



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CRISPUS ATTUCKS ELEMENTARY SCHOOL

DBN: 16K021

PRINCIPAL: L. FRAZIER **EMAIL:** LFRAZIE@SCHOOLS.NYC.GOV

SUPERINTENDENT: **EVELYN SANTIAGO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Leslie Frazier	*Principal or Designee	
Regina Bufford	*UFT Chapter Leader or Designee	
Molita Muhammad	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carla Arnold	Member/UFT	
Magali Flowers	Member/UFT	
Aida Crowley	Member/UFT	
Koren Robinson	Member/UFT	
Michael Kingsberry	Member/PTA	
April Nesbitt	Member/PTA	
Caroline Worrell	Member/PTA	
Candace Welch	Member/PTA	
Alexis Sicard	Member/PTA	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Our goal is for students in grades K-5 to experience two literacy tasks, after experiencing Common Core aligned instruction in ELA/Science and ELA/Social Studies. By June 2013, at least 80% of the students will demonstrate proficiency as practitioners with a focus on Common Core Shifts 4 and 5, including Pre-K – 2 informative/explanatory writing and 3-5 opinion writing.

Comprehensive Needs Assessment

- In June 2012, 67% of students performed at levels 3 and above on the New York State ELA assessment.
- The item skills analysis of the 2012 NYS ELA exam reflected that the following areas need to be addressed:
 - The use of evidence from stories to identify and describe characters, their actions and motivations; relate a sequence of events (Standard 2)
 - Evaluate content by identifying author's purpose (Standard 3)

Instructional Strategies/Activities

- Teachers will provide common core aligned lessons which include a balance of informational and literary texts.
- Schoolwide use of a Common Core aligned literacy program (Reading Street) to ask and answer questions that demonstrate understanding by referring explicitly to the text.
- In grades K-2, teachers will emphasize the use of guided reading strategies (retelling and text-based discussions) and decodable books to advance at least 3-4 levels in Fountas & Pinnell.
- Teacher teams Professional Development by an AUSSIE facilitator focusing on effective feedback and using questioning and discussion techniques.
- Grade wide use of common planning time to collaborate and analyze students' work.
- ELA Instructional Leads will provide ongoing professional development to teacher teams to support shifts 4 & 5.
- Teacher teams will analyze students' data to develop goals for students to move across levels.
- Use Response to Intervention (RTI) team to provide additional instructional support for students in the school's lowest third in ELA.

Strategies to Increase Parental Involvement

- Parent workshops/training given 3 times per year on understanding Common Core Standards and NYS 2013 testing changes.
- Encourage parent partnership with the Adelaide Sandford Institute by promoting attendance at workshops to strengthen parent leadership and school involvement.
- Bi-monthly principal/parent Partnership meetings to articulate school-wide goals.
- Use Girls Scout Club of America volunteers to foster home school connection by inviting parents to ongoing workshops offered in the school.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here:

Community Based Organization (CBO), Brooklyn Community Service after-school program to provide literacy support (2:20-6:00pm)

Service and program coordination

Title I funds used to/for:

- Academic Instructional Support (AIS) in grades K, 4 & 5 in ELA.

OTPS is used to:

- Utilize Common Core aligned instructional support materials in ELA.
- Enhance the curriculum by using benchmark books for grades K-2 to address the CCLS.

Per Session is used for:

- Professional development to deepen understanding and implementation of 2012-2013 Citywide Instructional Expectations (CIE).
- Teacher teams collaborate for curriculum unit planning to address Common Core aligned units and tasks.
- Additional instructional support in Saturday Achievement Academy.
- In order to support the academic rigor needed to meet the Common Core Standards, teacher teams will analyze and adjust curriculum maps.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Our goal is for students in grades K-5 to complete two mathematics tasks after experiencing Mathematics instruction embedded in Common Core aligned units. By June 2013, at least 80% of the students will demonstrate proficiency as practitioners with a focus on Mathematical Practices 3 and/or 4 and the domain of focus for each grade level (Operations and Algebraic Thinking-Grades PK-K; Number and Operations in Base Ten-Grades 1-2; Operations and Algebraic Thinking-Grade 3; Number and Operations-Fractions-Grades 4 - 5.)

