



**CHANNEL VIEW SCHOOL FOR RESEARCH**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (27Q262)**

**ADDRESS: 100-00 BEACH CHANNEL DR. ROCKAWAY PARK, NY 11694**

**TELEPHONE: 1-718-634-1970**

**FAX: 1-718-634-2896**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 27 Q262      **SCHOOL NAME:** Channel View School for Research

**SCHOOL ADDRESS:** 100-00 Beach Channel Drive Rockaway Park NY 11694

**SCHOOL TELEPHONE:** 1-718-634-1970      **FAX:** 1-718-634-2896

**SCHOOL CONTACT PERSON:** Patricia Tubridy      **EMAIL ADDRESS:** PTubrid1@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Craig Dorsi

**PRINCIPAL:** Patricia Tubridy

**UFT CHAPTER LEADER:** Craig Dorsi

**PARENTS' ASSOCIATION PRESIDENT:** Kathy Ryan

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 27      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Roz German

**SUPERINTENDENT:** \_\_\_\_\_

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
<b>Patricia Tubridy</b>	*Principal or Designee	
<b>Craig Dorsi</b>	*UFT Chapter Chairperson or Designee	
<b>Kathy Ryan</b>	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
<b>Ruth Solares</b> <b>Sarah Ayales</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
<b>Joseph Altieri</b>	Member/Teacher	
<b>Michael Kennedy</b>	Member/Teacher	
<b>Michelle Johnson</b>	Member/Parent	
<b>Leonie Hall</b>	Member/Parent	
<b>Jacqueline Duke</b>	Member/Parent	
	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Channel View School for Research, located in the middle of the Rockaway Peninsula, about an hour and forty-five minutes from midtown Manhattan is one of New York City's best-kept secrets. It is a small six through twelfth grade school that believes by nurturing students and encouraging them to do their best; they will graduate and achieve a college degree.

Channel View's mission statement:

*Channel View School for Research's mission is that all students graduate as well-educated, involved citizens who have a love for learning that enables them to embrace their futures with confidence, community, acceptance and competence, using the lifelong strategies they acquired in our school.*

Teachers collaborate on a regular basis to design interdisciplinary curriculum, examine student progress to inform instruction, participate in professional development, and plan students' fieldwork. Channel View uses natural resources such as the Atlantic Ocean, Jamaica Bay and the surrounding community to enhance the learning opportunities for students. Its vision is to maintain an academically rigorous, seamless sixth through twelfth grade school that prepares students for college. It believes in engaging students through a project-based curriculum that is aligned with the standards that are rigorous and clear to everyone.

Professional development is key to moving students forward. Therefore, Channel View's plan for improvement is comprehensive, differentiated and directly related to the needs of teachers and students. There are weekend retreats, summer institutes, site visits to successful schools, national and local conferences and institutes targeted for specific teaching strategies.

Promoting a sense of community is a driving force at Channel View. Students and staff participate in team-building initiatives that encourage self-reliance and a confidence in peer support. Peer Mediation is used as a tool when students need guidance in conflict resolution. Strong relationships are also built between school and home through a variety of annual events designed to improve this partnership.

Community service is a major component and is incorporated into students' learning. Through collaborations with several community-based organizations, students participate in food, clothing, and toy drives, graffiti clean up, beach clean-ups, tutoring, and many other services that the community needs. Channel View implemented an internship and seminar program for juniors. A group of students completed internships in local businesses and not for profits and presented their work to tenth graders at a final job fair in June.

Administrators and teachers are passionate and dedicated to their students. Channel View is proud to have a variety of programs that support student growth and progress. Channel View is the NYC Pilot Program for students on the Autistic Spectrum Disorder Program in middle and high school and we utilize an integrated co-teaching (ICT) approach. Channel View is implementing the AVID Program with our ninth, tenth and eleventh graders and we plan to expand to 12<sup>th</sup> grade. To assist students in preparing for college we also offer Advanced Placement courses and the College Now Program at Kingsborough Community and York Colleges, as well as St. Josephs College courses.

Channel View is exploring the possibility of adopting Expeditionary Learning Outward Bound (ELOB) as a school model. Administrators, teachers, staff, students and parents will receive exposure and training in ELOB. In April 2011 the school community will vote on whether it will adopt it as their model.

Channel View believes in acknowledging positive behaviors. To that end they designed *Risings Tides*. The *Rising Tides* program rewards students for positive behavior, attendance, academics and service. They have selected *Fifteen Words to Live By* and have made that part of the culture of their school. They also conduct assemblies every six weeks to celebrate achievement and distribute various award certificates.

Channel View also has a collaborative relationship with the International Youth Leadership Institute (IYLI), an organization that prepares African American and Latino high school students to assume active leadership roles in their community and global society. Many Channel View students participate in IYLI's bi-weekly seminars held on the NYU and Columbia University campuses, and have traveled with IYLI to Africa, the Middle East and the Caribbean.

