



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CHANNEL VIEW SCHOOL FOR RESEARCH

DBN: 27Q262

PRINCIPAL: MS. TUBRIDY EMAIL: PTUBRID1@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMEKA MATHESON

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
Patricia Tubridy	*Principal or Designee	
Craig Dorsi	*UFT Chapter Leader or Designee	
Kathy Ryan	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Justin Zemzer Nkozi Stewart	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joseph Altieri	Member/Teacher	
John Leone	Member/Teacher	
Pamela Arraya	Member/Parent	
Pamela Pierce	Member/Parent	
Leone Hall	Member/Parent	
Election in March	Parent	
Election in March	Teacher	

** 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

By June of 2013, students will experience a minimum of two Common Core-aligned tasks in Math, (which will require fluency, application, and conceptual understanding), ELA (which will require students to ground reading, writing, and discussion of evidence from texts). The science and social studies tasks will use domain-specific texts (content-rich nonfiction and informational texts) in which students will read, then, write citing evidence from text to support their opinions or arguments.

Comprehensive needs assessment

Our ELA data suggests that we need to improve our student's literacy skills. While our Regents passing rate was 84% a deeper investigation suggests that students need to improve reading, writing, and discussion in evidence from texts. Our middle school data suggested similar results; percentages for students at level 3 or level 4 are: 6th grade 50.8%, 7th grade 55.7%, and 8th grade at 47.3%. This evidence supports the use of the common core aligned tasks. Our math data suggests that students need to improve fluency application and conceptual understanding. The regents passing rate in Integrated Algebra was 72% and in Geometry was 63%. Middle school data for math for students who scored a level 3 or level 4: 6th grade was 66.2%; 7th grade 68.2%; and 8th grade 63.5%.

Instructional strategies/activities

Research suggests that the implementation of rigorous standards supported with an inquiry based approach leads to student achievement. Teachers will utilize performance tasks in order to measure the effectiveness of pedagogical strategies on student learning. Our SLT and PD teams will ensure implementation, as well as provide curriculum institutes and professional development to assist teachers revise curricula, scope and sequence, as well as lesson plans and other strategies. Citywide Instructional expectations will be completed by the end of May 2013.

Strategies to increase parental involvement

In September, Channel View invites parents to "Back to School Night" to outline expectations for the year and meet with their child's teachers. This school year Channel View began the initiative of student led conferences (SLC) in all grades. SLCs prepare students to take responsibility for their learning by inviting their parents and leading a conference about their academic goals, strengths and challenges. SLC are scheduled two times during the school year, the school invites students and their families to attend formal conferences during which report cards are given to families. At CVSR, SLCs replace the traditional parent / teacher conference.

Information about the regularly scheduled School Leadership Team Meetings (the second Tuesday evening of every month) and the PTA Meetings (the first Wednesday of every month) are sent home at least twice a month as well as placed on our telephone messenger system. In addition, professional development plans for staff are shared by the principal in her monthly report to the PTA.

Channel View provides parents with report cards four times a year. Mid way between those report cards, progress reports are sent home by first class mail informing parents how their child is progressing towards achievement. Channel View conducts workshops for parents on how to work with their child in organization skills and homework. Additionally we provide ongoing workshops on how to use ARIS Parent LINK to support their child's academic progress. Parents are informed (in their identified home language) of how their child performed on the NYS Assessments and what their child is expected to know and do according to their grade level. We also invite guest speakers who can offer workshops to help them support their children. We are in the process of setting up a Parent Resource Library comprised of materials to help families navigate college planning and financial aid.

Budget and resources alignment

• Indicate your school's Title I status: 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: Channel View School for Research receives ASD funds to support the program. These funds can be used flexibly and in a variety of ways.

Service and program coordination

The bulk of Channel View budget is tax levy monies. Channel View's philosophy is to align all instructional initiatives, strategies, activities with the mission and vision of the school. To that end we also align financial resources with the goals of our schools.

Channel View is an Autistic Spectrum Disorder (ASD) school, which means that all of our teachers and staff receive professional development in how to educate and work with students on the spectrum. ASD monies are used to support instruction and professional development.

ANNUAL GOAL #2 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 #2

By June of 2013, teacher effectiveness will be improved through meaningful formative feedback and next steps from short, frequent cycles of formative classroom observations. As evidenced by meetings with their peers and/or supervisors to review their progress toward the teachers meeting their professional goals.

