2018-19

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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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Children’s Lab School</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>PK – 4th</td>
</tr>
<tr>
<td>School Address:</td>
<td>45-45 42nd Street, Sunnyside NY 11104</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 361-3300</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 361-3305</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Brooke Barr</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:bbarr@schools.nyc.gov">bbarr@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Brooke Barr</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Evan Enden</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Michael Wallace</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Brooke Barr</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Jessica Cuzco</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## District Information

| Geographical 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 |

## Field Support Center (FSC)

| FSC: | Queens North |
| Executive Director: | Lawrence Pendergast |
Executive Director’s Office Address: 28-11 Queens Plaza North
Executive 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke Barr</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Evan Enden</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Michael Wallace</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Jessica Cuzco</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jina Lee</td>
<td>Member/ staff</td>
<td></td>
</tr>
<tr>
<td>Audrey Selph</td>
<td>Member/ staff</td>
<td></td>
</tr>
<tr>
<td>Ashley Fotieo</td>
<td>Member/ staff</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>------------------</td>
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<td>----------------------</td>
</tr>
<tr>
<td>Maria Bolanos</td>
<td>Member/ parent</td>
<td></td>
</tr>
<tr>
<td>Ileana Hernandez</td>
<td>Member/ parent</td>
<td></td>
</tr>
<tr>
<td>Maria Cipolla</td>
<td>Member/ parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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

<table>
<thead>
<tr>
<th><strong>Rigorous Instruction:</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our Mission</strong></td>
</tr>
<tr>
<td>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,</td>
</tr>
</tbody>
</table>
confident and compassionate learners who have the knowledge and skills necessary to thrive in middle school and beyond.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

1. The Children’s Lab School opened in September 2014 and is growing one grade per year until we are a PreK - 5th grade elementary school at full scale. We are a diverse community; 38% 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, we have students who came to us on an overflow basis from Corona and Elmhurst. We offer one full-day UPK class and three classes per grade for grades K through 4th. We also have one self-contained special education 2/3/4 bridge class. Grades K -3 each have one Integrated Co-Teaching (ICT) class; 4th grade has two ICT classes. Services for English Language Learners are offered on an ENL push-in and pull-out model.

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 instructing 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 their regular involvement in the school community and value their 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 work 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, joyful and challenging classrooms. To fulfill our commitment to authentic instruction in the arts, we have partnered with Education Through Music which provides us with a full-time certified music teacher. We have also partnered with Studio in a School and Architecture for Kids to bring in artists-in-residence for art and architectures. We also partner with Sunnyside Community Services to provide an enriching after-school program for our students that includes a range of sports, arts and STEM activities.

3. Describe any special student populations and what their specific needs are.

2. As noted above, 38% of our students are English Language Learners; our entering kindergarten students have over 10 different home languages. 20% of our students have IEPs. This includes 12 students in a special education bridge class for 2nd, 3rd, and 4th grade students.

4. Identify 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.

3. As evidenced by the results of our end-of-year assessments, we have made the most growth in rigorous instruction and effective school leadership. In addition, we have demonstrated growth in supportive environment and teacher collaboration as evidenced by our selection as a Showcase School for our practices in social/emotional learning and school culture. Our key focus areas are strengthening our math and writing instruction across the grades and supporting the needs of our ENL students.
### School Demographics and Accountability Snapshot for 24Q343

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>English Language Learner Programs (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
<td>368</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td># SETSS (Math)</td>
<td># Integrated Collaborative Teaching (Math)</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

- # Visual Arts: 18
- # Music: 18
- # Drama: 18
- # Dance: 18
- # CTE: N/A

#### School Configuration (2017-18)

- % Title I Population: 60.0%
- % Attendance Rate: 94.0%
- % Free Lunch: 74.2%
- % Limited English Proficient: 28.3%

#### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 0.3%
- % Black or African American: 30.2%
- % Hispanic or Latino: 12.8%
- % Multi-Racial: 0.8%

#### Years Principal Assigned to School (2018-19)

- 4.25

#### % of Teachers with No Valid Teaching Certificate (2015-16)

- 0%

#### % Teaching Out of Certification (2014-15)

- 6%

#### Years Principal Assigned to School (2016-17)

- 4.25

#### % of Teachers with No Valid Teaching Certificate (2016-17)

- 0%

#### % Teaching Out of Certification (2015-16)

- 6%

#### Overall NYSED Accountability Status (2018-19)

- No Recognition

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

#### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

In our 2017-18 S/CEP, we set a goal of 45% of our 3rd grade students scoring "proficient” or "advanced” on the NY State Common Core assessment. While we have not yet received our results, 52% of our 3rd grade students had reading levels at or above grade levels as assessed by Fountas & Pinnell Benchmark Reading Assessment (F&P).

1. Our strengths in this element include highly qualified, highly trained teachers, implementation of two research-based phonics programs (Wilson Fundations for K and 1st grade, Fountas and Pinnell for 2nd grade and above), and a teacher-designed balanced literacy curriculum aligned to the Common Core standards and planned using the Understanding by Design methodology. All students receive targeted reading instruction in small groups (“guided reading”) during literacy class time. In 2017-18, we supplemented this work with additional small group instruction after school as part of our Academic Intervention Services (AIS) plan. As noted in the Supportive Environment element below, we exceeded our goal of having 60% of students receiving AIS make at least one year’s growth in reading.