Another successful collaboration for the past six years is Jet Blue. They have supported the school's goals in a variety of ways. They have:

- Flown groups of juniors and seniors to a variety of prospective colleges in the northeast area.
- Conducted leadership training for administrators at Jet Blue
- Flown seniors to Florida for their senior trip last April
- Flown staff members to various locations throughout the United States to conferences and institutes
- Invited classes to special tours of Jet Blue at JFK Airport
- Trained interns in careers at Jet Blue
- Participated in Principal for a Day and our annual career fairs



CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	2	Number of Administrators and Other Professionals	8	7	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	54.1	65.8	TBD
				% more than 5 years teaching anywhere	40.5	39.5	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	84.0	84.0	TBD
American Indian or Alaska Native	0.9	1.1	1.1		96.8	100.0	TBD
Black or African American	58.2	58.6	53.8				
Hispanic or Latino	26.0	26.4	29.0				
Asian or Native Hawaiian/Other Pacific Isl.	4.8	5.6	5.8				
White	10.2	8.3	8.7				
Male	45.1	45.2	48.8				
Female	54.9	54.8	51.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	√			ELA:		√	
Math:	√			Math:		√	
Science:	√			Graduation Rate:		√	
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
<b>Student Groups</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>ELA</b>	<b>Math</b>	<b>Grad Rate**</b>	
<b>All Students</b>	√	√	√	√	√	√	
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√		√	√		
Hispanic or Latino	√	√	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-	-	-	-	-	
Multiracial							
<b>Students with Disabilities</b>	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	√	√		√	√		
<b>Student groups making AYP in each subject</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A/A			<b>Overall Evaluation:</b>	√		
<b>Overall Score:</b>	78.3/ 78.2			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	√		
School Environment:	10.1/ 10.2			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	21.0/ 21.0			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	43.4/ 44.0						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3.8/ 3.0						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

After reviewing all our data, we are extremely proud of achieving a graduation rate of 97.2% with over 80% of our students attending two or four year colleges. We believe this is accomplished through creating a culture conveying the tone that school is important and everyone is capable of graduating and going on to college. This is felt as soon as you walk through our doors. Teachers take time to address students' needs and encourage academic improvement and school involvement. This is evidenced by our continual attendance rate of over 95% and the largest percentage rate of student participation on the campus PSAL teams.

We hold ourselves to these standards too. We continually meet our CEP and Principal Performance Review goals. In the 2009-10 we achieved an "A" on both our Middle and High School Progress Reports. We expect to receive an "A" for our High School report this year and fell 1.6 points short of an "A" on our Middle School Report.

Additionally, we followed all recommendations in our last Quality Review and accomplished the following:

- Analyzed our school's performance and then aligned our professional development plan with the CEP's, principal's, departments', and teachers' goals to the needs of the school.
- Provided ongoing professional development in how to use ARIS to differentiate instruction for all students, including the level 3 & 4's
- Established over 90% of teachers working in inquiry teams to look at student work, and analyze instruction to improve student performance.
- Established strategies and formats for teacher teams to analyze data, compare performance of subgroups and set goals for improvement.

We are also very proud of the results from NYCDOE's School Survey. We improved in all four areas (academic expectations, communication, engagement and safety & respect) from the previous school year and received a 7.5 or above in each area. The following are some highlighted results:

- 98% of our parents were satisfied with the education their child received last year
- 100% of teachers felt that order and discipline are maintained at their school

- 94% of students felt that most of the adults they see in their school every day know their name or who they are

Performance trends are:

- 90% of the students, including the lowest third, accumulate 10+ credits per year
- NYS Regents Examination results from the 2009-2010 school-year:
  - English: 97+%
  - Social Studies: 86+%
  - Math: 87+%
  - Science: 97+%
- Data also indicated that students entering college have increased, 82% in 2008 and 87% in 2009
- 95% or higher attendance rate
- Based on the 2009-10 New York City Department of Education Progress Report CVSR performed better than 73% of all middle schools citywide.
- Our school's median growth percentile for the schools lowest third was 78% in ELA and 70.5% in math.

We will continue to focus on analyzing data and differentiating instruction so that all students (ELL, former ELLs, levels II & IV's as well as level I & II's continue to improve. Our school took advantage of the Chancellor's opportunity and voted for the School Based Option of using one extended day for inquiry teamwork. We expect that this will help us in looking at student work, teaching strategies, and increasing student achievement.

We will also continue to monitor student credit accumulation and increasing mastery rate on Regents. We have purchased Datacat as a means to monitor and communicate in achieving these objectives.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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- 1. It is the belief of Channel View School for Research that all students must meet standards in ELA and math; therefore, by June 2011 all CVSR students in the lowest 1/3 in 6<sup>th</sup> and 9<sup>th</sup> grade will be supported with basic skills instruction in reading comprehension, writing and math as evidenced by mandatory academic intervention services.**
- 2. It is the belief of Channel View School for Research that all students who fail a Regents' examination should receive additional support; therefore, by June 2011 all CVSR students who have failed a Regents' examination will have action plans, as evidenced by the tracking list and monitoring of plans.**
- 3. It is the belief of Channel View School for Research that all ELL and former ELL receive additional support; therefore, by June 2011 all CVSR ELL and former ELL students will be supported to ensure their academic success by providing professional development for teachers in ELL instruction.**
- 4. It is the belief of Channel View School for Research that Expeditionary Learning Outward Bound will support the school in meeting their goals and mission statement; therefore, by June 2011 CVSR will pilot CREW/Advisory program in middle school and explore the adoption of Expeditionary Learning/Outward Bound as evidenced by visiting other ELOB schools and participating in professional development opportunities in ELOB.**
- 5. It is the belief of Channel View School for Research that a data-analysis system improves instruction; therefore, by June 2011 CVSR will utilize school-wide methods for compiling, organizing, and tracking data in order to drive instruction as evidenced by 90% of all teachers using data-binders.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Lowest 1/3