Comprehensive needs assessment

Demanding rigor and professionalism from teachers requires regular constructive feedback from supervisors and peers. The Common Core Learning Standards demand a new way to help teachers meet these goals for students. CVSR uses Charlotte Danielson's Framework for Teaching to provide informative feedback that is both organized and actionable.

Instructional strategies/activities

The principal, assistant principals, and instrumental leads and peers visit each teacher's classroom at least 10 times over the course of the year, and provide teachers with formative written or verbal feedback aligned to 3 school-selected competencies. School leaders' work together with teachers in developing their professional goals aligned to principal's performance review and school goals.

Strategies to increase parental involvement

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ANNUAL GOAL #3 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 #3

By June 2013, student engagement and school culture will have increased in all grades by having all students participate in Crew Advisory, a minimum of one learning expedition, and/or case study, evidenced by Crew attendance, student presentations of high quality products (measured by a rubric) and at Galleries of Student work, as measured by least 90% crew attendance, learning expeditions or case study student product and presentation of Gallery.

Comprehensive needs assessment

One of CVSR's core beliefs is that engaged students, learn. To that end CVSR has contracted Expeditionary Learning Outward Bound (ELOB). ELOB provides professional development as well as a school designer to support us in designing a work plan and assisting us reaching our goals.

Instructional strategies/activities

All students in 6th through 12th grade will participate in an advisory program called Crew. With the facilitation of their Crew leaders, students will lead a Student Led Conference. During this conference students will present high quality products and discuss whether or not they met expectations. Teachers will also plan learning expeditions and/or case studies that engage students and assist them in exceeding standards as well as help them achieve college and career readiness.

Strategies to increase parental involvement

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Budget and resources alignment

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

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Service and program coordination

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ANNUAL GOAL #4 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 #4

By June 2013 we will deepen the school community's understanding of what high-quality teaching looks like through professional development on 3 school selected competencies from Charlotte Danielson's Framework for Teaching (Designing Coherent Instruction, Using Questioning and Discussion Techniques, Using assessment in Instruction) that support implementation of the Common Core Learning Standards.

Comprehensive needs assessment

CVSR believes that teachers should strongly agree that their experiences this school year have been sustained and coherently focused, rather than short term and unrelated. It is also strongly believed that teachers and administrators should have a shared understanding of effective teaching.

Instructional strategies/activities

In the fall CVSR will hold professional development to help teachers deeply understand the 3 school-selected competencies. (Designing Coherent Instruction, Using Questioning and Discussion Techniques, Using assessment in Instruction) The selected competencies will then be enveloped into our professional development. Supervisors and teachers will identify resources and structures to support teacher improvement. Frequent observations and feedback will enable teachers to improve based evidence from the observations. Three times a year teacher and supervisor teams will meet aligning feedback with the progress of the goals. Professional development will be aligned to further progress support

Strategies to increase parental involvement

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Budget and resources alignment

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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	<ul style="list-style-type: none"> • Extended Day • Lunchtime Tutoring • Saturday Academy • Summer School • STARS: at risk resource room • Think-Pair-Share • Literature Circles • Learning Stations • Response to Intervention • Achieve 3000 • QTEL 	<ul style="list-style-type: none"> • Small-group • Small-group • Small-group • Small-group • Resource room • Pairs • Small-group • Small-group • One-to-one • One-to-one • One-to-one 	<ul style="list-style-type: none"> • After school 1 1/2hrs, 2-3times/week • During the day • Only on Saturdays • During the summer • During the school day
Mathematics	<ul style="list-style-type: none"> • Extended day • Lunchtime tutoring • Saturday academy • Test prep: Curriculum Associates • STARS: at risk resource room • Think-Pair-Share • Literature Circles • Learning Stations • Response to Intervention • Achieve 3000 • QTEL 	<ul style="list-style-type: none"> • Small group • Small group • Small group • Tutoring • Resource room • Pairs • Small-group • Small-group • One-to-one • One-to-one • One-to-one 	<ul style="list-style-type: none"> • After school 1 1/2hrs, 2-3times/week • During the day • On Saturdays • On-going basis • During the school day

Science	<ul style="list-style-type: none"> • Peer tutoring • Extended Day • Lunchtime tutoring • Make- Up labs • Saturday Academy • STARS: at risk resource room • Think-Pair-Share • Literature Circles • Learning Stations • Response to Intervention • Achieve 3000 • QTEL 	<ul style="list-style-type: none"> • One-to-one • Small group • Small group • One-to-one • Small group • Resource room • Pairs • Small-group • Small-group • One-to-one • One-to-one • One-to-one 	<ul style="list-style-type: none"> • During the day • At the end of the school day • During the day • During the day • On Saturdays • During the school day
Social Studies	<ul style="list-style-type: none"> • Extended day • Lunchtime Tutoring • Saturday academy • Test prep • STARS: at risk resource room • Think-Pair-Share • Literature Circles • Learning Stations • Response to Intervention • Achieve 3000 • QTEL 	<ul style="list-style-type: none"> • Small group • Small group • Small group • Kaplan • Resource room • Pairs • Small-group • Small-group • One-to-one • One-to-one • One-to-one 	<ul style="list-style-type: none"> • At the end of the school day • During the school day • On Saturdays • On-going basis • During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Pupil personal team • Group Counseling (Divorce, Mediation, Bullying) • SAVE counseling • Career Counseling • Graduating Students • Response to Intervention 	<ul style="list-style-type: none"> • One-to-one • Small group • Small group • Small group • One-to-one • One-to-one 	<ul style="list-style-type: none"> • During school

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

Channel View School for Research has been and is 100% highly qualified. We use all the NYCDOE resources to attract our teachers. We also reach out to teachers' alumni schools as well as colleges we have established collaborations. We retain our staff by establishing and maintaining a culture of collaboration and cooperation. We hold summer institutes every August and two weekend retreats, one in November and the other in February. All professional development begins with a team building initiative. We also survey our staff to ascertain their professional development needs and then plan our professional development accordingly. We are a strong believer in professional development and use our resources to give or send our staff out for what they need. We send them to site seminars of other Expeditionary Learning Schools, institutes that specifically address their curriculum needs, meetings with subject teachers in other New York City Expeditionary Learning Outward Bound (NYC ELOB) schools, Urban Advantage (UA) Initiative, Response to intervention (RTI) conferences, Aspergers Spectrum Disorder (ASD) Task Force, Advancement Via Individual Determination (AVID) PATH Trainings, STANYS Conferences, STEMI Track, Special Education CTT models and strategies workshops at Teachers College, etc. We nurture our staff with lunch with coaches, buddy teams with breakfast for new teachers to our school, informal lunches with crew advisors, informal chats and celebrations.

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 Jose Ruiz/Roberto Hernandez	District 27	Borough Queens	School Number 262
School Name Channel View School for Research			

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

Principal Patricia J. Tubridy	Assistant Principal Denise K. Harper
Coach Kerri Walsh	Coach Luz Alessandri
ESL Teacher Laura Brown	Guidance Counselor Carol Anderson
Teacher/Subject Area Dolores Sudlow, Special Ed	Parent
Teacher/Subject Area	Parent Coordinator DeShawn Mason
Related Service Provider Brigid Mullin	Other Steven Raff
Network Leader	Other

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
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	640	Total Number of ELLs	8	ELLs as share of total student population (%)	1.25%
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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. When a new student is admitted to Channel View School for Research the ELL Teacher, Laura Brown, meets with the parent to make an initial determination of the child's home language. If Ms. Brown is unavailable, the Principal, Patricia J. Tubridy, the Assistant Principal, Denise Harper, or the Literacy Coach, Kerri Walsh will meet with the student and parent. Both the student and the parent are interviewed by the ELL teacher or one of the above listed pedagogues to determine the student's home language. After the initial interview, the parent is asked to complete a Home Language Identification Survey (HLIS) to identify what language the child speaks at home. After the parent completes the HILS, an interview is conducted in both English and in the family's native language. Using all the data we have gathered we will determine if a language other than English is spoken in the child's home. After making the determination that the student may be an English Language Learner, 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. Those children that score at or below proficiency on the LAB-R become eligible for stated 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. Channel View uses a number of steps to annually evaluate ELLs using the NYESLAT. We use the analyze the data from the test for each child so we can identify the students' strengths and weaknesses. We then tailor our instruction to meet the needs of each student. In addition the students are given the ESL Acuity and that information is also analyzed to tailor instruction to meet the individual needs of each student. Every student in Channel View also takes an English Acuity and the same is done with the data for that test.

2. After the LAB-R is administered the ESL teacher notifies the parent of their child's eligibility for services. If a student is not eligible for services the parent receives a Non Entitlement letter. If a student is eligible for services, the parent receives an Entitlement letter a Parent Survey, a Program Selection form and finally, a Placement letter. This is done by mail and, if possible by directly speaking with the parent. If a student is eligible for services we will also provide information and service options. If the result of the LAB-R indicates that the student is eligible for ELL services, the parent is notified of the child's entitlement and is invited to a parent orientation where the parent views a video explaining the programs that are available in the City of New York. If necessary, a translator is provided to facilitate the meeting. Translated brochures and a DVD describing the three programs are given to the parent.

3. After reviewing the choices with the parent, he or she decides which program they would like their child enrolled in and completes the Program Selection form at the orientation meeting. Students are placed as per parental choice. Channel View School for Research only 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.

4. Each ELL student who is enrolled at Channel View School for Research is administered the NYESLAT 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.

5. Looking at the trend of Parent Selection forms over the last few years are program is aligned with our parent requests. 100% of our parents have requested the Freestanding ESL program offered at Channel View School for Research.

6. The program model- Freestanding ESL is aligned with the parent requests. This is indicated by proof of parent selection- 100% Freestanding ESL. The proof are the Parent Selection Forms.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							7	4		7		7		25
Push-In														0
Total	0	0	0	0	0	0	7	4	0	7	0	7	0	25

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	8	Newcomers (ELLs)	3
Special Education	3		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	3

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										0
Dual Language										0
ESL	4	1	2	1			3		1	8
Total	4	1	2	1	0	0	3	0	1	8

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														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

**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																		
Korean																			0	0
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):

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		4		1		7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Other												1		1
TOTAL	0	0	0	0	0	0	1	1	0	4	0	2	0	8

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. Channel View School for Research has a Departmentalized Educational program with a Pull Out Freestanding ESL program. In addition, the ESL teacher pushes in to content area classes to support the ESL students. The students are grouped in their ESL classes based on age (Middle School or High School) and their proficiency levels.

2. 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 two days a week that the students attend. The Intermediate level students receive 360 minutes of ESL instruction a week and the Advanced ELL students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.

3. 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 ESL teacher helps support the content area teacher by using the content area textbooks, notes and review materials and supplements them with a variety of graphic organizers tailored to the lessons, hands on material, realia, visuals, flash cards and computer programs to help the ESL students better understand the content area material and vocabulary. In addition native language supports such as a bilingual dictionary and thesaurus, and native language textbooks (when available) are used to support ELLs. 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 sound educational program that fosters both ESL and academic development and success.

4. Translated copies of exams are administered to ELL students whenever possible. Students are given bilingual support materials to

A. Programming and Scheduling Information

ensure understanding of exams.

5. All of the ESL students 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. A variety of instructional materials are used to support ELLs. The students use print material such as novels, short stories, poetry, plays newspaper and magazine articles, the Milestones ESL leveled textbook series and workbooks, computer programs for language acquisition, the internet, realia, flash cards, and graphic organizers. Each of these instructional materials are chosen at the appropriate level for each subgroup and ESL level. Many of the materials are designed on multiple levels (such as the Milestone textbook series), if the materials aren't leveled, the ESL teacher chooses both teaching and support materials that are appropriate for each student's individual needs.

The ELL teaching program corresponds to the ELL students' ages and grade levels. All materials that are chosen are appropriate for the students' age and grade level. All of the content material is what the non ELL students are using. The ESL teacher supplements those materials to ensure comprehension by the ELL students. The ELL teacher incorporates NYS Standards and the Common Core Standards for each grade level when planning her lessons. The ELL students are exposed to a strong academic program that ensures language acquisition.

6. All ELLs, including SWDs, 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. In addition, ESL students use grade level texts and reading materials that are supplemented with graphic organizers, simplified directions, modeling and additional vocabulary instruction to help SWDs master grade level academics.

7. Channel View School for Research meets the needs of SWDs by giving them an individualized schedule and provides an academically rigorous, differentiated curriculum so that they can be successful in the least restrictive environment. Each student's schedule for services is coordinated to maximize instructional time in core classes. Support Service teachers push in and /or pull out when necessary to help SWDs.

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				
Social Studies:				
Math:				
Science:				

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

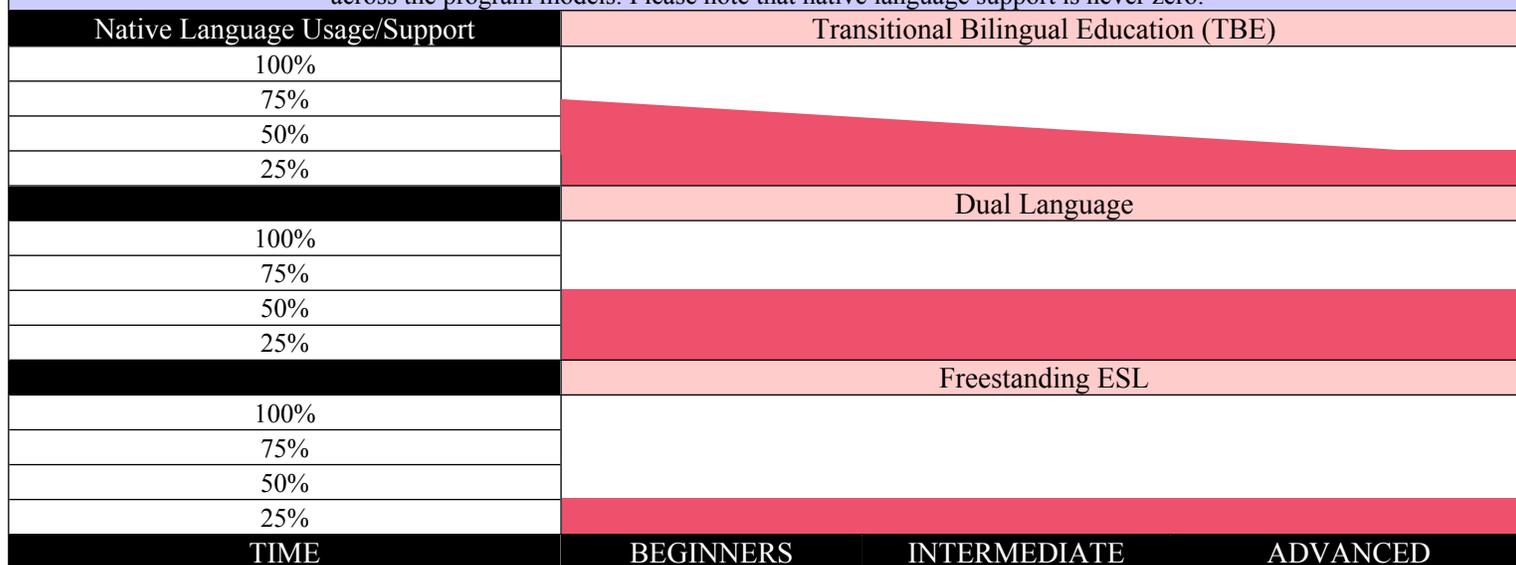
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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. 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.
9. 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. In addition, transitional ELLs receive testing accommodations.
10. One program improvement for next year is to offer an English elective for ELLs.
11. Channel View School for Research is not discontinuing any programs or services for the coming year.
12. 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.
13. 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. Realia 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.
14. The students have access to bilingual dictionaries, native language texts, translated tests, study materials and educational computer games and programs in their native language.
15. All materials are age and grade appropriate.
16. New students are given a student orientation, where they tour the school and meet both students and staff members. Students are assigned a buddy to facilitate their transition to Channel View School for Research. In addition, all students, including ELLs, are given summer assignments in both English and Math.
17. 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)?

Channel View School for Research does not have a Dual Language Program.

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.

1. The ELL teacher attends all professional development that is required for every teacher at Channel View School for Research as outlined in questions # 2 and 3 below. In addition, the teacher has attended professional development offered by the Office of English Language Learners, such as, QTEL, RTI for ELLs, , Language of Science for Secondary ELLs, and Common Core Standards training.
2. The staff at Channel View School for Research 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.
3. The staff at Channel View School for Research receives more than the mandated 7.5 hours of required training every year. Professional Development is done by the ELL teacher, our network specialist and the Office of English Language Learners. Much of our ELL professional development has focused on learning about the best scaffolding techniques, teaching vocabulary in the content areas and strategies for significant ESL and academic development. In addition, content area teachers attend off site ELL professional development sessions with the ELL teacher whenever possible. A record of the 7.5 hours of professional development is recorded based on the attendance sign in sheets and is kept on file at school.

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?

1. 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. A variety of activities are planned throughout the year including PTA meetings, dinners, and a community fair.
2. Channel View School for Research is an Outward Bound Expeditionary Learning School. The staff at Outward Bound has met with our parents and offered workshops and support for the Outward Bound model that our school has adopted. In addition, we have a Community Based Organization fair in the Spring. Channel View School for Research works with the PTA and the outside agencies to hold a fair that is open to the entire community so that people can become more aware of the services available to them and find out more about the organizations in the community where our students live.
3. There is frequent contact, by mail, phone, PTA meetings, and through our school website. parents needs are evaluated through these ways as well.
4. 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													0
Intermediate(I)											2			2
Advanced (A)							1		1			1		3
Total	0	0	0	0	0	0	1	0	1	0	2	1	0	5

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

NYSESLAT Modality Analysis

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

NYS ELA

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Integrated Algebra	2			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1			
Living Environment				
Physics				
Global History and Geography	2			
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

1. Channel View School for Research is a secondary school so we do not formally evaluate early literacy skills. We do analyze data from ARIS, the LAB-R and the Spanish LAB to assess our students' needs.
2. When considering State examinations, the ELL students are having the most difficulty with the reading and writing sections of the NYSESLAT. 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.
3. The data shows that we need to help our students master the academic language in content areas in order to achieve academic success. To that end, the staff at Channel View School for Research is receiving ongoing professional development to meet our students needs. The ELL teacher also works closely with the content area teachers to ensure best practices are being implemented in their classes to ensure academic success for our ELL students.
4. The proficiency patterns show that are ELL students are struggling with higher level vocabulary and writing. 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. We know that 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 for three years or less will be strongly advised to take their Regents and State tests in their native language. Our students are provided the Regents in their native language but prefer to take the test in English so we do not have data to compare their performance when taking the Regents in their native language.
- b. Channel View School for Research uses the results from the ELL periodic assessments to assess the ELL students' strengths and weaknesses. We differentiate the students' materials to better meet their needs and we reinforce concepts the students are struggling with.
- c. The school leadership and teachers have learned that we needed to provide more native language supports. In addition, through professional development, the teachers are learning instructional techniques to help ELL students improve their vocabulary acquisition and writing skills in the content area subjects.
5. Channel View School for Research does not have a Dual Language Program.
6. Channel View School for Research evaluates the success of our programs for ELLs through New York State, New York City, and in house assessments and reviews such as Acuity, NYSELAT results, Regents exams and in house assessments give by the ELL teacher and core academic teachers.

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.

Part VI: LAP Assurances

School Name: CVSR**School DBN: 27Q262**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia J. Tubridy	Principal		12/1/11
Denise Harper	Assistant Principal		12/1/11
DeShawn Mason	Parent Coordinator		12/1/11
Laura Brown	ESL Teacher		12/1/11
	Parent		12/1/11
Dolores Sudlow/Special Ed	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		12/1/11
Kerri Walsh	Coach		12/1/11
Luz Alessandri	Coach		12/1/11
Carol Anderson	Guidance Counselor		12/1/11
	Network Leader		12/1/11
Brigid Mullin	Other		12/1/11
Steven Raff	Other		12/1/11
	Other		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q262 **School Name:** Channel View School for Research

Cluster: 6 **Network:** 611

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.

By the end of September, the pupil personnel secretary ensures that all students' families have completed Home Language Surveys and the information is recorded in ATS. Surveys are then reviewed to ascertain the primary language spoken by the parent, and whether the parent has any translation and/or oral interpretation needs.

A 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 the major 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

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 are distributed at the same time as our English communications or as soon as possible. In addition, school specific documents are translated by school personnel and distributed to parents. Assistance is provided from the CFN and translation unit as necessary.

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 staff members: i.e. 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 and interpretation assistance services and how to obtain such services in the major languages of students in 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 of 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 administration due to a language barrier.

Because more than ten percent of CVSR's families speak Spanish at home, we also post signs and distribute forms in Spanish.