demonstrates the impact that language proficiency in English has on early literacy development.

Although the school was rated Well Developed in both Rigorous Instruction and Teacher Pedagogy, we were rated proficient in Teacher Teams. Therefore, our goal and plan focus on deepening our inquiry work in instructional strategies for ELL’s and SWD’s.

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 school leader will create and support inquiry teams of all teachers instructing ELL’s and SWD’s who will investigate and implement targeted instructional strategies that will result in 60% of ELL’s and ELL/SWD’s increasing their language proficiency at least 1 level (e.g., entering -> expanding) as measured by the NYSESLAT.

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) <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>Grade level inquiry teams will investigate and implement research-based instructional programs to improve the impact of small group skills instruction, guided reading, vocabulary instruction, and literacy stations.</p>	<p>ELL's</p>	<p>Sep. – June</p>	<p>All teachers who work with ELL's</p>
<p>An after-school program for ELL's will target speaking and listening skills, and vocabulary development.</p>	<p>ELL's</p>	<p>Nov. – June</p>	<p>ESL teachers</p>
<p>Teachers will receive professional development, aligned with their inquiry work and Danielson Framework component 3c "Engaging Students in Learning," to increase their efficacy with literacy instruction for ELL's.</p>	<p>ELL's</p>	<p>Sep. – June</p>	<p>All teachers who work with ELL's</p>
<p>Parents will be offered workshops in English and in other home languages on how to support their children's language development at home.</p>	<p>ELL's</p>	<p>Nov. – June</p>	<p>Teachers</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>Support via ELL liaison meetings, BFSC ELL director and Office of ELL's</p> <p>Full-time ESL teacher (both push-in and pull-out model)</p> <p>Two bilingual teachers</p> <p>Use of weekly PD time for inquiry work</p> <p>Scheduling of common prep time for grade teams for additional planning</p> <p>Title III funds for after-school program led by ESL/bilingual teachers</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	X	Title I SWP		Title I TA		Title II, Part A	X	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.

The mid-year benchmark will be that all teachers who work with ELL's will have engaged in the research and implementation phases of the inquiry cycle. The results of their efforts will be seen in the growth of their ELL students' skills in reading, writing, speaking and listening as measured by running records, student writing samples, and teacher observations of conversations. These assessments will be completed and reviewed by the end of February 2016.

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.

Our school was rated as Well Developed in Setting a Culture of High Expectations. As a school in its first year, we met many elements of last year’s CEP goal, including creating and supporting the PA and SLT, engaging with Learning Leaders to provide training and support to parent volunteers, providing monthly appropriate information to families about the instructional programs and current relevant school topics in a culturally relevant manner, and establishing a year-long calendar of family-centered events and celebrations of learning – all initiatives that we plan to continue. We are awaiting results of our first School Survey to gain greater insights regarding our parents’ perceptions of a welcoming climate.

Strengths:

- Over 90% parent attendance at parent-teacher conferences.
- 10 Learning Leader volunteers who work in our school daily
- A variety of well-attended parent workshops led by our teachers and social workers
- With a student body of only 131 students, we had several PA-sponsored family events with attendance rates of over 50 families
- Our final celebration of learning had 134 family members in attendance

Needs:

- Our average attendance rate YTD through the end of May was only 92.6%. While young children tend to be sick more frequently than older children, we want to set good habits early on and establish a higher rate of attendance as the school norm.
- While parent attendance at many events was high, we want to ensure that it remains so and that the school is providing outreach and learning opportunities that parents truly value.
- We also want to help parents connect with and support their children’s learning. We plan to offer workshops and other resources to communicate the school’s instructional vision and curricula.

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, the principal, school support staff, teachers and parents will collaborate on designing and carrying out an attendance plan, parent workshop series, family-centered events and celebrations of learning so that at least 90% of parents agree/strongly agree that they feel welcome in the school as measured by the NYC School Survey and that the average attendance rate for the school is 94.5% or above.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The Principal and Attendance Committee will monitor attendance weekly, implement a school-wide attendance education/incentive plan, and work closely with families who display a pattern of absences.	All students	Sep. – June	Parent Coordinator, Principal
The Parent Coordinator will collaborate with the SLT, PA, and Principal to design surveys eliciting parents’ preferences for workshops, family events and other school-based programs.	All students	Sep. – June	Parent Coordinator
Based on survey results, teachers, social workers and school partners, such as Education Through Music and Studio in a School, will offer workshops and family events aligned with parents’ preferences and the school’s instructional vision.	All students	Sep.—June	Parent Coordinator
Parents will be given the opportunity to train as Learning Leaders and volunteer in the school at least 2 hours/week.	All students	Sep. – June	Parent Coordinator

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.
Parent Coordinator Attendance Teacher SLT and Parents Association Workshops and support groups led by teachers and social workers

Learning Leaders											
Cool Culture Program											
Arts partners – Studio in a School and Education Through Music											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.
The mid-term benchmark will be that average school attendance will be at least 93.5% and that at least 40% of families have attended at least one school event in addition to parent-teacher conferences. These benchmarks will be reviewed by the end of February 2016.
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)	Running records NYC Performance Tasks Teachers College Foundational Assessments Teacher Recommendations	Guided Reading Foundations Leveled Literacy Intervention	Small Group	Throughout the school day
Mathematics	NYC Performance Tasks Early Childhood Assessment in Math (ECAM) Teacher recommendations TERC Investigations unit tests	Re-teach <i>Kathy Richardson's Developing Number Concepts Using Unifix Cubes</i>	Small Group	Throughout the school day
Science	FOSS unit assessments Teacher recommendations	Re-teach Guided Reading	Small Group	Throughout the school day
Social Studies	Writing/project samples Teacher recommendations	Re-teach Guided Reading	Small Group	Throughout the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher/Parent recommendations	Crisis intervention Developing an emotional vocabulary	Small Group One-to-one	Throughout the school day

		Variety of resources on feelings and acceptable social behaviors Board Games: e.g., <i>Talking, Feeling, Doing</i> game		
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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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	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.
<p>At the Children's Lab School, we attract and retain highly qualified teachers by reinforcing our school's mission and goals:</p> <p>Teachers hired are certified and licensed in their subject area.</p> <p>Almost all teachers hired have dual and/or triple certification.</p> <p>A hiring committee is organized to conduct interviews, assess portfolios and observe demonstration lessons in order to attract highly-qualified teachers.</p> <p>Members of our SLT and PD Committee meet regularly to review, reflect, and revise school-based goals and instructional focuses.</p>

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).
<p>High quality professional development opportunities are provided throughout the year for all faculty.</p> <p>Teachers attend professional development workshops outside of the school and share this information with their colleagues during scheduled sessions.</p> <p>The PD Committee identifies areas of teacher need and interests and plans professional development activities to meet these areas of need and interest.</p> <p>Experienced, tenured teachers mentor all new teachers.</p> <p>Grade teams are encouraged through collaboration to examine and revised our current curriculum based on student work analysis.</p> <p>A two-week August Institute of professional development provides support for both new and returning teachers.</p>

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.).

PreK children enrolled here at Children’s Lab School engage in a month-long transition-to-kindergarten curriculum. PreK parents attend transition-to-kindergarten workshops led by classroom teachers and the early childhood social worker. PreK teachers participate in curriculum vertical alignment PD with the kindergarten teachers. Our PreK teachers share information from our authentic assessment system, Teaching Strategies Gold, with our kindergarten teachers. We hold Open House information sessions for parents of all PreK children – students from Children’s Lab School and other UPK programs in the community.

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.

Our MOSL teacher committee selects assessments to be used as both beginning- and end-of-year benchmark assessments. Our grade teams select assessments aligned with the Common Core and the content areas. They also write rubrics for curriculum-embedded performance tasks. They design and plan the assessment calendar so that meaningful sets of data are available for analysis at appropriate intervals. They hold multiple norming sessions throughout the year to review student work and create shared understandings of rubrics and other assessments.

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	\$110,210	X	5A, 5D, 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	\$11,200	X	5D
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	\$1,370,418	X	5A, 5D, 5E

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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Children’s Lab School in compliance with the Section 1118 of Title I, Part A

of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Children's Lab School will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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)

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>The Children's Lab</u>	DBN: <u>24Q343</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>36</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _

- P.S. 343 will be providing first grade ELL students with mixed language proficiencies with an enrichment After-School program which will consist of 3 instructional cycles focused on language development through the creative arts: Photography, Drama (readers' theater) and Art. Depending on seat availability and parental consent, Kindergarten ELLs may be invited to participate in this program as well.

- The Photography cycle will introduce ELL students to the basic concepts and terminologies of photography. The goal of the curriculum will be to build students' vocabulary, creativity, and observational and critical thinking skills. Student photos will be used as a basis for writing and reflections. They will create captions for their photographs, create a photo gallery of their work, and write creative stories based on their photo gallery. Our school will partner with Magic Box Productions, which is a non-for profit organization that will provide professional development sessions for teachers on how to use photography and the visual arts in content areas to support ELL students. The students will participate in photography workshops learning basic skills and techniques via small projects that highlight specific concepts in photography and visual arts. They will then apply those skills/concepts independently through projects and will ultimately curate a few favorite pieces to write about and exhibit. The students will use digital cameras to take pictures of the community around them, including school and their home. Class discussions, reading and writing activities will reinforce English language development across the modalities.