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 all CVSR students in the lowest 1/3 in 6<sup>th</sup> and 9<sup>th</sup> grade will be supported with basic skills instruction in reading comprehension, writing and math as evidenced by mandatory academic intervention services.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>For September 2010...</b></p> <ul style="list-style-type: none"> <li>• <b>Provide Extended Day AIS to all lowest 1/3: Guidance counselors and administrators will program students and teachers</b></li> <li>• <b>Provide AIS tutoring during lunch periods: Part of Circular 6 teacher professional activities</b></li> <li>• <b>Provide Saturday AIS for middle and high school students: Guidance counselors and administrators will program students and teachers</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• <b>Title I ARRA SWP (staffing)</b></li> <li>• <b>Title I SWP (staffing &amp; supplies)</b></li> <li>• <b>Children First (staffing)</b></li> <li>• <b>Fair Student Funding (staffing)</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• <b>Guidance counselors will monitor attendance weekly. Students who are continually absent will have their parents contacted and an action plan will be developed.</b></li> </ul>

**Subject/Area (where relevant):** Regents Tracking

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 all CVSR students who have failed one or more Regents’ exams will have an action plan, as evidenced by the tracking list and monitoring of students.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>By September 2010:</b></p> <ul style="list-style-type: none"> <li>• <b>A list with students who have failed Regents will be generated.</b></li> <li>• <b>The Guidance Counselors and Department Chairpersons will meet with students and generate action plans.</b></li> <li>• <b>Action Plans will include: mandatory extended day and Saturday AIS and individualized remediation and enrichment plans.</b></li> <li>• <b>Attendance will be monitored by the Guidance Counselors and Department Chairpersons and appropriate actions will be taken</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• <b>Title I ARRA SWP (staffing)</b></li> <li>• <b>Title I SWP (staffing &amp; supplies)</b></li> <li>• <b>Children First (staffing)</b></li> <li>• <b>Fair Student Funding (staffing)</b></li> <li>• <b>IDEA (staffing)</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>Guidance Counselors and Department Chairpersons will meet with administration on a monthly basis.</b></li> </ul>

**Subject/Area (where relevant):** ELLs

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 all CVSR ELL and former ELL students will be supported to ensure their academic success by providing professional development to teachers in ELL instruction as well as push-in and small group instruction from the ELL teacher.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>A minimum of three Professional Development workshops will be scheduled for core subject teachers.</b></li> <li>• <b>By September 2010, the ELL teacher will provide their supervisor with the push-in and small group instruction program to support them in their instruction to ELL students.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• <b>Title I SWP (staffing &amp; supplies)</b></li> <li>• <b>Children First (staffing)</b></li> <li>• <b>Fair Student Funding (staffing)</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>The Professional Development Team in collaboration with the ELL instructor will plan professional development for teachers.</b></li> <li>• <b>The ELL teacher will receive regular support from administrators, as well as be supervised and evaluated at least four times for the year.</b></li> </ul>

**Subject/Area (where relevant):** CREW Advisory

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 CVSR will pilot a CREW/Advisory in middle school and explore the adoption of Expeditionary Learning/Outward Bound as evidenced by the CREW program and a staff vote indicating 80% approval to move forward with ELOB.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>Create a planning team (XTeam) consisting of the Principal, Assistant principal, two teachers, two coaches, parents and students.</b></li> <li>• <b>Throughout the year teachers will visit other EL schools attend national conferences and ELOB Slices as well as attend professional development for ELOB.</b></li> <li>• <b>During July and August the XTeam will meet and plan.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• <b>Title I SWP (staffing &amp; supplies &amp; professional development)</b></li> <li>• <b>Children First (staffing)</b></li> <li>• <b>Fair Student Funding (staffing)</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>By August 2010 the school will have a completed a school wide program that indicates where and when CREW will be implemented.</b></li> <li>• <b>CREW teachers will receive support from coaches, administrators and school designers.</b></li> <li>• <b>By April 2011 the teachers will vote to determine if ELOB will be implemented in the 2011-2012 academic school year.</b></li> </ul>

## Data Analysis

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 CVSR will utilize a school-wide methods for compiling, organizing, and tracking data in order to drive instruction as evidenced by 90% of all teachers maintaining and using data-binders.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>By September 2010 all teachers will have data binders that are organized to drive instruction.</b></li> <li>• <b>Teacher Teams will meet a minimum of once a month to analyze data and to inform instruction.</b></li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• <b>Title I SWP (staffing &amp; supplies)</b></li> <li>• <b>Children First (staffing)</b></li> <li>• <b>Fair Student Funding (staffing)</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• <b>Administrators will meet with teachers each term to monitor teacher data binders.</b></li> <li>• <b>Teachers will receive ongoing professional development on data-driven instruction.</b></li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	33	34	10	10	12	0		7
7	32	35	10	10	14	0		7
8	33	36	10	10	18	0		8
9	33	36	23	24	10	0	1	10
10	34	40	35	24	15	0	1	12
11	32	39	27	20	20	0	1	13
12	15	17	12	12	20	0	0	9