Comprehensive Needs Assessment

- In June 2012, 69% of students performed at levels 3 and above on the New York State Math assessment.
- The item skills analysis of the 2012 NYS Math exam reflected the following need that should be addresses:
- Emphasis on developing strategies for selecting the appropriate computational and operational method in problem solving situations.
To attend to the rigor outlined in the Common Core, students need to solve word problems requiring multiple steps.

Instructional Strategies/Activities

- Use a Common Core aligned math program (My Math by McGraw Hill) to align instruction to the Common Core Learning Standards.
- Implement strategies for problem solving by utilizing a protocol by Exemplars.
- Professional development by teacher leads to turn-key math strategies.
- Use common planning time to collaborate and analyze students' work to identify the gaps in the units of study.
- Teacher teams will analyze students' data to develop goals for students to move across levels.

Strategies to Increase Parental Involvement

- Parent workshops/training given 3 times per year on understanding Common Core Standards and NYS 2013 testing changes.
 - Encourage parent partnership with the Adelaide Sandford Institute by promoting attendance at workshops to strengthen parent leadership and school involvement.
 - Bi-monthly Principal/Parent Partnership meetings to articulate school-wide goals and address needs and concerns.
 - Use Girls Scout Club of America volunteers to foster home school connection by inviting parents to ongoing workshops offered in the school.
- Use Parent Teacher Association meetings to disseminate Student of the Month awards to students and parents.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Community Based Organization (CBO), Brooklyn Community Service after-school program to provide literacy support (2:20-6:00pm)

Service and Program Coordination

Title I funds used to/for:

- Academic Instructional Support (AIS) in grades K, 4 & 5 in ELA.

OTPS is used to:

- Utilize Common Core aligned instructional support materials in ELA.
- Enhance the curriculum by using benchmark books for grades K-2 to address the CCLS.

Per Session is used for:

- Professional development to deepen understanding and implementation of 2012-2013 Citywide Instructional Expectations (CIE).
- Teacher teams collaborate for curriculum unit planning to address Common Core aligned units and tasks.
- Additional instructional support in Saturday Achievement Academy.

In order to support the academic rigor needed to meet the Common Core Standards, teacher teams will analyze and adjust curriculum maps.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To engage teachers in short, frequent cycles of classroom observations and feedback using a rubric that concisely communicates expectations for best practice in order to promote individual student progress.

By June 2013, 100% of teachers will deepen their understanding of the NYC DOE focus competencies (1e – designing coherent instruction; 3b – questioning and discussion techniques; 3d – assessment in instruction) through collaborative teacher team work as they plan for coherent instruction, develop and ask questions using DOK, facilitate text based discussions, and use assessments to inform instructional decisions.

Comprehensive needs assessment

Through cycles of classroom observations during the 2011-12 school year teacher teams identified the number of DOK level 1 and 2 questions that were most frequently asked instead of level 3 and 4 questions that promote critical analysis and facilitate deeper discussions based on text support. The NYS Item Analysis data report 2012 supports the need to increase level of questioning to help students extend their thinking.

Instructional strategies/activities

By August/September 2012, professional development to deepen understanding of Chancellor's Instructional Expectations and the use of Danielson to improve instructional practice will be scheduled during bi-weekly teacher teams meetings and after school offerings. Beginning in October 2012, teachers reflect on the following competencies during inter visitation:

- ✚ 1e Design coherent instructional practice
- ✚ 3b Using questioning and discussions
- ✚ 3d Using assessment during instruction

Common planning time during preparation periods is scheduled weekly for all grades to plan, share instructional strategies, analyze assessment data to measure student progress and plan for effective instruction

Goals are revised based on tri- annual benchmark data

Teacher Team Bi-Monthly Walkthrough to identify instructional coherence, teacher feedback and student work samples.

Strategies to increase parental involvement

- Parents workshops to address the Curriculum units with embedded tasks and rubrics
- School newsletter with tips on supporting students at home with reading and math strategies and problem solving techniques
- Invitations to monthly School Leadership Team meetings
- Bi-Monthly Principal/Parent Partnership Breakfast meetings
- Guest speakers to present on topics such as: financial literacy, identity theft, parenting skills, special education programs
- Newsletter, "Crispus Attucks Weekly" is used to highlight instructional foci for teacher teams and articulate Citywide Instructional Expectations

➤ Use of the program RAZkids.com to increase parental involvement, students' independent reading and comprehension

Budget and resources alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and Program Coordination

Human Resources:

Principal and Assistant Principal provide professional development

OTPS:

Title 1 used to support Aussie PD opportunities

Per Session:

Title 1 and FSF used to provide AART - CFN211 network support

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

Our goal is to increase students' attendance from 93% to 94%.