- The Drama/ Readers' Theater cycle will focus on using children's literature and mentor texts with dynamic characters. Students will analyze and discuss characters thoughts, motives, actions and dialogue to develop character trait words. The students will use readers' theater experiences to portray the characters that they study. Our school will partner with the CUNY Creative Arts team (CAT) teaching artists to teach students interactive storytelling techniques. Class discussions, reading and writing activities will reinforce English language development in listening, speaking, reading and writing.

- The Literature through Art cycle will utilize visual arts to respond to literature and mentor texts covered in the first grade curriculum. Students will analyze characters, plot and setting in various works of children's literature and create characters, props and costumes for use in the drama/readers' theater cycle. Class discussions, reading and writing activities will reinforce English language development across the modalities.

- This ENL After-School Program will be delivered through a team-teaching model between 2 ENL teachers and a Common Branch teacher. The Common Branch teacher will co-teach with one of the ENL teachers, thus enabling more children to participate in the program. The ENL teachers will plan the ENL language-based instructional strategies to be infused in the arts program for all three content areas. The Common Branch teacher will provide the planning and instructional strategies for the Readers' Theater cycle of the program. The ENL teacher and the Common Branch teacher will choose shared texts, designing visual art and Readers' Theater projects for each book. Students will rotate through all three groups, gaining exposure to all three art forms. Each group is approximately 12 students and each cycle is approximately 8 weeks long. Student groups will meet on Wednesday

Part B: Direct Instruction Supplemental Program Information

and Thursday afternoons from 2: 45 pm – 3: 45 pm. The program is scheduled to begin on Wednesday , November 1 8 and end in June.

- Upon analysis of NYSESLAT data for students in Grade 1, and ongoing informal and formal assessments, for students in Kindergarten, it was found that students would benefit from developing their skills across the four modalities of language: Listening, Speaking, Reading and Writing. The ENL After-School program will utilize photography, literature and creative arts as a medium of developing English language skills. Using the arts, the students will develop vocabulary, creativity, and observational and critical thinking skills while developing their skills in all of the modalities of the English Language.

- The students in the after school program will also receive test preparation instruction during the months of March and April in order to prepare them for the NYSESLAT exam.

- Title III funds will be used to purchase children's literature/mentor texts, art supplies, digital cameras, memory cards, photo paper, printer colored ink cartridges and notebooks.

Funds will also be used to pay the registration fees for professional development offered by outside agencies for teachers of ELLs.

- The principal will supervise the ENL After-School program.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _

- Rationale: The focus this year for ENL Staff Development is to improve ELL instructional techniques and best practices through integration with the arts . This is consistent with our school's instructional vision. Rich integrated content provides stronger opportunities to develop students' vocabulary and language skills.

- Teachers: all teachers in the Title III program will attend professional development specifically targeted to the work of the Title III program in arts integration.

- Schedule/Duration: PD workshops will be given roughly once a month for the duration of the program from November through May. Dates: November 24th, December 15th, January 5th, February 23th, March 15th, April 12th, and May 17th. The time will be 2:30pm to 3:50pm.

- Topics: Analyzing the Benchmarks for the Arts and their relationship to language acquisition; exploring the use of the arts to stimulate vocabulary growth; enriching literacy skills through responding to art. In addition, Title III Program teachers and all other teachers who work with our ELLs are engaged in ongoing professional development in literacy, with a particular focus on writing. While this ongoing PD relates to all of our students, it also incorporates consideration of the needs of our ELLs.

- Providers: Education Through Music, Magic Box Media Arts program and CUNY Creative Arts Team.

Part C: Professional Development

-
-

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

Family involvement is fundamental in order for ELLs to achieve proficiency in the English language and assisting their children in attaining academic success. With this in mind, families of the Kindergarten and first grade ELLs participating in the afterschool program will be invited to celebrations of learning where the students in the afterschool program will showcase their work.

-
In addition, the parent coordinator surveyed families in early October regarding workshops that they would like to attend. Based on the survey results, parents will be invited to the following workshops where they will receive information and or strategies to assist their children at home in the following areas:

-
- * Fitness and Safety Workshop (November, 2016)
- * Nutritional and healthy eating habits (TBD)
- * Math and Literacy Workshops (TBD)
- * Transitioning to the Next Grade (May, 2016)
- * NYSESLAT workshop grades K and 1 (March 15, 2016 at 5:30 pm-6:30 pm)
- * Expanding Reading Time at home (February 1, 2016 at 5:30pm-6:30pm)

-
The facilitators of the above parent workshops will include the parent coordinator, the ELL coordinator, ENL Teachers, the bilingual speech teachers, classroom teachers, the school bilingual social worker, and partnering outside agencies.

-
Families will receive written invitations to these events in a timely manner so that they can plan to attend. In addition families will receive written correspondence and communication in the parents' preferred language.

-
-
-

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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 24	Borough Queens	School Number 343
School Name The Children's Lab 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 Brooke Barr	Assistant Principal N/A
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Melissa Crawford	School Counselor C. Nudo-Bil Social worker
Teacher/Subject Area L. Palaguachi-Bil Teacher	Parent Ann Beirne
Teacher/Subject Area Monika Stangel/SETSS	Parent Coordinator Clara Oza
Related-Service Provider Anna Kandias- Bil Speech	Borough Field Support Center Staff Member Leisengang Giuvela
Superintendent Madeline Chan	Other (Name and Title)

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	1	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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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)	174	Total number of ELLs	76	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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1												0
Dual Language	0	0												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	76	Newcomers (ELLs receiving service 0-3 years)	76	ELL Students with Disabilities	16
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	16		3							0
DL	0									0
ENL	60		13							0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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 Spanish	0	16												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: _____
--	---

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	17	33												0
Chinese	1													0
Russian	0													0
Bengali	3	5												0
Urdu		1												0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	9	7												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)	7	1												0
Emerging (Low Intermediate)	5	3												0
Transitioning (High Intermediate)	9	9												0
Expanding (Advanced)	9	25												0
Commanding (Proficient)		8												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		8												0

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

1. 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.

P.S. 343 uses a variety of assessment tools to assess ELLs' early literacy skills. Foundational Assessments (TCRWP) evaluate concepts of print, alphabet letter/sound recognition and high frequency word assessments. In addition ELA/Math Pre/Post MOSL Assessment Tasks, NYSITELL, Spanish LAB-R, NYSESLAT and school created checklists are used to assess the early literacy skills of ELLs. To monitor progress in early reading skills, the Fountas and Pinnell running record assessments are used to identify student independent and instructional reading levels and monitor progress. These assessment tools are used to provide insights to help inform the school's instructional plan. In addition, teachers use various forms of informal assessments such as conferencing notes, classroom assessments, and anecdotal records to track student achievement. The data collected also helps inform instructional decisions for grouping all students including the ELLs according to their needs with emphasis on the four language modalities.

The data that was collected from these above-mentioned assessment tools show that the majority of ELLs tend to meet benchmark in letter/sound and sight word recognition in Kindergarten by June as evidenced by the (TCRWP) Foundational Assessments. The data also shows that 31% of our ELLs in Kindergarten met benchmark (Level D) in reading as evidenced by the Fountas and Pinnell Reading level benchmark in June. However there is a portion of ELL students that did not meet the literacy benchmark in June. These ELL students need more time to continue to develop their foundational literacy skills, vocabulary and oral language skills. Through the utilization of the resources mentioned below, the ELLs will make academic gains in all content areas.

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

- The Wilson Foundations multisensory, systematic phonics, spelling and handwriting program will address phonemic awareness and development for the ELLs.
- Additional pre-writing strategies during literacy instruction such as Text Talk, think alouds, thinking maps, sentence frames and starters, visualization structures, and writing inventories will be utilized during instruction.
- ENL and bilingual teachers will provide language and visual support during content area instruction in an effort to build academic vocabulary (tier 2 and tier 3 words).

- ELLs in kindergarten and first grade will engage in test preparation activities that will prepare them for the NYESLAT exam.
- Teachers will receive additional Professional Development in math, reading and writing focusing on supporting and enhancing math, reading and writing skills for ELLs.
- Teachers have received training with the ELL identification process and screening which informs literacy instructional decisions in the classroom and ELL programming.
- Math professional development (Math In the City) will focus on supplementing the TERC Investigations math program which is a hands on approach to mathematical discussions, thinking and reasoning.
- Teacher and staff working with ELLs will receive Promethean Board training as an instructional tool to enhance learning through interactive and visual support.
- Science professional development (Invent-a- Wheel) will focus on enhancing the FOSS science program which is a hands on approach to scientific discussions, thinking and reasoning.