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<ul style="list-style-type: none"> <li>• Wilson Reading: one-to-one, during the school day</li> <li>• Extended Day: small group, after school 1 hour session 3 times per week</li> <li>• Lunchtime Tutoring: small group, during the day</li> <li>• Saturday Academy: small groups, on Saturdays</li> <li>• Summer School: smaller groups, during the summer</li> <li>• SETTS: resource room, during the school day</li> </ul>
<b>Mathematics:</b>	<ul style="list-style-type: none"> <li>• Extended Day: small group, at the end of school day</li> <li>• Lunchtime Tutoring: small group, during the day</li> <li>• Saturday Academy: small group, on Saturdays</li> <li>• Test prep: Coach by Triumph Learning, Continental Press, and AMSCO</li> <li>• SETTS: resource room, during the school day and additional instructional time during the day in grades 6 through 8.</li> </ul>
<b>Science:</b>	<ul style="list-style-type: none"> <li>• Peer Tutoring: one-to-one, during the school day</li> <li>• Extended Day: small group, at the end of school day</li> <li>• Lunchtime Tutoring: small group, during the day</li> <li>• Make-up Labs: one-to-one, during the day</li> <li>• Saturday Academy: small group, on Saturdays</li> <li>• SETTS: resource room, during the school day.</li> </ul>
<b>Social Studies:</b>	<ul style="list-style-type: none"> <li>• Extended Day: small group, at the end of school day</li> <li>• Lunchtime Tutoring: small group, during the day</li> <li>• Saturday Academy: small group, on Saturdays</li> <li>• As test prep: we use Kaplan</li> <li>• SETTS: resource room, during the school day.</li> </ul>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<ul style="list-style-type: none"> <li>• Pupil Personnel Team: one-to-one, during school</li> <li>• Group Counseling (Divorce, Mediation, Bullying): small group, during school</li> <li>• SAVE Counseling: small group, during school</li> <li>• Career Counseling: small group, during school</li> <li>• Graduating Students: one-to-one, during school</li> <li>• Transcript: one-to-one, during school</li> <li>• Grief Counseling: one-to-one, during school</li> </ul>

	<ul style="list-style-type: none"> <li>• Gang Awareness: classrooms, during school</li> <li>• College Prep: small group, during school</li> <li>• Interviewing and Job Readiness: classrooms, during school</li> <li>• Achieving Success Program: small groups and one on one, during the school day</li> <li>• Achieving Success Program: small groups and one on one, during the school day Summer Youth and Internship Programs: during the summer.</li> </ul>
<b>At-risk Services Provided by the School Psychologist:</b>	<ul style="list-style-type: none"> <li>• CVSR has a school psychologist once a week, which provides individual counseling or assistance on an as needed basis.</li> </ul>
<b>At-risk Services Provided by the Social Worker:</b>	<ul style="list-style-type: none"> <li>• CVSR has the SBST social worker once a week who is a mentor of our PPT and provides counseling on an as needed basis.</li> </ul>
<b>At-risk Services Provided by the ASD Social Worker:</b>	<ul style="list-style-type: none"> <li>• Counseling Strategies: one-to-one, during school</li> <li>• Problem Solving Strategies: one-to-one, during school</li> <li>• Strength Based Strategies: one-to-one, during school</li> <li>• Achieving Success Program: small groups and one on one, during the school day</li> <li>• ASD Peer Mentoring Program in 6<sup>th</sup> &amp; 12<sup>th</sup> grades.</li> </ul>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li>• Health and Sex Awareness: small group, during school</li> <li>• Child Sight Program: one-to-one, during school</li> <li>• Drug and Violence Prevention: small group, during school</li> <li>• Diabetes Counseling: one-to-one, during school.</li> </ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

(See Attached)

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain

English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Our ELL students, who predominately received a decision of Advanced on their NYSESLAT, receive 180-360 minutes of instruction a week in a low-stress, anxiety-free atmosphere. Our program meets five days a week for a total of eight periods. Each period is forty-five minutes in length. In our program there is one sixth grader with Advanced standing, one seventh grade Advanced student, two advanced eighth graders, one Intermediate and one Advanced tenth grader, one advanced twelfth grader and one beginner in twelfth grade. The NYSESLAT has indicated that our ELLs need to improve their listening, speaking, writing, and reading comprehension. The goal is for the ELLs to increase their proficiency in the English language. The aim of instruction is to increase students' ability in all four language areas. Students whose first language is not English may require alternative instructional approaches and assessment procedures to benefit from content area instruction. The following teaching strategies and instructional practices may be used with ELL students at developmentally appropriate levels and considering the students' language proficiencies and cognitive levels. As with all students, the material should be relevant (Haynes & O'Loughlin, 2002).

Scaffolding: The teacher provides meaningful support and guidance needed for the ELL's learning growth toward each learning objective. Also, the teacher uses questioning techniques to elicit experiences that relate to his native culture. The teacher rephrases with words the student understands and uses pictures to adapt the questioning techniques.