Comprehensive needs assessment

- Our school's challenge for the past 3 years has been to increase students' attendance. For the 2011-2012 school year, the school's attendance rate was 93.1%.
- From a total of 5.00 possible points for attendance rate for the 2011-2012 Progress Report, we were awarded 2.59 points.

Instructional strategies/activities

- The attendance coordinator and team will continue to monitor monthly attendance of all students.
- The guidance counselor and/or attendance coordinator will contact parents/guardians of students after 2 days of absence, by phone.
- If students are absent beyond 2 days and parental contact was not made, a letter will be mailed and/or a home visit will be conducted.
- A multi-pronged approach will be used to offer awards/ incentives such as: trophies, attendance celebrations, ribbons, and visual recognition with the Attendance Honors bulletin board.
- Public announcement of a class on each grade level will be made for attaining the highest monthly attendance.
- The class with the highest monthly attendance school-wide will be is acknowledged.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Parents are invited to attend assemblies which are held bi-monthly to recognize students with perfect attendance.
 - Ribbons and other incentives/awards are given to recognize students.
 - Names of students with "Perfect Attendance" are displayed on a special bulletin board.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I funds will be used to enhance incentives (certificates, ribbons etc.) to motivate students.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Grades K-2: Foundations, Reading A-Z, Reading Recipe, Real Works, Open Court, Words Their Way, Traesures, Grades 3-5: Acuity instructional resources, Reading Street Intervention resources, Readworks, running records, Targeted Reading Intervention,	Tier 2 RTI Provider: Classroom teachers - 37 1/2 minutes- Grades k-5 - Mon.- Wed.- 2:20-2:57pm- small group pull out of 6-8 students Tier 3 RTI Provider: AIS staff - 5 days per week - 1 class period – small group pull-out and 1 to 1 sessions	AIS services are delivered during the school day, after school during the extended time period and during Saturday Achievement Academy for grades 3-5 students.
Mathematics	Targeted Math Intervention, Vmath, My Math (McGraw Hill), Real Math, Acuity instructional resources, Coolmath, Math Steps, Brainpop	Tier 2 RTI Provider: Classroom teachers – 37 1/2 minutes – Grades K-5 – Mon. – Wed. – 2:20-2:57pm – small group pull-out of 6-8 students Tier 3 RTI Provider: AIS staff – 5 days per week – 1 class period – small group pull-out and 1 to 1 sessions	AIS services are delivered during the the school day, after school during the extended time period and during Saturday Achievement Academy for grades 3-5 students.
Science	Harcourt Science, brainpop, ebooks, Reading A-Z	Small group instruction will be provided by 2 science clusters	Services will be provided Mon. – Wed. – 2:20-2:57pm. for Tier 2 students.

Social Studies	Brainpop, ebooks, Reading A-Z	Services will be provided by the classroom teacher during lessons. Small group instruction (6-8 students) will be given to those in Tier 1	Services are provided during class instruction and during extended time periods.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavior modification and conflict resolution are strategies used to assist students with coping mechanisms and development of social skills.	IEP driven students are serviced to mandates. Other students are seen individually and in group sessions weekly, in 6-8 weeks cycles.	Services are provided during lunch periods and the 371/2 extended time period.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The Crispus Attucks School has a faculty of approximately 98% highly qualified teachers. The majority of our teachers are tenured with 10+ years of service. In addition to possessing Masters Degree, several teachers are Dual Certified with advanced certificates and/or Masters Degree in Administration. The supportive atmosphere leads to high retention and a very low turnover rate.

Our teachers are supported in a several ways:

- Teacher Teams that meet weekly to plan for instruction and analyze data.
- Grade wide common planning periods to ensure that teachers have an opportunity to collaborate with their colleagues. This also makes it easier for grade wide Professional Development, (i.e. CFN211, AUSSIE, Special Education Reform, and RTI Network training).
- Grade Leaders: this individual is chosen in the beginning of the year by other teachers on that grade. The Grade Leaders work with the administration to disseminate information, and also provide a sounding board for effective classroom practices or “what works”.
- The RTI Coordinator and our Special Education Liaison turnkey the latest information and data to all concerned stakeholders.
- Data Specialist meets with teachers to analyze students’ data and support them as they plan instruction based to the data.
- Lead Teachers for both ELA and Math were selected. These individuals “turn-key” workshops to the staff. In addition, these master teachers serve as resources for individual as well as grade wide collaboration and planning.