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

Based on the NYSITELL assessment results, many of the students testing into the ENL program in Kindergarten are children of recent arrivals to the United States and enter with little knowledge of English and no English spoken at home. These students make rapid progress in improving their social language in English at a quick rate. The students in grades K and 1 tend to acquire skills in the listening/speaking modalities at first and then develop command/proficiency in reading/writing after receiving at least 3-4 years of ENL instruction. However, these students will need to continue to transfer literacy skills from L1 to English. Data patterns reveal that Expanding/Advanced level students in first grade attempt to read/write at their current level and find vocabulary difficult, especially content area vocabulary. According to the 2015 NYSESLAT results, out of 16 beginner ELLs in Kindergarten, 9 students progressed to the Expanding level, 4 students progressed to the Transitioning level and 3 students remained at the Entering and Emerging levels. Out of 25 Kindergarten Intermediate ELLs, 7 students progressed to the Commanding Level, 11 students progressed to the Expanding level, 5 students remained at the Transitioning level and 2 students moved to the Emerging level. Out of 10 Kindergarten Advanced students, 3 students progressed to the Commanding level and 6 students remained at the Expanding level.

The Instructional focus will be to develop academic and content vocabulary as well as writing skills through rich conversations and class discussions using academic vocabulary and language as a pre-cursor to writing. Through scaffolding, teacher intervention /peer interaction and exposure to comprehensible input at a level one step beyond the current competence, students will make progress in these areas. P.S.343 provides all students with leveled reading materials. These materials draw upon pre-reading skills, phonemic awareness, activation of prior knowledge and content-based instruction used within the workshop model. We are also incorporating more discussion and questioning skills to support the Common Core Standards and the Danielson Framework. We encourage our ELLs to do the "heavy lifting" by exposing them to higher order thinking questions throughout the day so they may have greater exposure to this type of questioning, accountable talk and use of language.

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

Annual Measurable Achievement Objective (AMAO) is a newly updated tool used to analyze ELL student data and improve instructional programs for ELLs. According to our AMAO, we received a score of 100% in meeting title III NYS targets in 2015 for either AMAO 1 or 2. To maintain these notable scores, we are spearheading a program that addresses Listening and Speaking Common Core standards through accountable talk. Studies indicate a growth in 2nd language development when focus is placed in these first two modalities (listening and speaking).

P.S. 343 studies will analyze all patterns across NYSITELL and NYSESLAT modalities each year, and uses the results to make instructional decisions. The results for the NYSESLAT modalities show that students at our school are reaching high levels on NYSESLAT in the listening and speaking modalities, and that in most cases their scores are being lowered by the results in the reading and writing modalities. This demonstrates that the students are successful with acquiring BICS and are ready to achieve comparable success in CALP. Since all of our ELL students have 0 to 3 years of English language exposure, this is in line with the stages of language development where Cognitive Academic Language Proficiency will be attained within 5- 7 years of English language instruction.

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?

a. N/A

b. N/A

c. N/A

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*.]

Paste response to question here:

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

P.S. 343Q allocates a great deal of consideration to our ELLs when selecting programs and planning instruction. The school-wide instructional focus is "Using Student Work" to help guide our lessons. By using student work, English Language Learners who experience delayed development in language are quickly identified and provided with targeted ENL/ELA support. Likewise, ELLs who are performing on grade level are introduced to greater degrees of rigor so that acquisition of English continues to flourish. Because vocabulary is a consistent area of language growth amongst ELLs, important considerations include taking advantage of cognates, ensuring that ELLs know the meaning of Tier 2 and Tier 3 words, and providing sufficient review and reinforcement of words and their meaning. Additionally, our Curriculum Maps are designed to allow for multiple entry points for all students, including our ELLs and former ELLs. Classroom teachers and ENL providers ensure that there are many scaffolds; visual supports, TPR, realia, etc. to support second language development. Common branch teachers and ENL providers consistently modify lessons and activities to ensure students are able to demonstrate progress with content knowledge, academic vocabulary and overall language development.

The following strategies are employed throughout the instructional day to develop new language skills of our ELLs:

-Start with rich text and big ideas so students learn about the world.

-Preview key concepts and difficult vocabulary, as well as reviewing students' understanding of important points

-When possible, draw on and use students' home languages

-Use varied vocabulary and concepts in order to build students' oral language that is rich in language and content

-Use varied sentence structures in order to develop students' use of elements of academic language

-Ask open-ended questions during lessons; engage students in discussion about ideas in the text

-Include relevant multicultural literature as well as multicultural chants, songs, and poems that help to build phonemic awareness

-Storytelling using wordless books

-Devote instructional planning and time to student projects that are discussion-based

-During discussions, ask open-ended questions to promote academic conversation and growth of knowledge

-Discuss abstract concepts within a familiar context to develop specialized vocabulary

-Role playing, acting out ideas

-Intensive vocabulary instruction

-Study words, word parts, and word families as part of the content-based literacy instruction; include a focus on words with multiple meanings

-Include vocabulary learning strategies such as using visual cues, total physical response (TPR; i.e., physically acting out new terms), and realia

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?

N/A

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

The programs at P.S. 343Q are evaluated using the results of the NYSESLAT test and all other formal and informal assessments of the ELL students. This includes Fountas and Pinnell, Wilson Unit tests, Math Unit tests, ELA and Math performance task assessments. Teacher observation, grade level inquiry teams and discussion are also used. ENL teachers conduct conferencing on a regular basis with the students and monitor their progress using a checklist of indicators based on the stages of language acquisition. ENL teachers work closely with the classroom teachers to periodically monitor the ongoing progress of every ELL student and develop appropriate instruction. The success of the vast majority of our ELL students in advancing to the next level and or attaining English language proficiency on the 2015 NYSESLAT demonstrates the success and hard work of all the staff, teachers, students and parents of ELL students at P.S. 343Q.

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.

When parents arrive to register their children at P.S. 343Q, they are provided with all registration and information forms in the appropriate and preferred languages, including the HLIS form which they fill out and return to the ENL Teacher Melissa Crawford, Bilingual teacher Lizette Palaguachi or the Principal Brooke Barr. The HLIS forms are given to first-time admits only. The student and parent interviews are conducted with any translation necessary either by a staff member or through the DOE Translation Unit. Each qualified member was trained using the HLIS form, and therefore, understands the “formula” for reading the form accurately.

The HLIS form is reviewed for clarity and the pedagogue conducts an interview with the parent and child to establish the student’s home language and answer any questions the parent might have. If the parent speaks English and agrees to be interviewed in English then the interview is conducted in English, otherwise the interview is conducted through a suitable interpreter or translation service (A list of possible interpreters is kept on file at our school in an ELL Program Binder.

The parent then participates in an orientation session where they receive information in their native language about all three ELL programs available in NYC. They also view a video in their native language that further explains the three available ELL programs. Immediately following the video and after receiving all of the information, the parent fills out the parent survey and program selection form which allows the parents to make an informed choice regarding the appropriate program for their child.

All staff-related sections of the HLIS are signed by the appropriate personnel and a copy is placed in the cum folder, as well as in the ENL office. After the correct Home Language is identified, all home languages are then entered into ATS by our Secretary.

If the home language is determined to be a language other than English, the NYSITELL test is administered within the first ten school days by a qualified, licensed ENL teacher: Melissa Crawford in accordance with the amended CR Part 154. If a child is determined to have an IEP, the Language Proficiency Team determines NYSITELL eligibility. The Spanish LAB is also administered to all entitled students with a home language code of SP within 3-5 school days as well by a qualified licensed ENL teacher. All NYSITELL and Spanish LAB grids are then scanned and scored and all information is kept on file at our school. Finally, our school sends ELL Entitlement letters (in the parent's preferred language and with the school letterhead) to parents informing them of their child's entitlement to ELL services and their right to choose one of the three programs NYC offers.

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).

N/A

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).

NYSITELL eligibility for students entering school with IEPs (from within the United States) will be based on the determination of the Language Proficiency Team (LPT).

The members of this team will include the following:

- The Principal
- A certified Special Education teacher
- A certified ENL Teacher
- The student’s parent or guardian.
- A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, will be present at each meeting of the LPT.

These procedures will be used for initial entry into DOE schools or re-entry after 2 years.

The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student’s English language development that may include the following:

1. The result of the Home Language Survey
2. The student’s history of language use in the school and home or community
3. The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student’s home language
4. Information provided by the Committee on Special Education (CSE) as to whether the student’s disability is the determinant

factor affecting whether the student can demonstrate proficiency in English

5. Based on the evidence, the LPT will 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 NYCDOE

6. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL

7. 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. The principal will either accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, then the test is immediately administered to the student.

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.

At P.S. 343Q, the intake process includes filling out the Parent Survey and Program Selection form. Parents complete this form during registration. The original is then kept in the student's cumulative record and a copy is made which is kept separately by the school's ENL Coordinator. After the administration and scoring of the NYSITELL, placement, entitlement, or non-entitlement letters are sent home within 5 days of registration.

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).

Beginning September 2015, if an ELL's parent, guardian or teacher (with written parental consent) believes that a student has been misidentified as an ELL or Non-ELL and requests that a second identification process take place, the following steps will be taken:

- A review of all documents related to the initial or reentry identification process detailed above.
- A review of the student's work in English and in the home language.
- The NYSITELL may be administered to the student if the original determination was that the student should not have been administered the NYSITELL. (The Re-identification Process will never include a second administration of the NYSITELL.)
- A consultation with the parent or guardian.
- School will conduct and review the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
- The Language Proficiency team will consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
- Based on the recommendation of the qualified personnel, the school principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
- Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian, the relevant documents and recommendation will be sent to the superintendent (or designee) for review and final decision.
- Written notification of the decision is sent from the superintendent to the principal, parent, guardian, in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program will be modified accordingly. All notifications and relevant documents will be filed and kept in the student's cumulative folder.

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.

The Children's Lab School provides a Parent Orientation at the time of registration. We provide the parent survey and program selection form in the family's home language. During the meeting, parents are shown the orientation video in their home language to explain the three program choices. This orientation offers the opportunity to inform parents about our curriculum, Common Core Standards, assessments, and language acquisition goals. Parents are given the opportunity to ask questions and express concerns. Both the ENL and bilingual teacher provide Spanish translation when needed. Parents who require non-Spanish translation utilize phone translation services or come prepared with a friend or family member that can interpret the information offered at the orientation. Parents are made aware that all programs are available to their children. Parents who select a program other than Freestanding ENL are informed of their rights. Their selections will be documented on ELPC, and if the numbers allow for a particular model, our school will create a classroom to meet their program selection. Parents are offered the opportunity to transfer their child to a school that currently has their program of choice by sending their request to ELLtransfers@schools.nyc.gov. Our school supports the parents' decision to transfer their child or wait for the program to be opened in their home school. In the meantime, we offer a Transitional Bilingual Spanish program in first grade and a Freestanding ENL program in Kindergarten and first grade until the child is placed in the program of their choice. If any further concerns or wishes arise, the ELL coordinator will meet individually with families

to support their program selections. An additional parent orientation is scheduled for parents who were unavailable to attend the original orientation. Follow up phone calls are made by the ELL Coordinator to schedule parent orientation appointments.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

As stated above, P.S. 343 continuously conducts Parent Orientations as new ELL students are admitted to the school. If a student is identified as an ELL, a parent orientation is given in a timely manner. The DOE video is shown in the preferred language of the parents and following the video which explains each program choice that is offered. The parents/guardians are then given a choice as to which program they want their child to be enrolled. This is then entered on the Program Selection form and signed by the parent or guardian. A copy of the selection form is filed in the student's cumulative folder as well as the ENL binder which is kept in the coordinator's office.

If, in the rare event a parent needs time to think about which program they feel would be the best fit for their child, phone calls in the parents' preferred language are made or letters may be sent to encourage the parents to return the form as quickly as possible.

ENL teachers fill out and distribute all entitlement letters directly to each student. Students are instructed to place the letter directly into "Home Folders" so that their parent/guardian will receive it. We follow up with parents when their child is picked up from school, during parent/teacher conferences, and in workshops.

If all program selection forms are not returned, the classroom teachers or ENL teachers also may speak to the parents at dismissal for students in who are picked up by a parent. If there is no reply after repeated effort to contact the parents, a letter is sent home in homework folders with information and contact information for the ENL department offering another opportunity to come in for a meeting. We also offer several parent orientations throughout the school year for parents who were unable to attend the previous meeting. ENL teachers also attend parent-teacher evening conferences to meet with parents who have not returned forms. In other cases parents may be called to remind them of this important choice. They are then offered another meeting and assistance in order to fill-out the form. Parents are offered several opportunities to come in for meetings throughout the school year.

The ELL Coordinator keeps a copy of all entitlement letters distributed, by grade, in our Parent Notification Binder. We also keep two copies of the Parent Selection forms on file, one for the Parent Notification Binder and one goes in each student's cum folder. This is updated when required, and as necessary. All choices are entered into the (ELPC) screen in ATS and updated on a regular basis.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If all program selection forms are not returned, the classroom teacher, bilingual teacher or ENL teachers speak to the parents at dismissal for students who are picked up by a parent. If there is no reply after repeated efforts to contact the parents, a letter is sent home in homework folders with information and contact information for the ELL coordinator offering another opportunity to come in for a meeting. We also offer several parent orientations throughout the school year for parents who were unable to attend the previous meeting. ENL teachers also attend parent-teacher evening conferences to meet with parents who have not returned forms. In other cases parents may be called to remind them of this important choice. They are then offered another meeting and assistance in order to fill-out the form. Parents are offered several opportunities to come in for meetings throughout the school year.

The ELL Coordinator keeps a copy of all parent selection forms, entitlement letters distributed, by grade, in our Parent Notification Binder. We also keep two copies of the Parent Selection forms on file, one for the Parent Notification Binder and one goes in each student's cum folder. This is updated when required, and as necessary. All choices are entered into the (ELPC) screen into ATS and updated on a regular basis.

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

Our school ensures that placement parent notification letters are distributed. The ELL coordinator personally hand delivers these letters and place them in the students' home folders with a tear-off slip to say that it was received. Copies of these letters are also kept in a file at school.

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

The ELL Coordinator keeps a copy of all entitlement letters distributed, by class, in a Parent Notification Binder. We also keep one in each student's cum folder. All choices are entered onto ATS into the ELPC screen and is updated when needed on a regular basis.

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.

The steps taken annually to evaluate ELLs using the NYSESLAT exam are as follows: Students who are entitled to ENL services as per the NYSITELL or the previous NYSESLAT exam (according to the ATS reports: RLAT and REXH) will then be evaluated in the Spring of each school year using the NYSESLAT exam, which contains all four modalities: Listening, Speaking, Reading and Writing. We ensure that every child eligible to be tested is tested by reviewing the RLER, which is the NYSESLAT Eligibility Report from ATS. We also review the RLAT and REXH, Exam History Reports in order to double check that no mistakes are made and all students are identified for testing. This test is then administered by the certified ENL teachers and the bilingual teacher in our building. The Speaking

component is given to the students one on one, and according to the NYC Testing Calendar and NYS Teacher Directions. Individual score sheets are kept for each student.

Each section of the NYSESLAT (Listening, Reading and Writing, DAY 1, Day 2, and Day 3) is also given as per the NYC Testing Calendar and pacing schedule. All directions, time limitations, and security procedures are adhered to as per the instructions. Students are tested in small groups, by grade, in appropriate testing locations. We ensure that each eligible student has a grid for all appropriate parts of the test. The results of this test will determine eligibility for the following school year. Students who score Commanding/Proficient will continue to receive ENL support for an additional 2 years for 90 minutes a week. As previously stated, all directions, time limitations, and security procedures are adhered to as per the instructions. The results of this test will be studied and determine eligibility for the following school year.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At P.S. 343, the ELL Coordinator distributes the individual letters in the parents' preferred language to the students and the students place them directly into their Home Folders as they receive them. Copies of letters sent out are kept on file in the ELL Coordinator's office.
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).

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

As a school in its second year, we do not have long-term trends in data. We opened the school last year with a TBE (Spanish) program after 23 parents requested this program. All other ENL parents requested ENL support services. After reviewing the Parent Survey and Program Selection forms in the Spring of 2015, they indicate that parents of Spanish-speaking students, who are also new to the country have been requesting a Spanish bilingual class placement for their child in first grade. Parents of students who attended universal Pre-K and/or were born in the United States, mostly request a monolingual class placement with ESL support services. Approximately 1/3 of the parents request a bilingual placement, the other 2/3 (parents) request ENL services.

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.
 - a. Integrated ENL instruction is delivered through the Push-In and Pullout model. Integrated ENL instruction is provided using a co-teaching model between the classroom teacher and ENL teacher during reading workshop, writing workshop, shared reading, Foundations Phonics, read alouds, or a concentration in the content areas of math, science and social studies using ENL methodology and/or technology. In addition to the co-teaching model, the ENL teacher provides small group targeted instruction based on student needs using the Pullout model. ELL students are grouped heterogeneously with mixed English language proficiency levels in all Kindergarten and first grade classes including the bilingual class. The push-in model fosters collaborative team teaching for integrated ENL instruction in a heterogeneous group organized by grade. 180 minutes of Standalone ENL services is provided to ELLs at the Entering level in Kindergarten by a certified ENL teacher using the pullout model. 90 minutes of Standalone ENL services is provided to students at the Emerging level in Kindergarten by a certified ENL teacher using the pullout model. In first grade, a dual certified teacher provides the required minutes of standalone ENL instruction to Entering and Emerging students.

b. TBE program. *If applicable.*

The Children's Lab School currently has 2 ENL teachers and one bilingual teacher which both meet the mandated times and needs for our ELL population. Under CR-Part 154, 180 minutes of integrated ENL instruction per week is required for all ELLs at the Entering and Emerging levels of English language proficiency and 180 minutes of standalone ENL instruction per week is required for ELLs at the Entereing level. Students at the Emerging level receive 90 minutes of Standalone ENL instruction per week.

c. DL program. *If applicable.*

N/A

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)?

Launching in 2015-2016 school year in all grades (K through 6) as per part 154 requirements:

- Beginner/Entering level students receive 180 minutes standalone ENL plus 180 minutes integrated ENL/ELA for a total of 360 minutes.
- Low Intermediate/Emerging students receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL or any other content area.
- Intermediate/Transitioning students receive 90 minutes of integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.
- Advanced/Expanding Students receive 180 minutes of integrated ENL/ELA or other content area instruction.
- Proficient/Commanding students receive 90 minutes of integrated ENL/ELA or ENL/other content area instruction.

The requisite minutes are broken down into 8-45 minute periods, per class, per week for Entering and Emerging ELLs. Entering and Emerging ELLs also receive 180 minutes of Standalone ENL instruction. Transitioning and Expanding students are serviced in 4-45 minute periods, per class, per week.

The ENL teacher works collaboratively with classroom teachers to provides 5 periods of instruction daily including the content areas of math, science and social studies to 4 Kindergarten classes and 2 first grade classes.

Bilingual instruction is delivered in a TBE program in first grade. Native language and transferring of content area knowledge is supported through the use of native language books and dictionaries.

Our staff is organized appropriately through proper school scheduling. There is communication between the administration, classroom teachers, prep teachers, other service providers, and ENL teachers ensuring that all programs are given their mandated amount of time, and no conflicts are made. Generally, scheduling meetings are held at the start of each new year where all information is collected ensuring proper scheduling for all classes. This also ensures that classroom teachers and ENL teachers have the chance to coordinate both scheduling and instruction together. Teachers discuss scheduling to be sure that there are no conflicts during the time that ENL services are delivered.

We assure that the mandated number of instructional minutes are provided according to proficiency levels in each program by carefully aligning the teacher schedules with the schedules of the teachers into whose classes the teachers are pushing. Scheduling conflicts are avoided through collaboration with related service providers who also work with the ELL student population (i.e. speech services, SETSS, etc.). Our program is a push-in/co-teach model aligned with New York State Standards with a minimal amount of pull-out instruction when necessary. Students enjoy maximum involvement in classroom activities as well as the support they need through ENL methodologies and differentiated instruction. Scaffolding, differentiation, and modeling are used on a regular basis. There are 3 licensed/certified teachers serving the ELL population (one teachers for push-in services, one teacher who is a classroom teacher holding a TESOL licenses and a bilingual teacher.

a. Explicit ENL is delivered in the ENL program through planning, cooperation, and communication between the ENL and classroom teachers. ENL and classroom teachers of ELL students have the same lunch period and meet at least once per week or communicate regularly via email in order to compare data, share ideas and plan for instruction. Reading and writing instruction is provided using the workshop model. Language development is encouraged by the classroom teacher and the ENL teacher through this collaborative planning and instruction. Together the teachers establish a low anxiety environment with comprehensible input, opportunities for the ELL learner to

work in cooperative groups, to interact with peers and awareness of the stages of language acquisition. Small groups targeting similar needs and levels, and differentiation of instruction is used on a daily basis. Scaffolding activities encourage students to achieve greater language proficiency through modeling language, providing high interest activities and pairing with a buddy to foster language development and risk taking.

A wide variety of assessment is used to assess development across the four modalities and to drive further instruction within the Zone of Proximal Development through social interaction and academic content-based activities. Assessment drives instruction. Informal assessments include portfolios, teacher observation, and teacher/student conferencing. Formal assessments include NYSITELL, NYSESLAT, as well as Performance tasks in ELA and Math. Student needs are assessed and adjusted accordingly based on their performance. We engage our students in a wide variety of activities to support second language development on a daily basis. We support our students with strong visuals, demonstrations, and shared experiences. Our ELL students listen, speak, read and write while striving for high standards and enhancing their success. In short, P.S. 343 teachers target each student's special need and work with these students on a regular basis in order to build academic and language proficiency.

Instruction is developed to meet the specific needs of our ELL population. Students receive additional support through our differentiated instruction and small, leveled groups. There are several implications for the school's LAP and instruction. Professional development in ESL strategies/methodologies provided to staff on a regular basis. Content-based Vocabulary (domain specific) is emphasized in all grade levels.

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.

Second language development is fostered by utilizing content specific materials to address the conventions of standard English, knowledge of the English language and vocabulary acquisition, which are all a part of the NYS Common Core Language Standards. Across the content areas, the ENL and Bilingual teachers make use of varied instructional approaches to enrich language development. Manipulatives and Realia are used on a regular basis. Total Physical Response along with songs are emphasized in the early childhood grades. The use of technology (Promethean Boards, Elmos), audiovisual equipment, and hands-on learning is encouraged. ELL students engage in activities across the content areas which focus on all four modalities of the ESL and Bilingual classroom (listening, speaking, reading, and writing). Content area instruction is delivered in ENL and Bilingual classrooms with an emphasis placed on academic language, specialized vocabulary, grammar and comprehension of fiction and nonfiction texts.

The bilingual, ENL, and classroom teachers of ELLs work with small groups of students based on their academic and linguistic needs. TPR, visuals, explicit modeling, manipulatives, speaking prompts, sentence frames, thinking maps, and graphic organizers are some of the supports utilized to scaffold language development. In addition, ELLs are encouraged to deconstruct/reconstruct "juicy" complex sentences, word play, utilize Tier 2 and Tier 3 words via read alouds and oral repetition during shared reading. The LEA (Language Experience Approach) is also utilized to match the written word and spoken word in order to foster second language development.

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

In the TBE program, authentic literature in both English and Spanish are used for literacy instruction. For Math, the TBE program uses TERC Investigations with materials translated into Spanish. In social studies, teachers design their own units of instruction and create their own materials. Materials in the TBE program are translated into Spanish by the teacher. In Science, we use the FOSS science kits with hands-on explorations. Materials are translated into Spanish for the TBE program.

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

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

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

Reading

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

year.

Writing

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

Listening

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

Speaking

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

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- a. There are no SIFE students at this time

b& c.

In order to meet the needs of newcomers, P.S. 343Q has taken a series of actions. ELL students who are considered to be newcomers get differentiated instruction with a strong emphasis on methodologies to increase BICS and CALP vocabulary, spelling, grammar, and critical thinking skills. They also have access to technology with the RAZ Kids program. This includes

a. These students are grouped together to allow for more individualized attention from both the classroom teachers and ENL teachers. In addition, students are acclimated to life in the USA during expeditionary trips outside of the building and through developing social skills by speaking with teachers and peers.

Both the classroom teacher and ENL teacher work collaboratively to incorporate as much language as possible into the classroom environment. Vocabulary, word walls and charts are used within every lesson. Students receive explicit vocabulary instruction through activities such as text talk. Students work in small groups, especially during reading and writing to ensure their areas of need are met. ENL teachers provide extra assistance using graphic organizers and specialized differentiated worksheets to target specific skills. There is test prep given using Ready NY CCLS practice books to the upper grades by modeling and scaffolding testing strategies, as well as the correct way to t In the two months prior to state testing, all students are involved in Test Prep Seminars which are given by our teachers within their classrooms. These seminars use visuals which help the ELL students greatly. At times, the ELL teachers may also pull small groups out of the classroom in order to teach or model a language skill of particular difficulty. There is also test prep practice offered within the extended day block for these

The school social worker is available to assist students having difficulty adjusting to the New York City educational system and the demands of participating in their new educational environment.

Parents are an essential ingredient in the success of all students, especially those who are new to an English language school system. In order to assist the parents with helping their children to succeed, P.S. 343 employs a full-time bilingual Spanish Parent Coordinator. The parent coordinator, the social worker and teachers hold parent meetings and

various workshops throughout the year where they may learn about the Common Core Curriculum, standards, assessments, and how to help their children at home. These workshops provide parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education of their children at home. Parents will be coached in Math strategies and problem solving. Parents will also become familiar with the new CCL ESL Learning Standards and the NYSESLAT. They will also become familiar with the ELA Performance Standards. Our staff will continuously work to involve parents further in their children's academic success. All teachers continue to work to improve communication with the families of our ELL students. Flyers for all parent activities are posted on our bulletin board in the lobby on the main floor and sent home in several languages.

P.S.343Q uses the services of translators with the ability to prepare written correspondence to go out to the parents of the various language groups as well as to be available to translate the written responses from the parents. This goes a great way in empowering the parents of the school community to express themselves in their native tongue and foster a greater understanding between the school, teachers, and parents in order to ease the transition for their newly arrived student children. We brought parents and students of early registered Kindergarten students in before the start of school in September for evaluation and to discuss our programs with parents in a one-on-one environment. Parents were able to meet relevant staff and engage in discussion and ask any questions. We also always encourage parents to attend ELL parent conferences offered by the Department of Education.

As previously stated, within the classroom, teachers will be employing ENL methodologies with all ELL students. For newly arrived students, teachers can pair the student with a buddy who speaks the student's first language in order to provide assistance as needed. A title III program will become available for ELL students. Newcomer groups could be formed to provide basic vocabulary and communication skills. Since the educational environment and individual situation for each student is different it is helpful to gather as much information as possible about the educational level of new students through formal and informal assessments to determine the educational level.

Picture dictionaries, along with picture collections provide basic vocabulary development for newcomers. P.S.343Q has computers in all the classrooms.

d. There are no long term ELLs at this time.

e. Commanding students are serviced by ENL teachers for 90 minutes a week as per the CR-Part 154.2. They will have direct instruction activities to support language development. They will also be offered the opportunity to participate in the Title III Program for ELLs. They will be invited to partake in any of the activities offered to ELLs. Monitoring of their progress and providing the monolingual teachers with support through professional development opportunities will also help these students as they continue learning English in a supportive environment. All former ELLs who achieved a level of proficiency within the last two years receive the same testing modifications as ELLs for in class assessments. We ensure that all former ELLs receive all ELL testing accommodations for two years after they exit the program. Former ELLs participate in the ENL programs these students remain in the ENL classes as transitional students for up to two years. These students also receive continued support and communication with their ENL teacher. NYSESLAT scores are shared with the classroom teachers in order to enable them to tailor instruction to the needs of former ELL students. Staff development and ENL instructional strategies are shared with all teachers on each grade level, not just teachers with ELL students. This approach ensures that all teachers who have former ELL students in their classes are versed in the approaches which are successful with students from other than English language backgrounds.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with th parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent, , and/or student in the parent's preferred language within 10 school 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?

- Beginner/Entering level SWD students receive 180 minutes standalone ENL plus 180 minutes integrated ENL/ELA for a total of 360 minutes.
 - Low Intermediate/Emerging SWD students receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL or any other content area.
 - Intermediate/Transitioning SWD students receive 90 minutes of integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.
 - Advanced/Expanding SWD Students receive 180 minutes of integrated ENL/ELA or other content area instruction.
 - Proficient/Commanding SWD students receive 90 minutes of integrated ENL/ELA or ENL/other content area instruction.

ELL students with disabilities whose IEP recommends ENL or bilingual instruction are provided with the appropriate instructional strategies and setting as per the IEP recommendations and goals. These students are part of small-group instruction on a daily basis which helps them to focus more easily. Because of their learning disabilities, these students require a small group. This small group setting allows these students more “talk-time” and “question-time.” This also allows the teachers to assess if the students are completing their “next steps” on a regular basis. Leveled classroom libraries, varied computer programs such as RAZ KIds and Brain Pop focus on all four modalities: listening, speaking, reading, and writing.

Students are also provided with all grade-level books for all content based subjects (Science, Social Studies, Math). Many language-based activities are done within the school and within the classroom. All these activities, plus the differentiated instruction help to accelerate English language development. These students may also be given one-on-one instruction which assures that they are completing their tasks in class and helps to scaffold what they have trouble understanding. This one-on-one time also helps them achieve their IEP goals.

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?

- P.S. 343 has ELL students with special needs in I.C.T (Integrated Co-teaching) settings. Flexible programming at our school ensures that ELL-SWDs experience maximum time spent with non-disabled peers. All students participate in school-wide events together and common grades attend class trips together. All students heterogeneously participate in schoolwide activities and perform in shows together, such as the Winter and Spring Celebrations of Learning.
 - ELL-SWDs receive the same mandated minutes of ENL services as students in the general education environment
 - Beginner/Entering level students receive 180 minutes standalone ENL plus 180 minutes integrated ENL/ELA for a total of 360 minutes.
 - Low Intermediate/Emerging students receive 90 minutes standalone ENL, 180 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL or any other content area.
 - Intermediate/Transitioning students receive 90 minutes of integrated ENL/ELA instruction plus 90 minutes standalone or integrated ENL or any other content area.
 - Advanced/Expanding Students receive 180 minutes of integrated ENL/ELA or other content area instruction.
 - Proficient/Commanding students receive 90 minutes of integrated ENL/ELA or ENL/other content area instruction.

Currently, ELL students with special needs are serviced through the push-in and pull-out model. Using both program models ensure time (and group size) mandates are met. In this case, the group size would not exceed 12 students in order to fulfill the mandates of the student’s IEP. Instruction is developed pertaining to the matters of grouping, teaching methodology, testing accommodations and assessment, through the information provided on the student’s IEP.

Flexible programming at our school ensures that ELL-SWDs experience maximum time spent with non-disabled peers. All students participate in school wide events together, common grades attend class trips together, and school wide activities. General Ed ELL students and ELL-SWDs also work on projects together and participate in hands on investigation activities in both math and science. All students heterogeneously participate in extra-curricular activities and perform in shows together, such as Winter and Spring School Performances.

ELL students who are classified as Special Education or have been referred to the CSE are provided with small group instruction within their classroom setting. These small groups allow these students to focus, as well as have more attention. These groups also keep them more engaged in the strategy being worked on, as they can share their ideas and ask questions more often. The students can conference on a similar skill within that small group and are given more time to participate. Brain Pop Junior and RAZ kids are used in the ELA content areas as described.

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.

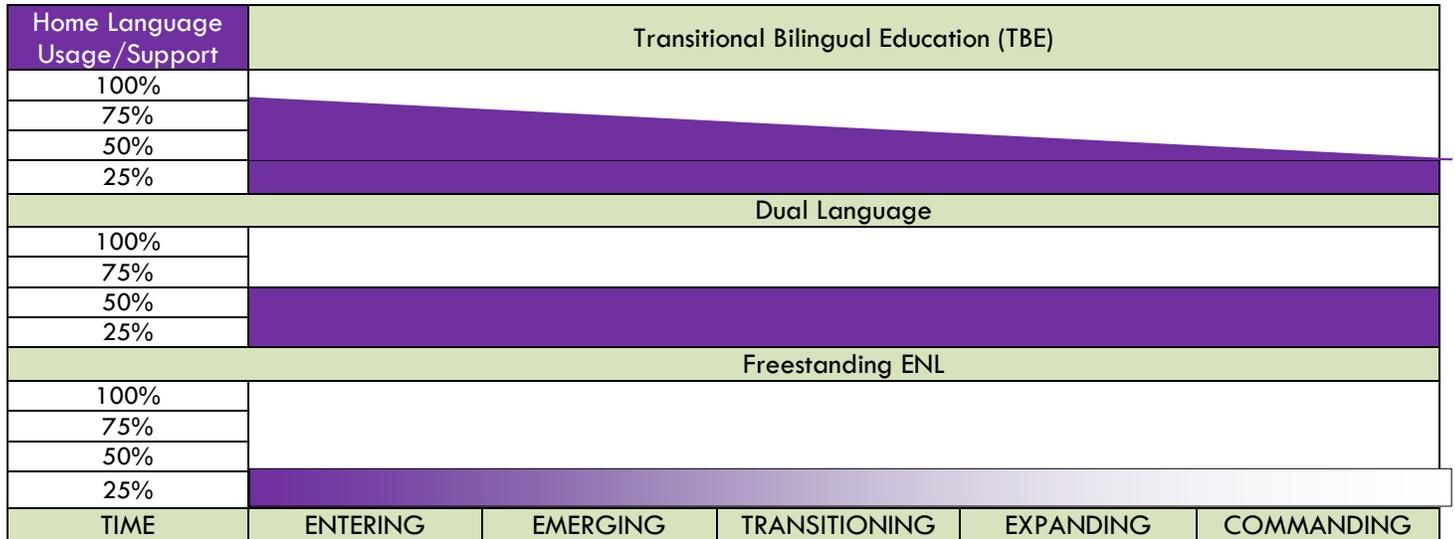


*Note “other approved services” does not apply to New York City at this time.

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. The ENL teacher and classroom teachers provide small group instruction as a form of intervention to students in need.

Our teachers offer intervention services to these children throughout the year, focusing on each child's specific area of need. Small group instruction is done throughout the school day in very small groups. There will be an after-school Title III program which will use both formal and informal assessments to group the students. The focus will be to strengthen language skills in the 4 modalities while reinforcing content. We are in the process of planning the program and more information will be available at a later time.

Intervention Services for ELLs throughout the school year focus on each ELL's specific areas of strengths and weaknesses. The data for targeting the student's strengths and weaknesses are gathered from NYSESLAT, class assessments, MOSL performance tasks in both ELA and Math. Teachers communicate with parents and any other staff member who is involved in the students' academic success. This is accomplished, in part, during weekly Teacher Team Meetings and Inquiry. Teams are comprised of teachers who teach the same grade and subject. During these meetings student work is reviewed, analyzed and evaluated. This enables teachers to share scaffolds, best practices, and plan for effective ways to address students' individual strengths, weaknesses and educational needs. ENL teachers also participate in these meetings to address language-related instructional issues as well as issues that relate to the individual needs of students receiving ENL instruction and various ways to scaffold and differentiate instruction. During these meetings recommendations are made for SETTTS and other related services for ELLs with IEPs. Targeted instruction in science and social studies is provided through small group instruction in the classroom.

These interventions include:

- o Small Group Instruction or conferencing
 - o Individual Conferencing
 - o Scaffolded Instruction
 - o After School Title III program
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- P.S. 343 utilizes a push-in and pullout model to provide ENL instruction to ELL students. These models are effective in providing for the linguistic needs of the students while reinforcing the teaching of Common Core and content area instruction. ENL specialists work in collaboration with classroom teachers to design instruction that is appropriate and comprehensible to ELL students at all levels while maintaining rigorous instructional standards in common core and content area instruction. During push-in instruction, the ENL specialists work in groups with ELL students to reinforce language development through providing content area instruction at an appropriate linguistic level while avoiding reducing the instructional level of the content area instruction. ENL specialists provide Common Core and content area instruction which the students can understand and benefit from at an accessible linguistic level. This approach is highly effective in raising the linguistic levels of the ELL students while simultaneously providing the highest level academic instruction in Common Core and content areas, including literacy, math, science and social studies.
- All teachers receive lists indicating which of their students are ELLs from Ms. Crawford, our certified ENL teacher.
- All students are assessed using both benchmark assessments (Fountas & Pinnell running records for reading and NYC Performance Tasks for math) three times per year. Students are also assessed using curriculum-based assessments at the end of every unit of study in all content areas including Science and Social Studies. Teachers review data at the beginning and end of every unit (approximately 4-6 weeks depending on the unit)
12. What new programs or improvements will be considered for the upcoming school year?
- The program that may be considered for the upcoming school year (depending on Title III budget) is an After-School program to target ELLs who have difficulty obtaining proficiency on the Reading or Writing portion of the NYSESLAT. An improvement we are trying to make is to use even more data-driven instruction than ever before. We will do this by analyzing all four modalities of the NYSESLAT and target student weaknesses based on the data.
13. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The Children's Lab School instructional vision is expressed in our motto "ground and sky." We believe that every child deserves an education that provides a solid grounding in core academic skills and gives them the opportunity to develop their imaginations and creativity. The goal is to provide English Language Learners and their English-speaking peers the visual and tactile experiences that give rise to rich language and rigorous inquiry. As a vehicle to attaining this goal, our school plans on attaining a 6 week

science program called Invent A Wheel this year with City College. Invent A Wheel has provided English Language Learners attending Title I public schools with a sensory-rich visual media curricula and instruction that encourages students' self-expression and builds their skills to scaffold language development. This 6 week unit develops energy concepts through children's attempts to get something to slide, and eventually, roll down a ramp and in the end create a car. The key concepts are gravitational energy and friction. Students draw and write about their cars – first by showing the assembled car with parts labeled, and then by creating a How-to Book explaining how to make one. At the end of the unit, students improve on their designs, mechanically and esthetically, and in the final lesson present their cars to an audience. The activities embedded in this unit reinforce second language development and academic language through:

P r o d u c t i o n a n d D i s t r i b u t i o n o f w r i t i n g R e s e a r c h i n g t o B u i l d a n d P r e s e n t K n o w l e d g e D e m o n s t r a t i n g c o m m a n d o f t h e c o n v e n t i o n s o f s t a n d a r d E n g l i s h i s h g r a m m a r a n d

usage when writing or speaking.

D e m o n s t r a t i n g o r c l a r i f y i n g t h e m e a n i n g o f u n k n o w n a n d m u l t i p l e - m e a n i n g w o r d s

and phrases

Sequential lessons and multi-step procedures help to develop higher level thinking skills and take literacy beyond vocabulary development, such as audience and the purpose of communication. The focus of this unit is to combine our inquiry-based approach to instruction with science, technology and engineering. The program will consist of weekly classes jointly taught by the kindergarten classroom teacher and ENL teacher. The director of engineering and science from The City College which is the program facilitator will visit classrooms to support teachers with instruction. All teachers will participate in PD sessions. Additional planning time will be incorporated into our weekly Tuesday PD sessions. A parent workshop will be provided and student work will be presented at the parent showcase in February.

This year the Children's Lab School will begin a Title III supplemental after-school program to target ELLs who have difficulty obtaining proficiency on the Reading or Writing portion of the NYSESLAT. We will do this by analyzing all four modalities of the NYSESLAT and target student weaknesses based on the data. ELL students are invited to participate in all programs through letters sent home to parents in their preferred languages.

All ELL students are afforded equal access to all school programs. ELL students are included in every school program, including Art, Physical Education and Music. This is ensured by every class being scheduled equally on the school's prep schedule. Every class also has the opportunity to participate in every school activity and special event equally. Some of these activities include the Winter and Spring Celebration of Learning and Field Trips.

If any ELL student should require Speech, SETTS, Special Education, Occupational Therapy or Physical Therapy, the service is offered and provided to them as required.

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.

Visual aids, Promethean Boards, charts, CDs, videos, document cameras, computer programs and Flipcharts are incorporated into the instructional day. They reinforce student learning through the different modalities: Visual, auditory, kinesthetic and tactile. These methods increase background knowledge, auditory perception, reading ability, decoding and comprehension. We have an extensive library of children's literature in Spanish and in combined books Spanish and English. Other curricular materials are translated by the teachers. Entering and Emerging ELLs are provided with additional visual supports to increase their access to the learning.

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

Native language support is utilized in the ENL and bilingual program in order to facilitate meaning and activate prior knowledge. The ENL push-in teacher and most classroom teachers are bilingual and provide native language support in Spanish during instruction through clarification of concepts and key vocabulary in English and in the native language. A Spanish Home Language Library is accessible in the bilingual classroom. New students are also paired up with a buddy that speaks their home language to give them social support, which in turn makes them more comfortable academically.

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

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

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

19. What language electives are offered to ELLs?

Not applicable.

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)?

Not applicable.

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.)
In this school year, P.S. 343 will hold professional staff development workshops geared toward teachers with ELL students in their classes. This includes both general education and special education teachers of ELLs. Staff development will be conducted by the ELL Coordinator as well as the Department of Education staff developers. Workshop topics specifically geared toward the ENL program may include: Unpacking NYSESLAT and Using NYSESLAT Test Results to Drive Instruction. ENL teachers will participate in Webinars and a few professional development opportunities offered through the Office of English Learners. Teachers of ELLs will be invited to participate in a variety of workshops offered by the Department of Education, which will be determined at a later time.

In addition to teaching staff, our speech therapist is working closely with our ENL teacher to provide coordinated language services to our ELLs with IEPs. She is attending additional PD workshops in Wilson Foundations phonics program which is proving to be a highly effective program for our ELLs.

Our paraprofessionals attend our regularly-scheduled PD sessions on Tuesday afternoons along with our teachers. Our parent coordinator and school secretary attend training sessions offered by the Borough Field Support Center.

We do not have the following staff at this time: assistant principal, psychologist, occupational or physical therapists.
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 staff including the ESL and bilingual teachers attend schoolwide professional development focused on planning and preparation using the common core learning standards. The focus this year for ELL Staff Development is to create a professional learning community centered in supporting ELLs as they engage and negotiate meaning with the Common Core Learning Standards. The program facilitator from The City College Invent a Wheel Science Program will offer professional development to teachers which will assist in implementing and instruction of the 6 week unit. Specific workshop topics that will be offered to staff will be determined at a future time by the PD Committee.

Also the ELL Coordinator/ ENL teachers and Bilingual teachers plan on attending upcoming professional development opportunities held by the Office of English Language Learners focusing on the continued alignment of the 2016 NYSESLAT exam with the common core learning standards. Information that is gained from these workshops is then shared with classroom teachers and ELL personnel as a means of building their professional capacity to work with ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Not applicable at this time.
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.

There is ongoing ENL training for all staff members here at P.S. 343. This training exceeds the minimum hours required. Staff may be given various workshops on the two designated Professional Development days at the start of the school year, Election Day and on designated staff development days that include many varying topics that would help them with their ELL students. Workshop topics will be determined in the near future by the professional development committee. Staff will also receive training during Tuesday Conferences, as well as during the school day in the form of Intervisitations and during common preps. In the past, various staff members have attended various workshops offered by the (DELLS) Office of English Language Learners. We will continue to check the OELL website and sign up for workshops that we feel will be helpful. Staff members continue to attend workshops offered by the UFT as well. In addition, staff developers from the CFN visit our school and offer ENL workshops that involve many staff members, including ELL teachers. Records of all workshops are maintained in the form of sign-in sheets, agendas, and certificates of attendance given to the teachers upon request. We keep copies on file.

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 ENL Teachers in collaboration with the Parent Coordinator and Language Proficiency Team (LPT) will work together to make provisions for interpretations and translations, both oral and written, of all pertinent information. Individual meetings will be held to discuss the goals and progress of ELL students. ENL teachers will utilize Monday afternoons to contact parents during parent engagement time. Records of these meetings will be kept in a log by individual teachers. They will include date, time, and information discussed. Translators will be used as necessary. Staff translators include the ENL teacher, parent coordinator, paras, and the bilingual subject area teachers.

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.

Parental outreach is accommodated in various ways. Teachers conduct individual meetings with parents. The Parent Coordinator and the bilingual social worker have one on one meetings with parents as well. Parents are offered opportunities to attend meetings, workshops and schoolwide activities to expand parent involvement. This is achieved through in person meetings during the allotted parent engagement period phone calls, translated letters and direct emails. Records are kept in student cumulative folders and on parent engagement logs.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parent involvement at P.S. 343 is ongoing and conducted in cooperation with the parent coordinator. Parents are included and invited to many activities, workshops, and meetings held here at our school. This, of course, includes the parents of ELLs.

Parents of newly enrolled Kindergartners were invited to bring their children for assessment in June as well as to meet with ENL staff to discuss our program and to have an opportunity to ask questions in a one-on-one setting. Parents are given an opportunity to "Meet and Greet" the teachers at a parent orientation for all grade levels at the start of the school year. This includes meeting with all service providers and enrichment teachers who explain their programs and share information with all parents. Throughout the school year, we offer workshops to all parents that include many subject areas, such as: Math, ENL, Reading and Writing just to name a few. The parents association will sponsor a Halloween Parade at the school on October 30. Parents are invited to the Winter and Spring Celebrations of Learning. We will also host an International Dinner in December where families will make meals for the school to enjoy and create a school recipe book.

There are also monthly parent workshops offered to the families by the social worker on a variety of topics which include: Transitioning from Pre-K to K, and How to help parents manage child behavior at home. The physical education teacher will host a workshop this November dealing with Nutrition and Exercise.

Our parent coordinator speaks both English and Spanish. She speaks to parents of ELLs on a daily basis, addressing their questions and concerns and encourages them to participating in school events. She also provides both translation and interpretation services. Translation and interpretation in languages other than Spanish are provided through the DOE Translation and Interpretation unit. We have purchased interpretation equipment and offer simultaneous interpretation at all public events.

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

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

The School social worker also refers parents in need to a wide variety of resources within the community such as Catholic Charities, The Bleuler Psychotherapy Center, Steinway Child and Family Center and the YMCA.

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

The Administration, staff and parent coordinator at P.S. 343Q evaluate the needs of parents through many channels. Parents are given both formal and informal surveys on an ongoing basis. On Parent Teacher visitation days, parents are offered opportunities to fill out surveys in order to be a voice about things at P.S. 58. They are given the opportunity to share their ideas and suggestions at meetings and conferences, which are then noted for further evaluation. Parents also participate in filling out the NYC Parent Surveys. We then assess all data collected. After reviewing all parent surveys, we then set up workshops or meetings to meet their needs. We also address concerns at PTA meetings and SLT meetings. We provide translation services at these meetings if needed.

Parents' needs are met based on all the data collected.

Our Parent Coordinator ensures that all parents are included and involved in all school activities and that all parents receive information and notifications in a wide variety of languages. She is also available for meetings to support and evaluate the needs of all parents, including the parents of ELLs. Parents may then give feedback based on what is offered to them. Our Parent Coordinator also assists with collecting and analyzing the Parent Surveys, which also helps greatly in evaluating the needs of parents.

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

According to the results of the informal "Family Survey", the school social worker and parent coordinator will use the information to tailor workshops to best assist the parents' needs. Parents are also actively involved in the school. Parents are involved in shows, class celebrations, and ceremonies making it possible for parents to participate in the success and growth of their children on a regular basis. Parents volunteer in the classroom and for off site school trips. These events encourage parents to meet and socialize with each other as well as teachers helping to develop a supportive academic community and a school family environment. The cultural activities such as the International Dinner make it possible for parents to meet and socialize with parents from different cultures, as well as the teachers, which help to develop a friendly, cooperative, school "family" environment. We have purchased interpretation equipment and offer simultaneous interpretation at all public events. All documents sent to families are translated into their preferred languages. Our school website has a Google Translate functionality so that all website copy can be read in the parents' preferred languages.

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:

School Name: The Children's Lab School

School DBN: 24Q343

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)
Brooke Barr	Principal		
N/A	Assistant Principal		
Clara Oza	Parent Coordinator		
Melissa Crawford	ENL/Bilingual Teacher		
Ann Beirne	Parent		
L. Palaguachi/ Bil Teacher	Teacher/Subject Area		
Monika Stangel/SETSS Teacher	Teacher/Subject Area		
	Coach		
	Coach		
C. Nudo/ Bil Social Worker	School Counselor		
Madeline Chan	Superintendent		
Leisengang Giuvela	Borough Field Support Center Staff Member		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q343** School Name: **The Children's Lab School**
Superintendent: **M. Chan**

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.learnedoe.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.

P.S. 343Q is committed to providing all students with the maximum opportunity to learn and achieve academic success. Therefore, it is essential to encourage parents to become involved through effective communication between our school and the families of our students. In order to make effective communication possible between our school and the families of our students, data from our Adult Preferred Language Report (RAPL) is utilized to determine our school's written translation and oral interpretation needs. In addition, the emergency contact cards which are filled out by parents, request that they identify the language they prefer for written and oral communication from the school. Their language communication preference is kept on file at our school. The Home Language Survey (HLIS), which is filled out by parents during registration is also used to identify oral and written language preference when communicating with our school. According to the (RAPL) report, about 33% of the families enrolled in our school prefer oral and or written communication in Spanish therefore, all correspondence sent home to families are translated into Spanish. In order to communicate with families in Bengali, Urdu or Hindi, our paraprofessional is sought after to communicate with families in these languages when the need arises. The Translation and Interpretation Unit Services is also utilized for written and spoken translation for lower incidence languages when the need arises.

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 Children's Lab School has a current population of 213 students with a variety of home languages. According to the Home Language Report (RHLLA) the family home languages breakdown consists of: 31 % English, 42% Spanish, 7% Bengali, 7% Nepali, 4% Tibetan, and 9% a variety of other languages such as Urdu, Hindi, Burmese, Dzongkha, Turkish, Ukrainian, Romanian and Thai . According to the (RAPL) report, about 54% of our families prefer both written and oral communication in English. About 33% of the families enrolled in our school prefer oral and or written communication in Spanish therefore, all correspondence sent home to families are translated into Spanish.

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.)

Our school typically disseminates the following translated documents throughout the year:

- Family Handbooks in Spanish, Urdu and Bengali (October)
- Monthly Newsletters to families of student in grades Pre-K, K and 1
- General Overview of Student Curriculum distributed at at meet the staff night in September
- Flyers regarding Parent Teacher Conferences (November, March, and May)
- Principal Newsletter to families (4 times per school year)
- Monthly Parent Workshop Announcements hosted by a variety of staff members
- Parent Association Communications
- Communication with families of English Language Learners offering information, workshops and test dates for NYSESLAT (March, April, and May)

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.

Throughout the year our school hosts the following variety of face-to face meetings with parents, teachers, and administrators:

- September Meet the Staff Evening
- Parent Teacher Conferences (November, March and May)
- Monthly Parent Workshops on a variety of topics
- Social worker outreach to families as needed
- Weekly Teacher/ Parent meetings on Mondays during Family Engagement Time

- Mandated I.E.P. Meetings
- ELL Orientation Meetings (Ongoing throughout the school year)

Anticipated interactions from staff to parents may also include:

- Registration, application and selection
- Standards and performance
- Conduct and discipline
- Safety and health
- Special education and related services
- Transfer and discharge
- Legal or disciplinary matters

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.

In order to meet the needs of our students and parents as identified in Part B, all school communications will be sent home in English and Spanish. Written translation is provided in-house by a school staff member or by the DOE Translation Unit or outside vendor. The school will provide timely translations and distribution of important communication in both Spanish and English. To ensure that materials are translated in a timely manner, in-house staff will translate all English materials to be sent home in Spanish. Both the English and Spanish document will be sent home at the same time with all students. A folder will be maintained of all translated materials and will be reviewed by the Principal to ensure materials are distributed in a timely manner. For our students and parents who speak/read a language other than English and Spanish, we will offer translation services for all documents by sending out written documents to the Translation and Interpretation Unit for translation ahead of time.

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.

To ensure that materials are translated in a timely manner, in-house staff will translate all English materials to be sent home in the two most prevailing second languages at our school: Spanish and Bengali. We actively seek out staff members who speak foreign languages to use as a building resource. The DOE Translation Unit hot line is always a resource in our office to provide on-demand verbal translation support.

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.)

Training of T&I to school staff is critical to compliance of Chancellor's Regulation A-663.

A copy of the flyer with the phone number of the Translation and Interpretation Unit is placed in staff mailboxes to encourage use of this valuable communication service. Our school also provides teachers and staff with the RAPL (Adult Preferred Language Report) in ATS so that they are aware of parents' preferred home language. Teachers are also instructed on how to use Home Language Surveys and Student Emergency Contact cards in the student's cumulative folder to identify first language. The Language ID guide serves to explain OTELE codes.

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

The Children's Lab School will fulfill the Chancellor's regulations A-663 for translation and interpretation services by posting signs at the Main Entrance of the school in all languages provided by the DOE Translation and Interpretation Unit support materials. Language Access Kits available to all schools which include a multilingual welcome poster, a Language Identification Guide to help determine the language spoken by a parent, an informational brochure about the services provided by the T & I Unit, and an over-the-phone card for school staff that outlines how to obtain an interpreter. In addition, the parent coordinator will produce monthly packets of parent communications which will be translated by a combination of in house staff and T&I Unit or outside vendor.

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)

The School Survey cites that parents rated the quality of our out-reach and communications. An overwhelming 98 % of parents stated they teachers communicated regularly with them.

97% of parents agreed that school staff encourages feedback from parents

96% agreed that teachers tried to understand families problems and concerns

Should the established baseline of parent satisfaction in the area of school responses decline, we will examine all areas of parent contact including availability of Translations and Interpretations.