Shelter: The teacher introduces new content by using visual aids, music, etc. The ELL student will be observed to note which topics come easily and which ones will require more support.

Total Physical Response (TPR): As much as possible, the teacher links language learning to enable the ELL student to make a physical response. This technique ties in to various learning styles and is fun for the student.

Reciprocal Teaching: To help the ELL student complete a task, the teacher presents an interactive lesson, assesses the student's response for comprehension, and then restructures the lesson to correct the student's response. This strategy is beneficial since it demonstrates how to learn. The ELL student's self-esteem is enhanced by control over the learning situation.

Critical Thinking Questions: The teacher encourages the ELL student to ask and answer questions that start with the words "why" and "how."

Hands-on Experiences: The ELL student is given opportunities to complete activities that he can demonstrate and describe orally.

Teaching Techniques: The teacher needs to simplify instructions, connect the instruction to the ELL's native culture, and use graphic organizers to allow access of information. Some examples are controlled language, labeling, vocabulary word banks, flash cards, and discussions.

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Professional development for all teachers of ELLs occurs during weekly common planning sessions, weekend retreats, and ELL related conferences.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

By the end of every September, the pupil personnel secretary has ensured that all students' families have completed the Home Language Surveys and recorded it on ATS. She then reviews the survey to ascertain the primary language spoken by the parent, and whether the parent has any translation and/or oral interpretation needs.

In addition, all new students to Channel View complete the Home Language Survey to ascertain the primary language within the first thirty days of attendance.

This list of language translation and interpretation needs is recorded on ATS, the students' emergency cards, and distributed to all teachers, all relevant personnel offices in the school such as: parent coordinator, guidance, administrators, deans, secretaries, school aides, and PTA Executive Board.

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

The Language Allocation Policy Committee reviewed the results from the Home Language Surveys and identified: Spanish, Bengali, Russian Arabic, and Haitian Creole as home languages in our school.

Interviews of parents were conducted to determine oral translation needs during the application process as well as at the time of registration. We found that although we had nine different languages spoken at home, we only had parents who needed oral interpretation in the following languages: Spanish and Russian.

The results of these findings were shared with all staff, and the PTA Executive Board in a memo identifying the language and parents of students who need written translation and oral interpretation needs.

## Part B: Strategies and Activities

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

The school distributes all written communications to parents in their primary languages by downloading these communications from the NYCDOE website. All communications to the identified parents is distributed at the same time as our English communications or as soon as possible.

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

Oral interpretation needs in Spanish are provided by several people: math coach, school aide, para-professional, math teacher and Spanish teachers. Our interpreter for Russian is our Speech Pathologist and Haitian-Creole is our D75 teacher. Channel View also utilizes the NYCDOE's Translation Unit on an as needed basis.

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

Channel View distributes written notification of parents' rights regarding translation, assistance service and how to obtain such services in the covered languages of the NYCDOE at our August parent Orientation, September's Back to School Night, September's PTA Meeting and back-packed to the parents the first week of school.

In addition we maintain a list to students' parents who have requested translations, and we distribute those in their native language.

The campus Safety Plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative due to a language barrier.

Since we have more than 10% of families speaking Spanish at home, we also post signs and distribute forms in Spanish.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	327,821	23,884	351,705
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,278	238	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	16,391	*	
4. Enter the anticipated 10% set-aside for Professional Development:	32,782	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### ***Channel View School for Research Parental Involvement Policy:***

#### **I. General Expectations**

Channel View School for Research agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Channel View School for Research will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
2. Channel View School for Research will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.
3. Channel View School for Research will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. Channel View School for Research will coordinate and integrate Title I parental involvement strategies.
5. Channel View School for Research will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. Channel View School for Research will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- c. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- d. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs adaptation at the School Leadership Team Meeting. ***A Parent Involvement policy will be adopted by the Channel View School for Research PTA's Executive Board or Parent Advisory Council (as soon as the vote is taken and the committee meets to discuss) and will then be in effect for the school year.*** The school will then distribute this policy to all parents at the next PTA General meeting. If there are any changes or additional comments they will be forwarded to the DOE.

This Parent Compact was discussed and reviewed by the School Leadership Team and is awaiting adoption by either the PAC or PTA Executive Board once the vote is taken at the Consultation Meeting. We expect that a meeting will follow within two weeks after that date to adopt this compact.

### **Channel View School for Research School-Parent Compact:**

Channel View School for Research, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

#### School Responsibilities

##### Channel View School for Research will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
2. Hold parent-teacher conferences at least two times during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and spring.
3. Provide parents with frequent reports on their children's progress.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in our children's classrooms.
- Participating, as appropriate, in decisions relating to our children's education.
- Promoting positive use of our children's extracurricular time.
- Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by your child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Assisting with volunteering as chaperones for school field trips
- Attending parent workshops, especially ARIS Parents' Link

### Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Take responsibility for my learning
- Set goals with benchmarks for my academic achievement
- Complete community service hours
- Be respectful

**SIGNATURES:**

_____	_____	_____
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	_____
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**See Sections IV - VI**

2. School wide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.

**See Sections IV - VI**

3. Instruction by highly qualified staff.

Channel View's principal and human resource committee only hire licensed teachers in the subject they are teaching and are highly qualified. If you any reason they also teach a subject outside their license area – they are provided with curriculum, ongoing support with a variety of professional development strategies.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Channel View has implemented professional development (PD) time during the school every Thursday afternoon from 12:48 to 3:04. These meetings are considered part of the teachers' Professional Activities. Guidance, paraprofessionals are included in these meetings. We also conduct 3-4 day Summer Institute Curriculum Retreats, as well as November and February Weekend Retreats. The School Leadership Team is also invited to participate in these retreats. Additionally, Channel View uses it monthly conferences (two per month) for professional development.

Teachers will also be visiting other EL schools and participate in national conferences and workshops that exemplify ELOB strategies.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The Principal in collaboration with the Human Resources committee uses all the resources available from the NYCDOE to advertise for highly qualified teachers. In addition, we utilize our collaborations and relationships with colleges to recruit qualified, passionate teachers.

CVSR collaborates with Brooklyn College and Hofstra University and receives student –teachers every year.

CVSR staff members have also contacted their alumni colleges to recruit qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Academic:

- ARIS Parent Link
- NYS standards
- Strategies to support students during the summer
- CVSR's PortaPortal will provide help for parents helping students

Safety:

- NYPD - Gang Awareness and Intervention
- Parent Information Workshops on Bullying and At-Risk Youth

Health Initiatives:

- Breast Cancer
- Diabetes
- Stress Management
- Healthy Living Seminars

Computer Literacy:

- Internet Research (RE: Homework)
- Competitive Jobs
- Interactive Family Learning

Nutrition Services:

- Healthy eating

Continuing Education/GED:

- Better quality of life

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We are a 6<sup>th</sup> through 12<sup>th</sup> grade school; however, whenever we receive information about opportunities for younger or older students, we share it at PTA meetings or post it on the Parent bulletin board.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Channel View uses all available resources from NYCDOE to assess students learning ACUITY, ARIS, Predictives and School wide assessments. Teachers are trained in their weekly meetings in how to use these assessments to analyze student outcomes and set goals so as to meet students' individual needs.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Channel View's Pupil Personnel Team (PPT) meets weekly. The guidance counselor who facilitates the PPT meets with the staff on an ongoing basis and explains the procedures in how to recommend students who may be presenting concerns (academic, social-emotional or otherwise). The PPT then creates a plan for improvement for students and continues to evaluate his or her progress. Additionally, both MS & HS guidance counselors meet with grade team once a month.

The guidance department and administrators also analyze the student data every three weeks, (potential failure notices and progress reports) and mandate students not performing adequately for extended day programs. Letters are mailed home immediately.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Channel View seizes all opportunities to improve the education of their students. To that end, information concerning all programs is shared at weekly cabinet, guidance, professional development, safety, and subject department meetings as well as monthly PTA meetings.

If we elect to participate in a new program, we discuss how it fits into our goals, schedule it and communicate with all stakeholders (students, teachers, parents).

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose
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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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

		in the Schoolwide Program (P)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal	X			324,543	X	13-17
Title I, Part A (ARRA)	Federal	X			23,646	X	13, 14
Title II, Part A	Federal			X			
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal				103,123	X	14, 15
Tax Levy	Local	X			2,288,632	X	13-17

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

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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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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.)

CVSR current has one student designated as living in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

Title I funds have been set-aside to ensure that homeless children progress academically; the following are provided for these student(s): academic programs and educational support services, basic and/or emergency supplies, counseling services, parental involvement services, intervention and outreach programs, and data collection to assess the needs of the student(s).

### **Part B: FOR NON-TITLE I SCHOOLS**

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Channel View School for Research					
<b>District:</b>	27	<b>DBN:</b>	27Q262	<b>School</b>		342700011262

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	
	2		6	v	10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.4/90.7	95.9/	95.0 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		99.3	98.9	97.1
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	65	51	72	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	88	73	76		58.0	78.6	78.6
Grade 8	75	89	77				
Grade 9	92	99	105	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	106	82	98	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	75	101	92		0	4	0
Grade 12	67	70	97				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	568	565	617	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	30	33	45
# in Collaborative Team Teaching (CTT) Classes	12	22	34	Superintendent Suspensions	2	3	9
Number all others	36	30	34				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	9	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	37	38	35
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	7	8
# receiving ESL services only	14	6	TBD				
# ELLs with IEPs	0	2	TBD	Number of Educational Paraprofessionals	1	1	1

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	11	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	54.1	65.8	80.0
				% more than 5 years teaching anywhere	40.5	39.5	62.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	84.0	85.7
American Indian or Alaska Native	1.1	1.1	1.0	% core classes taught by "highly qualified" teachers	96.8	100.0	100.0
Black or African American	58.6	53.8	54.3				
Hispanic or Latino	26.4	29.0	28.7				
Asian or Native Hawaiian/Other Pacific	5.6	5.8	6.2				
White	8.3	8.7	9.9				
<b>Male</b>	45.2	48.8	49.8				
<b>Female</b>	54.8	51.2	50.2				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA: v
Math: v	Math: v
Science: v	Graduation Rate: v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v	v	v	v	
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v		v	v		
Hispanic or Latino	v	v	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	
White	-	-	-	-	-	-	
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		v	v		
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B / A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	60.8 /	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.2 /	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9 / 19.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.6 /						
<i>(Comprises 60% of the</i>							
Additional Credit:	3-Mar						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>3</b>	District <b>27</b>	School Number <b>262</b>	School Name <b>CVSR 27Q262</b>
Principal <b>Patricia Tubridy</b>		Assistant Principal <b>Denise Harper</b>	
Coach <b>Kerri Walsh, Literacy Coach</b>		Coach <b>Luz Alessandri, Math Coach</b>	
Teacher/Subject Area <b>Laura Brown, ESL Teacher</b>		Guidance Counselor <b>Carol Anderson</b>	
Teacher/Subject Area <b>Dolores Sudlow, SpEd</b>		Parent <b>Kathy Ryan, PTA President</b>	
Teacher/Subject Area <b>James Groff, English</b>		Parent Coordinator <b>Deshawn Mason</b>	
Related Service Provider <b>Brigid Mullin, Counseling</b>		Other <b>Steven Raff, Dean</b>	
Network Leader		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>620</b>	Total Number of ELLs	<b>8</b>	ELLs as Share of Total Student Population (%)	<b>1.29%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When a new student is admitted to Channel View School for Research the Pupil Accounting Secretary meets with the parent to make an initial determination of the child's home language. The parent is asked to complete a Home Language Identification Survey (HLIS) to show what language the child speaks at home.

If it is determined that a language other than English is spoken in the child's home, then the child is administered the Language Assessment Battery- Revised (LAB-R) which will establish the child's English Proficiency level. The test is administered by the ESL teacher within ten days of the student's enrollment. Students that score at or below proficiency on the LAB-R become eligible for mandated services for ELLs.

Students who speak Spanish at home, and score at or below proficiency on the LAB-R, are administered a Spanish LAB to determine language dominance. The test is administered by the ESL teacher with translation assistance from the Spanish teacher. After the LAB-R is administered the ESL teacher notifies the parent of their child's eligibility status. If a student is determined not eligible for services the parent receives a Non Entitlement letter and is provided with other service options. If a student is determined eligible for services, the parent receives an Entitlement Letter, Parent Survey, Program Selection form and a Placement letter.

Parents of new ESL students are invited to attend an orientation with the ESL teacher. At the orientation, parents review a DVD and translated brochures describing the three programs. Translation services are available if necessary to facilitate the meeting. After reviewing the choices, the parent, selects the program they would like their child enrolled in by completing the Program Selection form.

Channel View School for Research currently has a Freestanding ESL program. If a parent chooses one of the other options we will honor the request by contacting another school who has the appropriate program and will help the parent transfer the child to a school with the program they prefer.

Each ELL student who is enrolled at Channel View School for Research is administered the NYSESLAT test in the Spring to evaluate their English proficiency. Parents are notified before the beginning of the following school year about their child's eligibility for services. ELLs that continue to score below the level of English proficiency continue to be eligible for ELL services. The parent will receive a Continued Entitlement letter. If the student scores at the proficient level the parent will receive a Non-Entitlement letter.

In examining past trends of Parent Selection forms, CVSR's program is aligned with our parent requests. 100% of our parents have requested the Freestanding ESL program offered at Channel View School for Research.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 8
<b>Total</b>	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 8

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	1	2		1	1		6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1		1	2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>8</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Channel View School for Research has a Departmentalized Educational program with a Pull Out Freestanding ESL program. The students are grouped in their ESL classes based on age (Middle School or High School) and their proficiency levels. The ESL teacher creates a program for each student ensuring that the mandated minutes of instruction are met. Classes meet for approximately 45 minutes during the 5 day school week. In addition, there is a 50 minute extended day program three days a week that the students attend.

Content area subject matter is taught by licensed teachers. Teachers use performance data to gauge student progress and plan instruction. The content area teachers use this data to group like students for tailored learning activities or to pair students at different proficiency levels in class. The Channel View School for Research staff uses a variety of strategies to meet the needs of our ELL students. The teachers use modeling, bridging, contextualization, schema building, text re-presentation and metacognition to deliver and sound educational program that fosters both ESL and academic development and success.

All of the ESL programs at Channel View School for Research are provided with a comprehensive core curriculum and a balanced approach to literacy, including high quality instructional practices that facilitate academic excellence for ELLs. Data is used to improve teaching and learning. In addition, research based coaching and teaching strategies are used to support the students' learning. The goal for the educational program for SIFE students is to help them gain the literacy and academic skills they need to be successful in school. The SIFE students focus on literacy skills, English language acquisition, and content area knowledge. The students acquire this information through small group instruction throughout the day, ESL services, and an extended day program.

All ELLs are given a differentiated curriculum to meet their specific needs. The goals of the ESL program are to provide academic content area instruction using ESL methodology and teaching strategies by using native language support to make content comprehensible. The ESL teacher teaches ESL strategic instruction, and helps ELLs meet or exceed both New York City and New York State Standards. Language Arts is taught using both English and ESL methodologies.