We have few new teachers who receive support through mentors and/or from peers on their grade level.

On a personal level, we have a Social Committee that encourages collegiality and collaboration. Not only do they acknowledge special days for each staff member but they also provide a fun, albeit professional atmosphere.

High quality Professional Development is a priority at the Crispus Attucks School. The administration provides for Common Core training on both a school and a Network level. We have Network lead RTI training, as well as Teacher Leads, Life Space Crisis Intervention training, NYSAA and Data training. On a school level, we have Behind the Book Author Mentorship Program, Activity Works and when funding permits a school wide retreat that assesses the year and analyzes data and classroom practices. We also have a policy of inter-grade, inter-class and inter-school visits.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Anselmo-Rello/N. Manning	District 16	Borough Brooklyn	School Number 021
School Name Crispus Attucks Elementary			

B. Language Allocation Policy Team Composition [?](#)

Principal Harold Anderson	Assistant Principal Leslie Frazier
Coach Carla Arnold	Coach type here
ESL Teacher Maria Lebron	Guidance Counselor Magali Flowers
Teacher/Subject Area Aretha Marshall	Parent type here
Teacher/Subject Area type here	Parent Coordinator Linda Sanders-Peay
Related Service Provider type here	Other type here
Network Leader	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	653	Total Number of ELLs	4	ELLs as share of total student population (%)	0.61%
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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. 

1. HPart II: ELL Identification Process

1. These are the steps for the initial identification of the students who may possibly be ELLs at this school which includes screening , initial assessment, program placement and annual assessments: The first step is upon registration the parents complete the Home Language Identification (HLIS) form and Ethnic Survey with the assistance of the ESL Coordinator , Ms. Flowers. Translation and Interpretation services are provided upon request with the completion of the registration process. We have staff in our school that read, write and speak Spanish and Creole and are available for translation. In the event that a staff member is not available to translate or the DVD does not come in the language spoken by the parent, then the translation services unit will be contacted. Next, the ESL will determine the new admits' home language and if they are eligible for LAB-R testing by conducting an informal interview in native language and English. Then the parents are informed about their options upon the three program choices – ESL , Dual Language or Bilingual Transitional and have the opportunity to watch the DVD in their native language and complete the Parent Survey & Program Selection form.

Within the first ten days of enrollment, the new admits that are entitled are tested with LAB-R by the ESL Teacher using the RLER report via ATS. If the new admits with native language of Spanish do not test out with the LAB-R, they are also tested with the Spanish Lab within the first ten days of enrollment by the ESL teacher. A parent orientation will be conducted in their native language via DVD or internet link. An oral interview with the parent and/or student will also take place to determine eligibility and the student will be placed in a program. Afterwards, the ESL Teacher will assist the Pupil Accounting Secretary in the input of the correct home language using the information from the HLIS for each new admit and place them in the appropriate program. In the spring, NYSESLAT will be administered to the ELLs and students are supported by Ms. LeBron, Bilingual Certified Teacher.

2. What structures are in place at your school to ensure that parents understand all three program choices?

Parents are informed of the student's eligibility status in their native language or by an interpreter. The parents are invited to attend an orientation (documents are available in various native languages and interpreters are available to assist parents) on the various bilingual programs (Transitional Bilingual, Dual Language, and Freestanding ESL). Parents view the DVD that provides information on the availability of services. Entitlement letters, parent survey letters, and program selection forms are provided after orientation and reviewed, discussed and collected after orientation sessions. The original documentation is kept in the student's cumulative record and a copy is given to the Assistant Principal. The trend for program selection has been Freestanding ESL based on reviewing parent survey forms and program selection documents for the past few years. Our school has a very small population of mandated students and the program model offered is in alignment with parents' requests. This entire process is conducted within 10 days of admittance.

3. Each year, the school's ESL Coordinator will compile the entitlement letters once the LAB-R, Spanish Lab and/or NYSESLAT results confirmed that the students are entitled and continuing ELLs. The entitlement letters (translated in parents' preferred language) are sent home, a copy of the letter is kept on file in the office. After the orientation, the ESL Coordinator will collect the Parent Survey

and Program Selections forms that are completed and returned after viewing of the DVD in their native language. Once completed, the ESL Coordinator will place them on file in the office.