2. Our needs include a better understanding of the demands of the NYS ELA test. We need to ensure that our instruction aligns with the NYS Common Core standards and the newly-released Next Generation State Standards so that students can meet or exceed those standards.

Our goal for this draft of the S/CEP is that 45% of our 3rd and 4th graders will score proficient or advanced on the standardized state exams for ELA. We plan to review this goal once we have received the test scores for 2017-18 so that we can ensure that our goal is both ambitious and attainable.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 55% of 3rd grade and 4th grade students will score proficient or advanced on the ELA NY State Common Core exam.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| **Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.**
| All Kindergarten through 4th grade students | Sep. – June | All classroom teachers including ESL and special education teachers |
| **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).**
| All Kindergarten through 4th grade students | Sep. – June | All classroom teachers including ENL and special education teachers |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be invited to attend a series of workshops throughout the year on a range of academic topics. These will be offered both during the day and at evening PA meetings. Workshops will be led by the Principal, Parent...
Coordinator and classroom teachers. The series will begin with grade-level breakfasts with the Principal in October 2018. Parents will also be invited to workshops specifically focused on the demands of the NYS tests.

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.

- Professional Development for teachers in Wilson Fundations phonics, Understanding by Design unit planning, and balanced literacy curricula and strategies
- Two full-time highly qualified ENL teachers who will provide language and literacy instruction on both a push-in and pull-out basis
- Two highly qualified ENL teachers who will provide integrated ENL language and literacy instruction in one of our first grade classes and one of our third grade classes.
- Full-time highly qualified AIS/Special Education teacher who will provide small group instruction to students who require academic intervention or enrichment, including ELL’s
- Wilson Fundations and Fountas & Pinnell phonics programs
- Supplemental test practice materials, including online Performance Series assessments
- Schedules structured so that the ENL and SETSS/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.

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</table>

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.

We will assess progress towards this goal by February 28, 2018 using the Fountas and Pinnell benchmark assessment. The mid-term benchmark will be that 45% of our 3rd grade students will be reading on or above grade level. We will also use a practice exam in the format of the NYS ELA test to determine the % of students scoring proficient or advanced with an expectation that 30% will achieve scores at those levels.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Fountas and Pinnell Reading Benchmark Assessment, NYS ELA practice test

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In terms of school culture, we have demonstrated that we have established a highly supportive environment as evidenced by our 2016-17 school survey. 95% of parents say that this school offers a wide enough variety of courses, extracurricular activities, and services to keep their child interested in school (City: 91%); 99% of parents say that they are satisfied with the education their child received this year (City: 97%); 95% of teachers say that they would recommend their school to parents seeking a place for their child (City: 91%); and 97% of parents say that school staff work hard to build trusting relationships with them (City: 96%).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To deepen our support for our English Language Learners (ELLs), we intend to revise our Title III program. We believe we can do more for these students and their families. We will closely analyze the results of the Spring 2018 NYSESLAT to identify the key areas in need of improvement. We will revise our Title III after-school program to increase student interest and engagement. Our results from the 2016-17 NYSESLAT show that 41% of our ELLs moved up at least 1 level in English language development. We have set a preliminary goal of 50% of our ELLs moving up at least one level. We will revisit this goal when we receive our 2017-18 NYSESLAT results.</td>
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<thead>
<tr>
<th>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</th>
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<tbody>
<tr>
<td>3. Our policies, practices, and structures that support the whole child are embedded in our school-wide implementation of Responsive Classroom. One way we will sustain this level this year is by continuing in the citywide Showcase initiative as a Showcase School featuring our work with Responsive Classroom as our social-emotional framework.</td>
</tr>
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Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, 60% of our ENL students will move up one or more level(s) in English language development as assessed by the NYSESLAT.</td>
</tr>
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</table>
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Continued schoolwide implementation of <em>Responsive Classroom</em>, a research-based approach to creating and sustaining safe, joyful and challenging classes. New teachers will receive full four-day training; returning staff will participate in ongoing PD to ensure consistency. The school will host three citywide PD workshops as part of the Showcase School program.</td>
<td>All students</td>
<td>Training took place in July &amp; August 2018</td>
<td>All staff, including support staff, overseen by principal, AP, and two teachers selected as Showcase Fellows</td>
</tr>
<tr>
<td>ENL teachers will provide targeted instruction in reading, writing, listening and speaking on a push-in/pull out basis during the school day in accordance with CR Part 154</td>
<td>ELLs in all grades</td>
<td>September - June</td>
<td>ENL teachers</td>
</tr>
<tr>
<td>ENL teachers will work collaboratively with classroom teachers to ensure that instruction is consistent across settings. Schedules will be coordinated to allow for productive use of planning and teaching time.</td>
<td>ELLs in all grades</td>
<td>September - June</td>
<td>ENL teachers, classroom teachers, principal, asst. principal</td>
</tr>
<tr>
<td>An after-school program for ELL’s will target reading, writing, listening and speaking skills.</td>
<td>ELLs in grades 1-4</td>
<td>October - May</td>
<td>ENL teachers, classroom teachers</td>
</tr>
<tr>
<td>A Saturday Academy program will target test-taking skills</td>
<td>3rd &amp; 4th grade ELLs</td>
<td>January - May</td>
<td>ENL teachers, classroom teachers</td>
</tr>
<tr>
<td>Parents will be offered workshops in English and in other home languages on how to support their children’s language development at home.</td>
<td>ELLs and their parents</td>
<td>Sept. - April</td>
<td>ENL teachers, parent coordinator</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Parents will receive additional information regarding *Responsive Classroom* and its impact on student learning at all parent-teacher events. They will also receive information about our participation in the Showcase School program. Parents of ELL’s will also be invited to individual conferences regarding their children's English language development and the specific plans for supporting their child at school. The ENL teachers will lead workshops on the NYSESLAT and English language development. Key personnel responsible include our Showcase Fellows, Parent Coordinator, Principal, AP, and ENL teachers.
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.