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

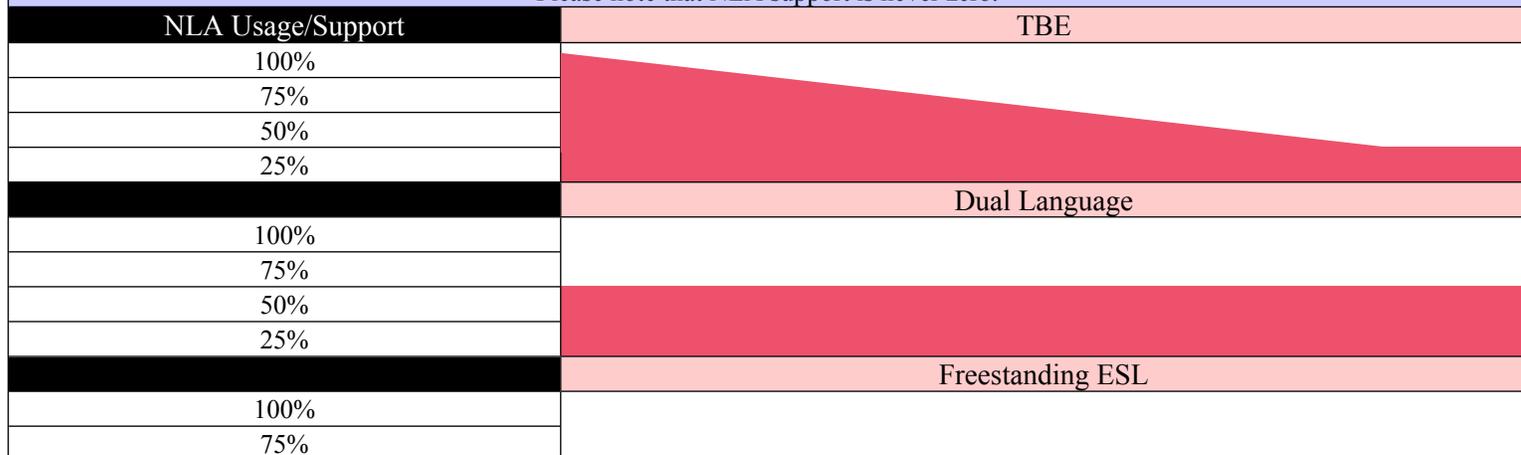
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### **B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Channel View School for Research uses a variety of intervention programs to support our students. Students attend our Extended Day program after school to receive remedial services in English, Math and the other content area subjects. Students can also attend our Saturday program. Students who are eligible for AIS services also receive them. Whenever possible, ELL students receive small group instruction to ensure they are learning key concepts and material. Our transitional ELLs also receive the same remedial support and services to reinforce their learning. The ESL teacher regularly communicates with both the current and former ELLs teachers to provide support to the students.

The ELLs are afforded equal access to all programs in Channel View School for Research. They are enrolled in the same academic programs as their peers based on their assessments and data. In addition, they are afforded equal access to all extracurricular clubs and activities.

Explicit ESL instruction is delivered using such methods as TPR, Shelter, Reciprocal Teaching, hands on experiences, use of technology, visuals and manipulatives, and scaffold writing. Regalia is also used during instruction. Students receive additional instruction in reading, writing, grammar, listening, and speaking. All ESL lessons provide the students with social and academic language development that stimulate student's own knowledge and experiences connected to the lessons. Contextual Support is also important and can come through peer interaction, visual aids, maps, charts, and manipulatives and active reading strategies. The language the ESL teacher uses is providing students with English language that is just a little above their comprehension. Various instructional materials to support the learning of ELLs are used everyday such as Milestones, Writing Composition 1& 2, and Reading Explorer, which are specialized ESL texts that cover all components of literacy along with audio tapes that are part of the text. Various pictures and photographs are used as well to help assist in teaching vocabulary. The students also use computers and have access to games that reinforce vocabulary and speaking skills. In addition the students have access to bilingual dictionaries and native language texts, when available.

Channel View School for Research offers Spanish to all of our students.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Channel View School for Research teachers participate in a variety of professional development activities. We have weekly professional development meetings where rigorous, research based professional development is provided. One aspect of these meetings is to provide the staff with the opportunity to learn the best practices for our ELL students, and to see how these practices affect student achievement. In addition our staff also attend weekend institutes and attend outside workshops. Much of our ELL professional development has focused on learning about the best scaffolding techniques and strategies for significant ESL and academic development.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Channel View School for Research has a very active Parent Teacher Association. All parents are invited to join and are encouraged to become involved in the school community. There is frequent contact, by mail, phone, PTA meetings, and through our school website. Parents' needs are evaluated through these ways as well. The parents of our ELL students receive translated information if needed and the staff is in frequent contact with them to make sure they are receiving information about school activities.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Beginner(B)														0
Intermediate(I)											1			1
Advanced (A)							1	1	2		1		1	6
Total	0	0	0	0	0	0	1	1	2	0	2	0	1	7

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

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

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

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1								1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

When considering State examinations, the patterns across the proficiencies and grades are that the students would benefit from taking content area tests in their native languages, or having the tests in their native languages available. They are still acquiring the English language; although they may understand the concepts, they do not match their native English language classmates. Studies have shown that it takes 5-8 years for an ELL after the age of 12 to fully grasp the CALP. Those students who have been in the US

**Additional Information**

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

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		