4. The criteria used to place identified ELLs students in bilingual or ESL instructional programs is that once the student is identified as an ELL, he or she is placed in a program based on the Parent Survey and Program Selection form completed by the parents and/or consultation (translation provided upon request) with parents upon registration. If the Parent Survey and Program Selection form have not been completed nor returned, then the school will continue outreach to the parent and the current Free Standing ESL Program will be provided in consultation with the parent/guardian.

5. After viewing the Parent Survey and Program Selection forms for the past few years, the students vary in languages due to changes in neighborhood population and due to limited ELLs in the school there really is no majority of students' (Spanish, Hatian Creole and Arabic) languages as the trend but the maximum population of ELLs has been usually two to four students in the past few years.

6. The Free Standing ESL Program is in alignment with Parent Choice Surveys and Parent Selection. This is based on parents understanding and the parent orientation provided.

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	2
Special Education	1		

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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										0
Dual Language										0
ESL	3		1	1						4
Total	3	0	1	1	0	0	0	0	0	4

Number of ELLs in a TBE program who are in alternate placement: 0

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			0									0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			0			0								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Hispanic/Latino: <u>0</u>	Other: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1			1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other														0
TOTAL	0	1	1	0	1	1	0	4						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Our students are supported by Maria Lebron, licensed Bilingual Teacher using a push-in model to support all mandated students in 16K021. The students are grouped based his/her level of proficiency in ELA based on MCLASS assessment data and the LAB R and/or NYSESLAT scores. The program model is Free Standing ESL Pull Out Model.

2. All ELL students are held to the same high academic expectations and standards as the monolingual students. All students participate in a ninety minute literacy block, which incorporate the components of the balanced literacy program: read aloud, shared reading, guided reading, partner reading and writing workshop in ELAS. In the ESL pull out program students are provided with additional support in the four modalities: speaking, listening, reading, and writing. The ESL instructor works collaboratively with other teachers to provide supplemental materials and differentiation during this time. Mandated minutes are provided for the beginners and intermediates (360 minutes per week).

As per CR-Part 154 Beginner and Intermediate students are mandated to receive 360 minutes of ESL instruction in English Language Arts. This student receives services at various times during the week as follows: Monday-0 period (40 minutes), Period 6 &7 (120 minutes), Tuesday -0 Period (40 minutes), Period 6&7 (120 minutes), Wednesday (40 minutes)

3.

Maria Lebron, teacher provides mandated support to the students based on data driven instruction (review of student Acuity Assessment scores, data analysis of sub skills and student work products). New York State Standards at each grade level are used to drive the core

A. Programming and Scheduling Information

curriculum along with pacing calendars and curriculum maps to ensure a quality education for mandated student in all of the content areas. ESL instructional methodology and techniques are used to provide assistance in cognitive language acquisition skills for this student. Bilingual dictionaries , technology, buddy system and classroom libraries support native language instruction across all content areas. On going assessments and measurable goals help to make content comprehensive in order to enrich language development. Scaffolding strategies are used to support the ELLs through modeling, bridging and contextualization.

4.

a. Currently we do not have students who are eligible for SIFE. If we had, the instructional plan for SIFE would be one which incorporates at risk counseling services provided by the Guidance Counselor/ ESL Coordinator: Magali Flowers.

b. For students with less than 3 years in the US cooperative play is used as a technique to strengthen social skills as well as self esteem. Lunchroom clubs are facilitated by the guidance counselor to support peer mediation and assimilation to the new environment.

c/d. At this time we do not have any ELLs receiving service four to six years or Long Term ELLs. The support provided would include mandated services, academic intervention services during extended day, thirty-seven and a half minutes and Saturday Academy to support increased academic outcomes. At risk counseling would be provided to support students with coping skills and focus students on healthy social emotional development. Individualized assessments would take place to provide support in the needed sub skills using data driven instruction.

e. ELLs identified as having special needs would be supported in their mandated setting as well as with additional support by Ms. Le Bron providing ESL support using ESL methodologies and techniques. Classroom teachers and AIS tteachers would provide Tier 2 and 3 Response to Intervention. The IEP Liaison will identify students with IEPs in need of mandated ESL support and confer with parents regarding student support and collaboration with teachers. If necessary paraprofessional services would be requested to support the learners. The students would receive their mandated serving accrodg to their LABR and/or NYSESLAT results. The ESL Providers record "First Attendance Reporting System for ESL and record student attendance on SESIS. Testing accomodations and related services (PT,OT, Speech, SETSS, and/or Counseling) will be provided according to their IEPs. Technology will be provided and utilized to enrich and support ELLs with disabilities.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A for all areas			
Social Studies:				
Math:				
Science:				

