



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CRISPUS ATTUCKS ELEMENTARY SCHOOL

DBN (i.e. 01M001): 16K021

Principal: LESLIE FRAZIER

Principal Email: LFRAZIE@SCHOOLS.NYC.GOV

Superintendent: EVELYN SANTIAGO

Network Leader: JEAN MCKEON

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Leslie Frazier	*Principal or Designee	
Regina Bufford	*UFT Chapter Leader or Designee	
Celeste Boston	*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/ CSA	
Magali Flowers	Member/ UFT	
Rosalinda Warren	Member/ UFT	
Aida Crowley	Member/ UFT	
Cora Cuffy	Member/ PTA	
April Nesbitt	Member/ PTA	
Susanna Wade	Member/ PTA	
Monique Jones	Member/ PTA	
Caroline Worrell	Member/ PTA	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, there will be a 3% increase of all students achieving at or above proficiency level in grades 3 - 5, as measured by the 2013-2014 New York State English Language Exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 The 2012-2013 NYS Exam Report reflected 30.7% of students demonstrated proficiency on the new Common Core state exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- Classroom teachers along with additional support staff will provide ELA instruction in small groups during Extended Time sessions and during Saturday Academy
- B. Key personnel and other resources used to implement each strategy/activity**
- All Teachers by grade level and cluster
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- The teachers use Sundance leveled books, Raz-kids technology, Rally education, and Ready NY CCLS monthly benchmark assessment data to evaluate student progress.
- D. Timeline for implementation and completion including start and end dates**
- October 2013 and May 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Z Extended Time Sessions (Mon- Tues) and Saturday Academy (10 sessions) . Resources used : Sundance Leveled Books, Achieve 3000, Rally Education, Ready NY CCLS, Reading A-

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).
 Training and professional development for parents and staff
 Regularly scheduled parent and school meetings such as; SLT, Annual Title 1 Parent Meeting, monthly PTA meetings
 School Events such as curriculum nights, reading and math observation in classrooms, Principal-Parent Tea, and Parent –Teacher Conferences
 Access to materials and resources that will be made available to parents for in –school and /or at-home use to support their child's learning and monitor student progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.
 Other –CBO

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, there will be a 3% increase of all students in Grades 3-5 achieving at or above proficiency level as measured by the 2013-2014 New York State Mathematics Exam.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State

academic content and student achievement standards.

The 2012-2013 NYS Exam Report reflected 32.9% of students demonstrated proficiency on the new Common Core state exam

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Classroom teachers along with additional support staff will provide math instruction in small groups during classroom instruction, Extended Time sessions and during Saturday Academy

B. Key personnel and other resources used to implement each strategy/activity

1. All Teachers by grade level and cluster

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The teachers use Go Math Prerequisite Skill baseline, NYC Baseline Assessment (SchoolNet), Go Math Chapter Test, Rally education, and Ready NY CCLS interim assessment data to evaluate student progress

D. Timeline for implementation and completion including start and end dates

1. A minimum of 6 times a year between October 2013 and May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Daily small group instruction, Extended Time Sessions (Mon- Tues) and Saturday Academy (10 sessions). Resources used: Go Math, Ready NY CCLS, Rally Education.

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).

Training and professional development for parents and staff
Regularly scheduled parent and school meetings such as; SLT, Annual Title 1 Parent Meeting, monthly PTA meetings
School Events such as curriculum nights, reading and math observation in classrooms, Principal-Parent Tea, and Parent –Teacher Conferences
Access to materials and resources that will be made available to parents for in –school and /or at-home use to support their child’s learning and monitor student progress

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers will engage in higher order questioning techniques through the use of DOK strategies, as evidenced in “short frequent observations and lesson planning.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

“Strengthen teacher practice so that all students are engaged in high level questions and discussions and work products reflect deep understanding.” 2013 QR Indicator (1.2)
From our 2013 teacher team focus on “Questioning and Discussion “(Danielson 3b), careful examination of the NYS ELA 2013 Item Skills Analysis, and Annotated NYS 2013 test questions from Engage NY we continue to share and apply the expectation of the school’s framework for teacher practice and the Depth of Knowledge (DOK) matrix so that high-levels of questioning across classrooms is consistent.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

All teachers will be observed to examine practices across competencies in Domain 3.

1. Using ADVANCE Option 1 or 2 all teachers will be observed to examined practices across competencies of Domain 3
2. Grade level teacher teams will evaluate and develop highly effective lesson plans to ensure high-ordered questions using DOK strategies

B. Key personnel and other resources used to implement each strategy/activity

1. Principal , AP, Teacher Leaders, DOE Talent and network Achievement Coach
2. All teachers, AP, Principal, network AC Coach; Common Core Curriculum Resources

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher practice data will be collected by on an ongoing basis through short frequent observations.
2. Teachers will share effective and highly effective lessons addressing questioning and discussion during inter-visitations.

D. Timeline for implementation and completion including start and end dates

1. Beginning November 2013 and ending June 2014
2. September 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common Prep once per week allows teacher teams to meet to share lessons and examine videos to enhance professional practice
2. Principal or AP hold meeting with teacher teams 1x monthly for 90 minutes.

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).

. Training and professional development for parents and staff

Regularly scheduled parent and school meetings such as; SLT, Annual Title 1 Parent Meeting, monthly PTA meetings

School Events such as curriculum nights, reading and math observation in classrooms, Principal-Parent Tea, and Parent –Teacher Conferences

Access to materials and resources that will be made available to parents for in –school and /or at-home use to support their child's learning and monitor student progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the subgroup Students with Disabilities (SWD"s), will demonstrate 3 to 5% progress towards achieving state standards, as measured in, an increase in growth percentiles on the 2013-2014 NYS ELA examination.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The 2013 Progress Report reflected 0.09 Percent at 75 Growth Percentile

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Classroom teachers ,related service providers and additional support personnel will provide ELA instruction in small groups during Extended Time sessions and during Saturday Academy

B. Key personnel and other resources used to implement each strategy/activity

- 2 ICT teachers, 2 Self-contained, 1 SETSS and 4 push in support personnel.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- The teachers use Sundance leveled books, Learning A-Z on line program, Achieve 3000, Rally education, and Ready NY CCLS monthly benchmark assessment data to evaluate student progress.
- D. Timeline for implementation and completion including start and end dates**
- October 2013 through June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Extended Time Sessions (Mon- Tues) and Saturday Academy (10 sessions)

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).

Training and professional development for parents and staff
 Regularly scheduled parent and school meetings such as; SLT, Annual Title 1 Parent Meeting, monthly PTA meetings
 School Events such as curriculum nights, reading and math observation in classrooms, Principal-Parent Tea, and Parent –Teacher Conferences
 Access to materials and resources that will be made available to parents for in –school and /or at-home use to support their child's learning and monitor student progress

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, overall attendance will increase by 2%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 2013 Progress Report reflects a 2% difference when compared to our peer group.

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
- Identify chronically absent and flagged students in ARIS
- B. Key personnel and other resources used to implement each strategy/activity**
- Network Attendance Teacher and school Attendance Team (administration, attendance coordinator, guidance counselor, family worker, SWD liaison and school psychologist)
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Ongoing data analysis of student attendance during monthly attendance team meetings to determine chronic absenteeism and development of action plans.
- D. Timeline for implementation and completion including start and end dates**
- Beginning October 2013 to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Attendance is tracked weekly, next steps for support are identified for targeted students by the attendance team; awards and incentives given for perfect attendance and improvement. 2013- 2014

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).

Training and professional development for parents and staff
Regularly scheduled parent and school meetings such as; SLT, Annual Title 1 Parent Meeting, monthly PTA meetings
School Events such as curriculum nights, reading and math observation in classrooms, Principal-Parent Tea, and Parent –Teacher Conferences
Access to materials and resources that will be made available to parents for in –school and /or at-home use to support their child’s learning and monitor student progress.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
----------	-----------------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

CBO

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Extended Time and Saturday Academy	Small Group and one-to-one	Before, during, after and Saturday Academy
Mathematics	Extended Time and Saturday Academy	Small Group and 1:1	Before, during, after and Saturday Academy
Science	Cluster and push in	Small Group	During the school day
Social Studies	Cluster and push in	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Provided by AIS teachers, Guidance Counselor, School Psychologist,	Small Group and 1:1	Before and during the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department Mentors are assigned to support struggling and un-qualified teachers The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days. Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
School ensures all conceptually consolidated funding coordinates and integrates the use of Federal, State and /or Local funds to meet the intent and purpose of all programs. Funds are allocated to meet the needs of STH,. Funds provide social/emotional, academic services and OTPS materials to Students in Temporary Housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
School ensures students begin their academic career with a strong start and emphasizes the importance of early childhood education. School provides and aligned curriculum to early childhood programs to provide a coherent and seamless instructional transition to elementary school wide programs. School provides joint PD and parent involvement activities to families in the transition from early childhood programs to the elementary school program. School shares records and information from early childhood programs to ensure seamless transition to elementary school programs.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
School provides ongoing professional development to all teachers in analyzing assessment data to increase teachers

understanding of student performance and strength teacher practice.
School provides ongoing differentiated professional development regarding the use of assessment results to improve instruction.
School community selected and agreed upon the selection of appropriate multiple assessment measures to be implemented.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 16	Borough Brooklyn	School Number 021
School Name Crispus Attucks Elementary		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Leslie Frazier	Assistant Principal Carla Arnold
Coach	Coach
ESL Teacher	Guidance Counselor Magali Flowers
Teacher/Subject Area Carol Martin/ELA	Parent Celeste Boston
Teacher/Subject Area Maria Lebron/ELA/Math	Parent Coordinator Linda Sanders-Peay
Related Service Provider Lauren Key	Other
Network Leader(Only if working with the LAP team)	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 currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	592	Total number of ELLs	7	ELLs as share of total student population (%)	1.18%
--	------------	----------------------	----------	---	--------------

Part II: 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														
Pull-out	1		1	1	1	1								5
SELECT ONE														0
Total	1	0	1	1	1	1	0	5						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	2
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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	6		2	1						7
Total	6	0	2	1	0	0	0	0	0	7

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
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									2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2		2			1								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	0	2	1	1	1	0	0	0	0	0	0	0	7

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	2		2	1		1								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)					1									1
Advanced (A)														0
Total	2	0	2	1	1	1	0	0	0	0	0	0	0	7

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	1								1
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses Amplify and running records from Learning A-Z for all our students including ELL's to track early literacy. This assessment identifies specific areas of literacy where our students can benefit from additional support in literacy. We use this data to track classroom instruction and ELL instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our ELL's are newcomers and therefore tend to score at the beginner level. We find that as students receive additional years of service their proficiency levels increase.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our ell's score higher on the listening/speaking subtests but continue to need additional support in reading and writing. As a school we continue to focus our daily instruction on reading and writing.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?ESL a. Most of our Ell's are at the beginning level. We find that as students receive additional years of service they advance toward intermediate and advanced levels. By the time our ELLs reach testing grade they are taking State assessments in English. b/c. Our school does not give the ELL periodic assessment. We use amplify assessments and Schoolnet periodic assessment to track progress.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [Rti Guide for Teachers of ELLs.](#))
Our school includes ELLs in our RTI framework considering their unique needs and linguistic background to guide instructional recommendations. We continue to use data from Amplify and other periodic assessments in order to tier our instrucion.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All teachers are aware of the status of profiencie levels in their classroom. During team meetings we speak about the children's needs and how we can support them throughout the language acquisition process.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Our school uses ongoing student assessment data to evaluate the success of our programs for ELLs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC.](#))

1. Home language surveys are conducted by a pedagogue for all students who are new to the NY Public school system. They are interviewed by the ESL Coordinator, Magali Flowers (bilingual Guidance Counselor- Spanish), along with their parents. For parents who speak other languages, over the phone interpretation services are utilized.

This data is available on ATS and student records for transfer students. If the student is eligible then he/she must be LAB R tested within ten school days by a licensed teacher. Students who do not pass the LABr are eligible for services in addition, spanish speaking students who do not pass are also administered the Spanish LAB in accordings with ASPIRA consent degree.

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.

Parents are informed of the student's eligibility status in their native language via an entitlement letter within 10 days of enrollment. In this letter, 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 programs (Transitional Bilingual, Dual Language, and Freestanding ESL). Parents view the DVD that provides information on these programs. Parent survey letters, and program selection forms are provided at orientation and reviewed, discussed and collected after orientation sessions. Orientations are conducted on an ongoing basis by Magali Flowers, Guidance Counselor with the assistance of the parent coordinator and assistant principal. Parents who are unable to attend the orientation sessions are offered the opportunity to meet one-on-one via follow up phone calls and letters to ensure all parents have the opportunity to participate. 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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Parents are informed of the student's eligibility status in their native language via an entitlement letter within 10 days of enrollment. Parent survey letters, and program selection forms are provided at orientation and reviewed, discussed and collected after orientation sessions. Orientations are conducted on an ongoing basis by Magali Flowers, Guidance Counselor with the assistance of the parent coordinator and assistant principal. Parents who are unable to attend the orientation sessions are offered the opportunity to meet one-on-one via follow up phone calls and letters to ensure all parents have the opportunity to participate. The original documentation is kept in the student's cumulative record and a copy is given to the Assistant Principal. If a form is not returned after additional outreach the default program is recorded as transitional bilingual education as per CR 154. 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.

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.

After orientation the program selection forms are reviewed in order to place students in bilingual or ESL instructional programs. At this time our parents are requesting the ESL program. If the requested program is unavailable parents are offered the opportunity to transfer to a school offering the requested program. The school tracks requests for bilingual program in order to ensure our continued alignment with parent request. At this time we do not have any parents requesting bilingual programs.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In order to ensure all eligible students are administered the NYSESLAT each year we consult relevant ATS screens including RLER and RELC screens. Tesing Coordinator, Ruth Forbes and Bilingual Certified, Maria Lebron work together to ensure that all 4 subtests are administered to each ELL.

6. 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.) 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. 
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. At this time our parents are requesting the ESL program

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Our students are supported by Maria Lebron, licensed Bilingual Teacher using a pull-out 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. 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)?

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 ELA. 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) and advanced students (180 minutes per week), as per CR-Part 154.

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 foster language development and meet the demands of the Common Core Learning Standards.

All ELLs participate in content area instruction designed to meet the needs of all students. In addition, ESL instruction is taught through the content areas to ensure students have the language they need and are prepared to meet the demands of the Common Core Learning Standards.

Maria Lebron, teacher provides mandated support to the students based on data driven instruction (review of student SchoolNet Assessment and Amplify scores, data analysis of sub skills and student work products). Common Core Learning Standards at each grade level are used to drive the core 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 ELL students.

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

Our ELLs are not currently receiving native language instruction, however we encourage them to use available resources such as bilingual dictionaries, native language libraries and other internet support resources, when appropriate, to facilitate the language acquisition process.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELLs participate in school-wide assessments which evaluate progress in listening, speaking, reading and writing. Additional teacher-created assessments are used during ESL instruction to measure student progress in each modality.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a: Currently we do not have students who are SIFE. If we had, the instructional plan for SIFE would be one which incorporates at risk counseling services provided by the Guidance Counselor Magali Flowers, to facilitate students' transition to the school environment.

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 one ELL receiving service four to six years and no Long Term ELLs. The support provided to this

student includes (in addition to 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.

7. 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?

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 (Ms. Martin) teacher 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 according to their LABR and/or NYSESLAT results. The ESL Providers record "First Attendance Reporting System for ESL. Testing accommodations 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.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school includes the ESL and AIS provider in the decision making process for ELL-SWDs, in order to ensure that students are receiving appropriate IEP services in the least restrictive environment, in addition to their ESL services. Ongoing communication ensures that students are on track to achieve their IEP goals and attain English proficiency.

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

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

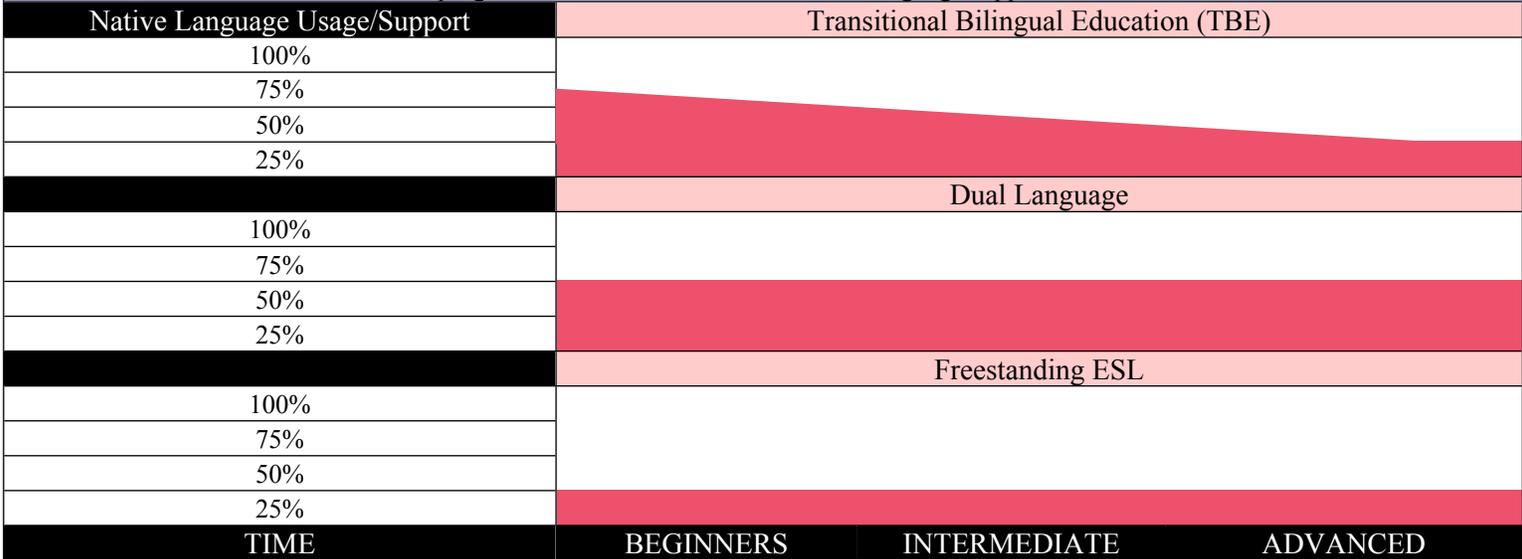
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

9. 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.
- 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. All interventions are offered in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our students are showing progress in our current program. All ELLs are taught grade-appropriate content with appropriate linguistic scaffolds to support their language development.
11. What new programs or improvements will be considered for the upcoming school year?
- As our ELL population continues to grow, we are seeking out certified teachers who can provide additional instructional support for these students.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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, cheerleading 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.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- 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.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Yes, required support services and resources are age and grade appropriate. Materials are differentiated, based on student need, but align to age/grade level expectations.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- 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.
18. What language electives are offered to ELLs?
- At this time, we do not offer language electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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 R-BERN. The teachers that attend the professional development turnkry the professional development to the school community.

Professional Development and support for school staff as per Jose P is provided by teacher, Maria Lebron, administrators and network support. A variety of professional development opportunities are offered to support teachers in learning how to distinguish, identify and support instruction of ELLs. 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. 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 (10 hours for special education teachers). Many professional development opportunities were available through OELL, QTEL, and BETAC. The teachers that attend the professional development turnkry the professional development to the school community.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 AttucksCommunity 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.

E. 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: Crispus Attucks Elementary

School DBN: 16k021

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leslie Frazier	Principal		11/15/13
Carla Arnold	Assistant Principal		11/15/13
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Magali Flowers	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16k021 School Name: Public School 21

Cluster: 2 Network: 211

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 Guidance Counselor, Parent Coordinator and Bilingual Certified 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 during Principal Parent Monthly meetings, 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. Th 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 or by DOE 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.