- Four-day training course for new staff in Responsive Classroom
- Use of Responsive Classroom self-assessment tool as a basis for planning continuing PD for returning staff
- Aligned prep schedules so that ENL teachers can coordinate planning and instruction with classroom teachers
- Title III funds will be allocated for after-school and Saturday programs, materials to be used in those programs, bilingual materials for both students and parents and supplies for parent workshops.
- Support via ELL liaison meetings, BFSC ELL director and Office of ELL’s
- Two ENL teachers providing integrated ENL instruction
- Use of weekly PD time for inquiry work

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

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</table>

Part 5 – Progress Monitoring

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

By the end of February 2019, our ELLs in grades K-4 will demonstrate 1/2 year's growth in reading, writing, listening and speaking skills as assessed by the Universal English Language Development Rubrics and the ELL Benchmark Micro-Assessments.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Universal English Language Development Rubrics and ELL Benchmark Micro-Assessments

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
   Our strengths continue to be the commitment and professionalism our teachers bring to the work of teaching and learning. In the 2016-17 NYC School Survey, 100% of our teachers agreed or strongly agreed that "all teachers feel responsible that all students learn," "teachers design instructional programs together," and "the principal, teachers, and staff collaborate to make this school run effectively."

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   Because the school continues to grow one grade per year, teachers have focused their attention mostly on the work of their own grade. Now that we are moving into our fifth year, we have the opportunity to increase the quality and amount of time spent in professional development and planning across grades. Our focus this year continues to be improving the quality of our writing instruction. This year, we came very close to meeting our goal of 70% of students performing at or above grade level on an end-of-year writing assessment (68%); however, there were significant differences among grades: kindergarten (79%), 1st grade (83%), 2nd grade (56%), 3rd grade (54%). It is evident that as the demands of writing increase, our students need more support to develop grade-appropriate writing skills. Through vertical planning across grades, we will study and plan effective methods for teaching writing, with a particular focus on sentence structure. Students who need additional support in this area will be served by our AIS supplemental instruction program (before and after school small group tutoring).

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2019, 60% of our students in grades 2-4 will perform at or above grade level on the writing components of the NYC ELA performance task.
### Part 3a – 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:

- Evidence-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 leaners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>All students K-4</td>
<td>Oct. - Dec.</td>
<td>ENL and classroom teachers, assistant principal</td>
</tr>
<tr>
<td>Using data collected from the NYC ELA Performance Tasks, each grade team will target specific writing skills that students have not yet demonstrated proficiency. These skill gaps will be addressed in small group writing conferences differentiated to students' needs.</td>
<td>All students K-4</td>
<td>Oct. - April</td>
</tr>
<tr>
<td>Teachers will receive professional development, aligned with their inquiry work and Danielson Framework component 3d “Assessment,” to increase their efficacy with writing instruction and providing students with feedback on their writing.</td>
<td>All students K-4</td>
<td>Dec. - Feb.</td>
</tr>
<tr>
<td>Implement AIS program through cycles of instruction before and/or after school. Students in the lowest third or at risk of failing to progress will be identified and enrolled in these AIS cycles of small group, intensive instruction in writing.</td>
<td>Students with IEP's; Students in lowest third/at-risk</td>
<td>3-8 week cycles beginning in October 2018</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be invited to workshops on writing and how to encourage writing at home. They will also be invited to in-class celebrations of students' completed writing pieces. Key personnel include: classroom teachers, ENL teachers, SETSS/AIS teachers, and speech teachers.

### 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.

- Professional Development for all classroom teachers on the teaching of sentence structure
- Workshops for parents
- Use of weekly PD time for inquiry work
- Scheduling of common prep time for grade teams for additional planning
• Shared use of Google Apps for Education for planning and collaboration

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</table>

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

Part 5 – Progress Monitoring

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

By aligning our teaching practices for writing vertically, 70% of our students in grades K-4 will perform at or above grade level on an on-demand benchmark writing assessment.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Teacher-made on-demand writing assessment aligned with the NYC ELA Performance Task

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. According to the End of Year NYC Performance Tasks in Math, our students achieved the following:
   - 53.8% of first grade students tested proficient (53.5% district average) [includes both 1st and 2nd grade standards]
   - 83.1% of second grade students tested proficient (42.5% district average),
   - 37.5% of third grade students tested proficient (39% district average)

Our sub-scores indicate that our students demonstrate stronger proficiency in number sense than they do in operations and algebraic thinking. This aligns with the work we have done around conceptual understanding of number, supported by our coach from Math in the City. Further, the achievement levels of our younger students, especially in second grade, indicate that our students are ready for more challenging work earlier on. This, in turn, should raise the achievement levels of our students in 3rd and 4th grades.