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

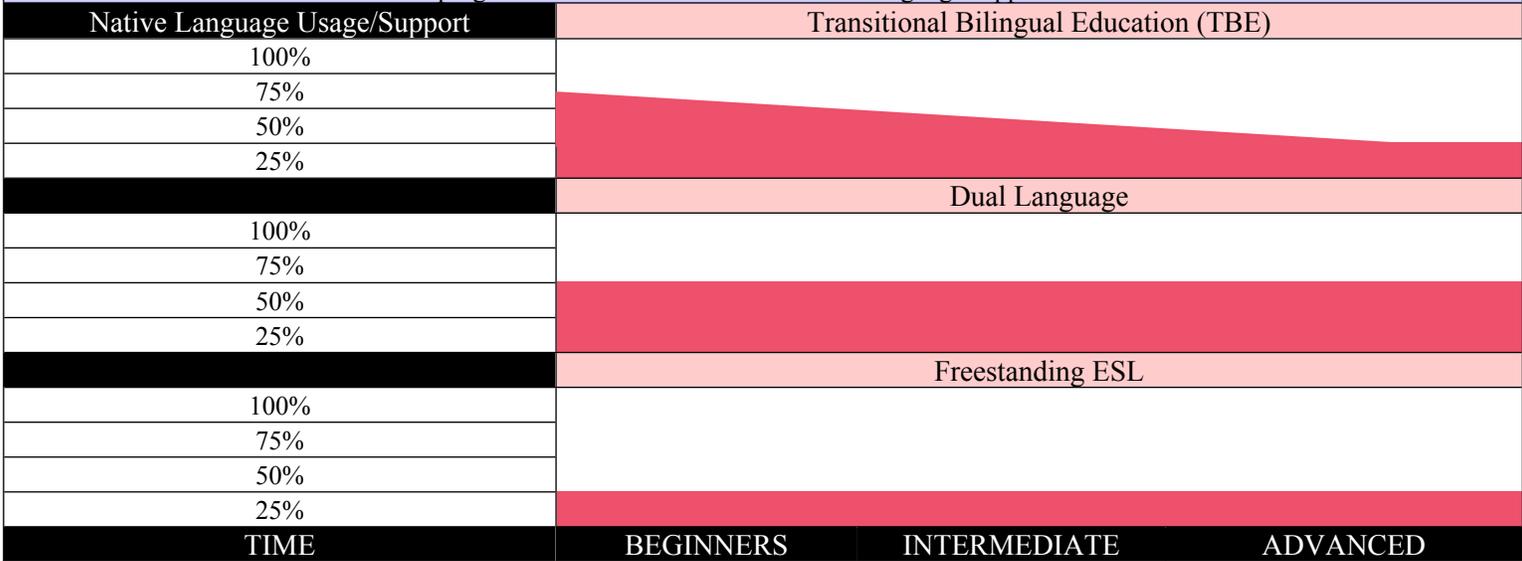
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. English is the principle language used to instruct the students. Students are given opportunities to improve vocabulary skills and comprehension skills in all content areas using fiction and nonfiction text, hands on activities in math and science using manipulatives, math games, and lab activities. Students read historical fiction and nonfiction texts in content areas. Students use role playing, video and Achieve 3000 and iReady reading software to reinforce comprehension skills. The development of phonemic awareness, vocabulary development, fluency and comprehension for ELLs is support through Macmillan McGraw-Hill. This program uses small group instruction and direct, explicit instruction in the acquisition of skill sets.

9

When students reach proficiency on the NYSESLAT they continue to receive Tier 2 intervention with Aretha Marshall, AIS provider. This entails continued support in reading and writing using a Reading Program to build comprehension skills, vocabulary in content, and reading/writing strategies. Achieve 3000 will also be used to focus on the student instructional levels for reading and incorporate additional writing exercise incorporating the use of informational text and the work on persuasive writing assignments in keeping with the Common Core Learning Standards.

10

Macmillan McGraw-Hill Treasures Reading Program will be used to build comprehension skills, vocabulary in content, and reading/writing strategies. This program will be used based on the structure of this reading which also provides support for ELLs in its design to improve vocabulary development and academic language acquisition.

11. There are no programs or services discontinued.
No programs will be discontinued

12. ELLs are afforded equal access to all school programs because all students are invited to participate. notices are sent home and programs are introduced and discussed at parent teacher conferences, parent orientation, curriculum nights, and pta meetings. All students are encouraged to participate in sports teams, robotics, cheer leading and various other clubs in the school provided during lunch. ELLs are afforded equal access to all school programs during our extended day program through tryouts or by assignment:

13. Students use Achieve 3000 and iReady reading software to reinforce comprehension skills. The development of phonemic awareness, vocabulary development, fluency and comprehension for ELLs is support through Macmillan McGraw-Hill. This program uses small group instruction and direct, explicit instruction in the acquisition of skill sets.

14. Native Language support is delivered in the Freestanding ESL Model through the use of translated material including dictionaries, books and early reading literacy books. Beginning level students are given help from other students as well as other staff speaking in their native language.

15

Yes, required support services and resources are age and grade appropriate.

In order to assist the smooth transition of newly enrolled ELL students before the beginning of the school year, parents attend a school orientation. Parents and students are introduced to the school community and are informed of the curriculum as well as special programs and initiatives. The goal is to familiarize parents and student with their new school environment. There are parent volunteers available to discuss their children's experiences and opportunities provided by their participation in the school programs. Translators are available to enhance parent school communication.

14.

We do not offer electives at this time.

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)?

Not Applicable

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.

Professional Development and Support

1/3.

Throughout the year, professional development opportunities are provided for all teaching staff members. It is available in the school community and by the New York City Department of Education. Ongoing professional development has been focused on the analysis of data, differentiated instruction, and data driven instruction for the entire school community to support the needs of ELLs, diverse learners and improve academic outcomes to meet the minimum 7.5 hours. Many professional development opportunities were available through OELL, QTEL, and BETAC. The teachers that attend the professional development turnkey the professional development to the school community.

Professional Development and support for school staff as per Jose P is provided by English Language Learners/Compliance Specialist, of ELL Compliance Specialist, ELL CPS and teacher, Maria Lebron. A variety of professional development opportunities are offered to support teachers in learning how to distinguish, identify and support instruction of ELLs.

2. The teachers and guidance counselors collaborate in order to inform students about the transition process at grade level meetings and faculty conferences. The ELLs Coordinator does outreach to parents along with the parent coordinator to inform the parents about this process so that parents are informed. There are parent workshops and announcements and presentations at parent teacher association meetings.

Students and parents attend articulation workshops provided by Magali Flowers, Guidance Counselor as they transition to middle school.

3.

Throughout the year, professional development opportunities are provided for all teaching staff members. They are available in the school community and through the Office of English Language Learners. Ongoing professional development has been focused on the analysis of data, differentiated instruction, and data driven instruction for the entire school community to support the needs of ELLs, diverse learners and improve academic outcomes to meet the minimum 7.5 hours. Many professional development opportunities were available through OELL, QTEL, and BETAC. The teachers that attend the professional development turnkey the professional development to the school community.

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?

The data shows that there are many benefits of parent involvement in their children's education from high self esteem to high academic success. Parental involvement is encouraged and supported here at Chrispus Attucks Community School. The relationship between this school and the community is vital. Our parents take every opportunity to become actively involved in the education of their children. Parents have opportunities to volunteer and participate in assemblies, workshops, curriculum nights, career days, science fairs, field trips and also provide translation services at these events. The parent coordinator provides assistance to parents on parenting skills, homework help, technology and life skills. Parents are given training to use ARIS and utilize websites to support student academic progress. CBO's are a welcome partnership at this school. There is a partnership with community groups to support the robotics program, and chess program. The students compete with other schools both public and private across New York State. Parents have the opportunity to become a part of the pta and the school leadership team. The school uses surveys to obtain information on parent needs and to evaluate the activities and workshops. Parents receive notices in several languages in order to stay informed about student activities, workshops and meetings.