2. Our June Math Instructional Report (showing school-wide raw scores on the state exam) indicates that students performed below the city average on multiple standards, especially those involving fractions. Based on these results, we are going to revise our units of study across grades K-4 so that students can acquire the skills and understandings necessary to meet all NYS Common Core and Next Generation standards. In particular, we plan to move some units of study involving early multiplication concepts and skills to 2nd grade so that there is more time in 3rd grade to work on division and fractions.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 55% of students in grades 1-4 will perform at or above grade level on the Common Core State Standards for math.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
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<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<td>- 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).</td>
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<tbody>
<tr>
<td>All students</td>
<td>Sept. - June</td>
<td>Classroom teachers, principal</td>
</tr>
<tr>
<td>All students</td>
<td>Sept.- October</td>
<td>Classroom teachers, principal, Math Coach</td>
</tr>
<tr>
<td>All students</td>
<td>Sept. - June</td>
<td>Classroom teachers, principal</td>
</tr>
<tr>
<td>All students</td>
<td>Sept. - June</td>
<td>Classroom teachers, SETSS/AIS teacher</td>
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#### Teachers will engage in grade level inquiry team work during PD and common planning time to develop more challenging units of study in mathematics

#### Working with Borough Field Support Coach, Elizabeth Fisher, teachers will analyze their units of study to ensure all state learning standards are addressed thoroughly and consistently across all grades.

#### Teachers will implement revised units of study in math, conducting studies of student work and data analysis at the end of each unit to inform upcoming instruction.

#### Teachers will supplement whole class math instruction with small groups in order to provide differentiated instruction to meet students' needs

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be invited to special workshops on math instruction offered by teachers.

### 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.

- Schedule of additional common planning time for each grade team
- Purchase of math curricular resources, including Contexts for Learning
- Enrollment of teachers in professional development offered by Queens Field Service Center
- Shared use of Google Apps for Education for planning and collaboration

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

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2018-19 CEP
### Part 5 – Progress Monitoring

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

By the end of February 2018, 60% of our K-4 students will perform at or above grade level in math, as measured by the NYC Performance Task and NYC Performance Series (grades 3-4).

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The NYC Performance Task and NYC Performance Series (grades 3-4)

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. Strengths: Our school was rated as Well Developed in Setting a Culture of High Expectations. Our 2016-17 School Survey reveals that 99% of parents/guardians agreed or strongly agreed that the principal/school leader at their school promotes family and community involvement in the school and 97% of parents/guardians responded that they are somewhat or very likely to go to a regularly scheduled parent-teacher conference with their child's teacher.

   - Over 90% parent attendance at parent-teacher conferences.
   - A variety of well-attended parent workshops led by our teachers, parent coordinator, and arts partners
   - An active and supportive Parent Association
   - 99% of parents report that they feel respected by the teachers and the principal

2. Needs: Given that we begin with a high level of trust and support from our families, we want to ensure that parents continue to feel empowered and invested in our school. We believe this will positively impact their children's learning. Our Parent Association has worked diligently to plan multiple monthly activities that attract both parents and children in a combination of educational and fun activities. We want to support and extend their work so that more families feel that the Children's Lab School is a welcoming school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, average parent attendance at PA events will increase 5% over last year’s average attendance.
### Part 3a – 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:

- Evidence-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).

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<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educate new parents about the Parent Association and membership opportunities</td>
<td>Parents of PreK and Kindergarten students</td>
<td>September 5-30, 2018</td>
<td>Parent Coordinator, Principal, PreK and K teachers</td>
</tr>
<tr>
<td>Draft and distribute a survey regarding PA meetings and activities</td>
<td>All parents</td>
<td>September 5-30, 2018</td>
<td>Parent Coordinator, PA Executive Board, Principal</td>
</tr>
<tr>
<td>Improve PA school/home communications through paper, website, and SchoolCNXT software</td>
<td>All parents</td>
<td>September - June</td>
<td>PA Secretary, Parent Coordinator</td>
</tr>
<tr>
<td>Based on survey results, plan a series of monthly events, including both educational workshops and &quot;family fun&quot; events such as Movie Night</td>
<td>All parents</td>
<td>September - June</td>
<td>PA Executive Board, Parent Coordinator, Principal, Teachers, Arts partners</td>
</tr>
<tr>
<td>Ensure interpretation is provided at all PA events in all requested languages</td>
<td>All parents</td>
<td>September - June</td>
<td>Parent Coordinator, outside translation company</td>
</tr>
<tr>
<td>Partner with Sunnyside Community Services Beacon program to provide childcare during parent events and cross-register families in Beacon family events</td>
<td>All parents, students</td>
<td>September - June</td>
<td>Parent Coordinator, SCS Program Director</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

<table>
<thead>
<tr>
<th>Partnership</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunnyside Community Services</td>
<td></td>
</tr>
</tbody>
</table>

### 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
- Per session funds for teacher-led workshops
- SchoolCNXT messaging software
- Children's Lab School website
• Interpretation services (using translation/interpretation funds)

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>X</td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td>X</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By the end of February, 2019, parent/guardian attendance has increased by 5% at fall/winter events.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

PA event attendance sign-in sheets

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED's memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Running records, NYC Performance Tasks, NYSELA Test, Teacher Recommendations</td>
<td>Guided Reading, Fundations phonics, Fountas &amp; Pinnell Leveled Literacy Intervention program</td>
<td>Small Group</td>
<td>Throughout the school day &amp; before/after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>NYC Performance Tasks, NYSMath Test, Teacher recommendations, TERC Investigations unit tests</td>
<td>Re-teach, Do the Math intervention math program</td>
<td>Small Group</td>
<td>Throughout the school day &amp; before/after school</td>
</tr>
<tr>
<td>Science</td>
<td>Amplify unit assessments, Teacher recommendations</td>
<td>Re-teach, Guided Reading</td>
<td>Small Group</td>
<td>Throughout the school day &amp; before/after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Writing/project samples, Teacher recommendations</td>
<td>Re-teach, Guided Reading</td>
<td>Small Group</td>
<td>Throughout the school day &amp; before/after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor,)</td>
<td>Teacher/Parent recommendations</td>
<td>Crisis intervention, Small Group One-to-one</td>
<td>Throughout the school day &amp; before/after school</td>
<td></td>
</tr>
</tbody>
</table>
| **School Psychologist, Social Worker, etc.)** | Developing an emotional vocabulary  
Variety of resources on feelings and acceptable social behaviors  
Board Games: e.g., *Talking, Feeling, Doing* game | | |
|---|---|---|---|


**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>We currently have seven STH</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>We will provide after-school tutoring (per session) for STH students demonstrating academic needs. We also maintain a supply of school materials, backpacks, uniform shirts, etc. for students in need. Our parent coordinator and social worker also provide direct 1:1 outreach to families to assist them with any needed social services and other resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

Teachers hired are certified and licensed in their subject area.

Almost all teachers hired have dual and/or triple certification.

A hiring committee is organized to conduct interviews, assess portfolios and observe demonstration lessons in order to attract highly-qualified teachers.

Members of our SLT and PD Committee meet regularly to review, reflect, and revise school-based goals and instructional focuses.

All teachers engage in at least two cycles of inquiry work throughout the year to improve best practices and ensure staff is highly qualified. Selected teachers, based on individual and school needs, attend three-day workshops offered by the Field Support Center. All new teachers are assigned DOE mentors that meet with them at least twice weekly to provide coaching and support.

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).

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

Teachers attend professional development workshops outside of the school and share this information with their colleagues during scheduled sessions.

The PD Committee identifies areas of teacher need and interests and plans professional development activities to meet these areas of need and interest.
Experienced, tenured teachers mentor all new teachers.

Grade teams are encouraged through collaboration to examine and revised our current curriculum based on student work analysis.

A one-week August Institute of professional development provides support for both new and returning teachers.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**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).

N/A

**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 codes\(^1\). 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 consolidated\(^2\). 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Place Column B section reference(s) where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$202,318</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$13,262</td>
<td>X</td>
<td>5A, 5B, 5C</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,996,645</td>
<td>X</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

\(^1\)Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Children’s Lab School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

Parental Involvement and School Quality

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., ESSA/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 ESSA;

- 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;

---

**Encouraging School-Level Parental Involvement**

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 Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing Parents Reasonable Access to Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide parents reasonable access to staff by:</td>
</tr>
</tbody>
</table>

- 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;

<table>
<thead>
<tr>
<th>I. School Responsibilities: Providing General Support to Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide general support to parents by:</td>
</tr>
</tbody>
</table>

- 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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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 2018-19 SY

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

1. 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.
   1. The Title III supplemental instructional services must be based on student need
   2. These supplemental services should complement core bilingual and ESL services required under CR Part 154.
   3. Direct supplemental services should be provided for before school, after school, and Saturday programs.
   4. Teachers providing the services must be certified bilingual education and/or ESL teachers.

2. High quality professional development that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
   1. Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

3. Parent engagement and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
   1. 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
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</thead>
</table>

This school is (check one):
- ✗ conceptually consolidated (skip part E below)
- □ 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):

- [ ] Before school
- [x] After school
- [x] Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

- [x] K
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: _____

# of certified ESL/Bilingual teachers: _____

# of content area teachers: _____
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: _____

Rationale:
Based on our 2017 NYSESLAT results and classroom assessments, we have determined that our ELL and immigrant students need greater support and instruction in their expressive and receptive language skills – especially in listening and writing. We believe that connecting the targeted language work with the social studies and science units of study the children are learning during the day will be more effective. All of the activities described below will take place during the after-school program (not during the school day). Learning targets will be updated in September 2018 after the release of 2018 NYSESLAT scores. In fourth grade, we will use our ELA unit on biographies to provide a basis for writing both fiction and non-fiction pieces. In third grade, we will use the social studies curriculum of world cultures as a basis to explore oral and written storytelling and folktales. This will give us additional opportunities to connect students’ home cultures to their studies in school. In second grade, we will engage them in a study of NYC cultures and neighborhoods. For example, after listening to a presentation from one of our local cultural groups, students will interview the presenter and prepare both oral and written reports of what they learned. In first grade, we will tap into their studies of weather, food (farm to table unit), homes and animal habitats. Using these topics, they will produce short “news” reports for our own “TV station – WCLS.” Teachers will use iPads to videotape children’s presentations so that they can review and revise their written scripts and oral performances. There will be one group of approximately 20 students in each of the four grades. One ESL-certified and one general education teacher will co-teach each group. Using the grade-appropriate Universal English Language Development rubrics for speaking and writing, the ESL-certified teachers will take the lead on planning the language goals for each lesson while the general education teacher will take the lead on planning the science and/or social studies content. In each class, both teachers will work jointly with all students. Each ENL/gen ed teacher pair will work with two grades. In addition, students will also be taught how to meet the specific demands of the written and spoken sections of the NYSESLAT. Class assignments will be structured to align with NYSESLAT tasks. Students will also be given opportunities to practice using materials specifically designed for the NYSESLAT. In addition, students in Grades 3 and 4 will attend a Saturday Academy in February and March to prepare for the demands of the NYS ELA exam. The principal will supervise the Title III after-school program and Saturday Academy. Teachers will take and track attendance at each class. All program notifications will be sent home in the parents’ preferred languages as indicated on the RAPL report. Subgroups and grade levels of students to be served:
Transitioning and Expanding ELLs in Grades 1-4
Schedule and duration:
The after-school program will meet on Wednesdays and Thursdays from 2:45pm to 3:45pm, beginning on November 7th and running through May, 2019 for grades three and four. The first
Part B: Direct Instruction Supplemental Program Information

and second grade groups will begin in January. This will allow us to stagger groups so that our ENL teachers can co-teach with our general ed teachers. The Saturday Academy will begin on February 2, 2019 and continue for 8 sessions.

Language of instruction:
English

# and types of certified teachers:
- 2 ESL-certified teachers
- 2 Childhood Education (Common Branch) certified teachers

Types of materials:
- iPads
- Books from classroom libraries on the assigned science and social studies topics
- NYSESLAT practice workbooks

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:
Based on Advance observations and teacher feedback, our professional development will focus on strategies for improving students’ oral language. Both the Common Core standards and the Universal English Language Development rubrics will be analyzed to identify key benchmarks. Teachers will receive training in multiple strategies, including Accountable Talk and building Academic Vocabulary. The principal, who has extensive experience as an instructional coach, will facilitate the professional development sessions, including turnkeying information from relevant workshops. We expect that this professional development will positively impact student learning because it is aligned to the needs of our students and because it is embedded within our other professional development, thus forming a coherent experience for our teachers.

Teachers to receive training:
All classroom teachers in grades 1-4 and our push-in/pull-out ENL teachers will participate in the professional development.

Schedule and duration:
Some of this work will be done during our regularly-scheduled after school PD time. In addition, those teachers teaching in the Title III program will engage in monthly PD sessions on Wednesdays from 3:45pm to 4:45pm. The dates for the Wednesday PDs are: 11/7, 12/5, 1/2, 2/6, 3/6, 4/3

Topics to be covered:
- Powerful strategies for collaboration and co-teaching
- Accountable Talk
- Text Talk – a strategy for teaching academic vocabulary
- Language acquisition
- Scaffolds for ELL’s

Name of provider:
- CSA ELI Strategies for Success on the NYSESLAT Workshop
- EngageNY website
- Honigsfeld & Dove, Collaboration and Co-Teaching: Strategies for English Learners
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 our ELLs and immigrant families 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 has surveyed families 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:

* "Know Your Rights" workshop for immigrant families (December 2018)
* What parents need to know about state tests (October 2018)
* Fitness and Safety Workshop (November 2018)
* Family workshop on making music together (February 2019)
* Science and Art design workshop (January 2019)
* Transitioning to the Next Grade (May, 2019)
* NYSESLAT parent workshop grades K, 1, 2, 3, 4 (March 2019)
* Introductory computer classes for parents (Spring 2019)

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 our CBO Sunnyside Community Services.

In addition, our CBO partner, Sunnyside Community Services, is providing a free ESOL for Adults class that meets Tuesdays, Wednesdays, and Thursdays from 2:30pm to 5:30pm. 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. We also offer interpretation at all family events. At all family events, agendas are published in advance and attendance records (w/agendas) are kept by the parent coordinator.
### Part E: Budget

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

**Allocation Amount:** $__

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1. Per session</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Per diem</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Must be clearly listed.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Queens</td>
<td>343</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke Barr</td>
<td>Christina Alicea-Cosme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>oncéntineer</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL Teacher</th>
<th>Bilingual Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Crawford, E. Gurzynski</td>
<td>ENL B. Smyth-Acos, SETSS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Counselor</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Nudo-Bil Social worker</td>
<td>Michael Wallace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Gurzynski SETSS</td>
<td>Clara Oza</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Kandias- Bil Speech</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madelene Chan</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 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 | 3 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |

| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |

| Number of certified ENL teachers not 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
**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply:

- Transitional bilingual education program (TBE)  
- Dual language program (DL)
- Freestanding ENL

This school offers (check all that apply):

- Transitional bilingual education program (TBE)  
  - Yes
  - No
  - If yes, indicate language(s):

- Dual language program (DL)  
  - Yes
  - No
  - If yes, indicate language(s):

- Freestanding ENL  
  - Yes
  - No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
<td></td>
<td></td>
<td>0</td>
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<tr>
<td>TBE</td>
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**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   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:

2. What structures do you have in place to support this effort?
The school structures we have in place to support this effort are:

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
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.

Based on the results of the 2017 NYSESLAT, our students’ areas of need are reading and writing. The success of the vast majority of our ELL students in advancing to the next level and or attaining English language proficiency on the 2017 NYSESLAT demonstrates the success and hard work of all the staff, teachers, students and parents of ELL students at P.S. 343Q.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once the summative data has been gathered, teachers meet in grade level meetings, share and track on Google Drive, attend Professional Development, and participate in teacher led inquiry cycles.

5. How does your school use 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.]
Teachers analyze F&P running records, BOY MOSL, EOY MOSL, and benchmarks throughout the year. ELLs who are at-risk will be serviced with Tier II and Tier III interventions. Ms. Gurzynski, our AIS teacher, has one to one and small groups. She uses Great Leaps. The teachers collaborate weekly to ensure all instruction is targeted to specific goals.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)
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 2017 NYSESLAT results, 26 students advanced 1 proficiency level, 1 student advanced 2 proficiency levels, 31 students remained at the same proficiency level, and 8 students regressed 1 proficiency 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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
In order to disseminate these findings and make adjustments to our programs, teachers meet in grade level meetings, share and track on Google Drive, attend Professional Development, and participate in teacher led inquiry cycles.

Part IV: ELL Programming

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.
      Freestanding ENL instruction is delivered through the Stand-alone and integrated model. Integrated ENL instruction is provided using a coteaching model between the classroom teacher and ENL teacher during reading workshop, writing workshop, shared reading, Fundations 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 Stand-alone model. ELL students are grouped heterogeneously with mixed English language proficiency levels in all Kindergarten, First, Second, and Third grade classrooms. The integrated model fosters collaborative team teaching for integrated ENL instruction in a heterogeneous group organized by grade. 180 minutes of Stand-alone ENL services is provided to ELLs at the Entering level by a certified ENL teacher using the Stand-alone model. 90 minutes of Stand-alone ENL services is provided to students at the Emerging level by a certified ENL teacher using the Stand-alone model. In first grade, a dual certified teacher provides the required minutes of standalone ENL instruction to Entering and Emerging students. In third grade, a dual certified teacher provides the required minutes of standalone ENL instruction to Entering and Emerging students.
   
   b. TBE program. If applicable.
      Not applicable.
   
   c. DL program. If applicable.
      No applicable.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      Launching in 2017-2018 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 8-50 minute periods, per class, per week for Entering and Emerging ELLs. Out of these 8-50 minute blocks, 180 minutes are Standalone ENL instruction. Transitioning and Expanding students are serviced in 4-50 minute periods, per class, per week. For up to 2 years after obtaining Commanding on NYSESLAT, students receive 2-50 minute periods per week.

The ENL teachers works collaboratively with classroom teachers to provides 5 periods of instruction daily including the content areas of math, science and social studies to 3 Kindergarten classes, 4 first grade classes, 3 second grade classes, 3 third grade classes, and 1 bridge K/1/2 self-contained special education classroom.

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 ENL teachers' schedules with the schedules of the classroom teachers into whose classes the teachers are working. 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 integrated/co-teach model aligned with New York State Standards with a minimal amount of stand-alone 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 (two teachers for integrated 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 ENL classrooms (listening, speaking, reading, and writing). Content area instruction is delivered in ENL 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 ENL strategies as described above to enhance their learning and meet the demands of the Common Core Learning Standards. Students are taught in small strategy groups within the classroom to foster their language development.

4. How do you ensure that ELLs are appropriately evaluated in their 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. F&P sistema de evaluacion de la lectura is used to assess students’ levels in F&P. 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 differentiate instruction for each of the following ELL subgroups?

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

   a. There are no SIFE students at this time

   b. 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. 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. They also have access to technology with the RAZ Kids program, LEXIA, Reading A-Z, and BrainPop. Newcomer breakfast is offered to new arrival students in grades K-2. There is a focus on pragmatic themes, such as; clothing, parts of the body, greetings, food, and social norms.

b & c

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 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 ENL 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.

6. 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.

7. 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 integrated and stand-alone 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 programing 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.

8. 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. These students include, but are not limited to, those students not meeting grade level benchmarks, students who did not progress on NYSESLAT, and students performing below grade level.

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 SETTS 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:
- Small Group Instruction or conferencing
- Individual Conferencing
- Scaffolded Instruction
- After School Title III program

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Based on data and trends, our students’ greatest need is in the reading and writing modalities of the NYSESLAT. 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 taget student weaknesses based on the data.
10. If you had a bilingual program, what was the reason you closed it?

After analyzing parent surveys, they revealed parents preferred their children had ENL services in English over a bilingual program.

11. 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 2016-17 CEP 67 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 downs 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: production and distribution of writing, researching to build and present knowledge, demonstrating command of the conventions of standard English grammar and usage when writing or speaking, demonstrating or clarifying the meaning of unknown and multiple meaning words 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 continue 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.

Sunnyside Community Services provides a free after school program for all students, including ELLs. This afterschool program meets Monday-Friday from 2:30pm - 5:30pm. Students receive homework help and participate in a variety of activities.

12. 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. ELLs also use Lexia, which is an online program that is constantly assessing and providing specific targeted lessons for the students to complete. The directions come in a variety of languages.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Native language support is utilized in the ENL program in order to facilitate meaning and activate prior knowledge. The integrated ENL teacher and some 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 ENL 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.

14. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Not applicable.

16. 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. Throughout the year, ELLs and parents communicate with the school counselor, parent coordinator, ENL and classroom teachers, and other administration to encourage their attendance to work shops and parent nights.

17. What language electives are offered to ELLs?
Not applicable.

18. 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.
### 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 and non-pedagogic staff.) 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?

   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 Fundations 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.

2. 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.

   All staff including the ESL and bilingual teachers attend school wide 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 workshops 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.

   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 DELLSS 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 Queens North Field Support Center 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.

### 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 and classroom 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. 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 Kindergarteners 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.

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:
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, BROOKE BARR, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke Barr</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christina Alicea-Cosme</td>
<td>Assistant Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clara Oza</td>
<td>Parent Coordinator</td>
<td></td>
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</tr>
<tr>
<td>Melissa Crawford</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
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<tr>
<td>Michael Wallace</td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Smyth ENL Teacher</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Gurzynski SETSS Teacher</td>
<td>Teacher/Subject Area</td>
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<tr>
<td></td>
<td>Coach</td>
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<tr>
<td></td>
<td>Coach</td>
<td></td>
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<tr>
<td>C. Nudo/ Bil Social Worker</td>
<td>School Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madeline Chan</td>
<td>Superintendent</td>
<td></td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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<td>Other ____</td>
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<td>Other ____</td>
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**2018-2019 Language Translation and Interpretation Plan for Parents**

*Requirement under Chancellor’s Regulations A663 for all schools*

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clara</td>
<td>Oza</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>• Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>BENGALI - 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHINESE- 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESTONIAN- 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEPALI- 7</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>URDU- 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TIBETAN- 5</td>
<td></td>
<td></td>
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<tr>
<td>ENGLISH-207</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SPANISH-106</td>
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</table>

The Children’s Lab School has a current population of 369 students with a variety of home languages. According to the Home Language Report (RHLA) 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.
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

| The two languages that represent at least 10% of the population are English & Spanish. |

### Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school typically disseminates the following translated documents throughout the year:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Family Handbooks</td>
<td>-Family Handbooks in Spanish, Urdu and Bengali, Chinese (September 2018)</td>
<td>The Language access coordinator will ensure that all documents get translated in a timely matter.</td>
</tr>
<tr>
<td>• Monthly Newsletters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• General Overview of Student Curriculum • Flyers regarding Parent Teacher Conferences (November, March, and May)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Principal Newsletter</td>
<td></td>
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</tr>
<tr>
<td>• Monthly Parent Workshop Announcements hosted by a variety of staff members</td>
<td></td>
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<tr>
<td>• Parent Association Communications</td>
<td></td>
<td></td>
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<tr>
<td>• Communication with families of English Language Learners offering information, workshops and test dates for NYSESLAT (March, April, and May)</td>
<td></td>
<td></td>
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<tr>
<td>• Monthly Newsletters to families of</td>
<td></td>
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</table>

2018-19 CEP
students in all Grades

- General Overview of Student Curriculum given out at Meet the Staff night in September

- Principal Newsletter to families (4 times per school year)

- Monthly Parent Workshop on different topics/activities that involve the entire family

- Parent association meetings and flyers are sent home monthly, meetings are also conducted monthly

- Workshops for NYSESLAT for parents

- Workshops for the ELA/Math testing in the 3rd interpreter to come to the school or use the Language line and call an interpreter to help the parents.
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the year our school hosts the following variety of face-to-face meetings with parents, teachers, and administrators:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• September Meet the Staff Evening</td>
<td>- Meet the Staff Letter goes home on the 1st day of school in September</td>
<td>Parents are always asked if they are in need of an interpreter and if they say yes, we ensure that one is available to the parent.</td>
</tr>
<tr>
<td>• Parent Teacher Conferences (November, March and May)</td>
<td>-Parent Teacher Conferences (November, March, May). Letters go home two weeks before, five days before and the night before</td>
<td></td>
</tr>
<tr>
<td>• Monthly Parent Workshops on a variety of topics</td>
<td>-Monthly Parent Workshops. Letters go home 10 days before and three days before</td>
<td></td>
</tr>
<tr>
<td>• Social worker outreach to families as needed</td>
<td>- Weekly Teacher/Parent meetings on Mondays during Family Engagement Time</td>
<td></td>
</tr>
<tr>
<td>• Weekly Teacher/Parent meetings on Mondays during Family Engagement Time</td>
<td>-Mandated I.E.P. Meetings</td>
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<tr>
<td>• Mandated I.E.P. Meetings</td>
<td>-Mandated I.E.P. Meetings</td>
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</tr>
<tr>
<td>• ELL Orientation Meetings (Ongoing throughout the school year)</td>
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</table>

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
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

If we need to reach a parent during an emergency we will reach out to them immediately. If the parent has difficulty understanding us, we would put the parent on hold and reach the language line and have an interpreter explain the situation to the parent.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

The Children's Lab School will fulfill the Chancellor's regulations A-663 for translation and interpretation services by having the Language Access Coordinator will be attending the trainings, and she will bring back the information that is obtained and share it with the staff.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.