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)		1	1			1								3
Intermediate(I)														0
Advanced (A)					1									1
Total	0	1	1	0	1	1	0	0	0	0	0	0	0	4

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

We use MCLASS data (DIBELS and Reading 3D) to ascertain student reading levels and students are progress monitored every 4 weeks to further assess phonemic awareness and reading behaviors for early literacy. This tool provides insights into student challenges and strengths in phonics and reading skills. The NYSESLAT data shows that students are developing speaking skills faster than reading and writing skills. So this is a major area of focus for this school year (reading and writing). Students have mastered oral expression. The students are in the beginner and intermediate level of proficiency and the trend implies that reading/writing are the weakest areas for the ELLs in this school. These patterns affect instructional decisions because the data gathered allows teachers to differentiate instruction. Such data helps students when paired with partners or in group configurations so that both students and teacher can form supportive networks of language learning.

In our effort to reach all learners the maximum number of activities are used to touch on all learning styles, and multiple intelligences to support varying levels of English proficiency to improve student outcomes.

. Success of the ELL Program is evaluated by multiple variables. Testing and assessment of data plays an important role in monitoring student progress. Student work , teacher observation and annual yearly progress on Acuity ITA's and Predictives are monitored in order to access student improvement. Instructional outcomes are reviewed and discussed with classroom teachers, students and parents in order to continually provide strategies to increase academic success.

As a result of this data, the school is learning to provide additional strategies to increase reading stamina as it supports future success in all content areas. Our school uses data to evaluate the success of the ELLs population. Acuity is used to assess ELA and Math proficiencies along with the NYSESLAT. Progress is assessed yearly and instruction is revised based on the data outcomes to support the needs of all learners.

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.

This school has a very small population of ELLs and currently has four students. The administration and teachers work diligently through AIS and after school program and Saturday Academy to support all learners. The ELLs are held to the same high expectations for success as the monolingual students.

Part VI: LAP Assurances

School Name: <u>Crispus Attucks Elementary</u>		School DBN: <u>16K021</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Harold Anderson	Principal		11/30/11
Leslie Frazier	Assistant Principal		11/30/11
Linda Sanders-Peay	Parent Coordinator		11/30/11
Maria Lebron	ESL Teacher		11/30/11
Michael Kingsberry	Parent		11/30/11
Aretha Marshall	Teacher/Subject Area		11/30/11
	Teacher/Subject Area		1/1/01
Carla Marshall	Coach		11/30/11
	Coach		1/1/01
Magali Flowers	Guidance Counselor		11/30/11
Nichelle Manning-Andrews	Network Leader		11/30/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **16K021** School Name: **Crispus Attucks Elementary School**

Cluster: **1** Network: **110**

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

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.

In order to assess our 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 we use classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We send a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language Allocation Plan for the school. The Parent Coordinator and ESL Teacher confer with parents by telephone, and in one to one conferences on their individual communication needs.

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.

Our school is located in the Bedford Stuyvesant section of Brooklyn. Our two of our students are recent immigrants. We used our classroom surveys, and the inventory of languages from the HLIS to assess the oral language needs of parents. We found that the major language group is English. There are a few parents that speak Spanish and three families that speak Arabic. Staff members in the school community provide support for translation and interpretation support based on their identified language fluency in Haitian Creole and Spanish. This information was reported to the school community through parent teacher association meetings, faculty conferences and grade level meetings.

Part B: Strategies and Activities

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.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Spanish. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated in Spanish as needed. ELL's parent orientation materials will also be provided in their native languages. Written translation services will be provided in-house by school staff as needed by teachers and paraprofessionals. The Language Interpretation Unit is utilized for other languages that the school can't provide services for.

Interpretation Services in Spanish are available to the parents for various events such as PTA meetings, Family Literacy /Math Nights and Parent-Teacher Conferences.

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 services will be provided in-house by school staff and the Language Interpretation Services Unit for Arabic. We have staff members who speak Haitian Creole and Spanish. We have teachers to interpret in Spanish during school activities. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help improve their children's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher Conferences, and Open School Week. Teachers, paraprofessionals and/or school aides also attend these functions to support parents and students communication needs.

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>.

Parent notifications and pertinent documents are translated into the native language of the parent as needed. The school staff members are available to translate as needed and the Language Interpretation Unit will provide translation services for notices as needed. The Language Interpretation Unit is used to provide communication services to parents that speak languages that the school can not support. As per A-663 we will provide each parent whose primary language is a covered language and who require assistance service with a copy of the Bill of Parent Rights and Responsibilities in the main office, and the parent coordinator's office. We will make sure that school calendars' and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided.