

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: CRISPUS ATTUCKS 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 Comprehensive Educational Plan (CEP), 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 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.
5. Names of SLT members must be added to this form for posting. The signed original document 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	
Rosalinda Warren	Member/ teacher	
Aida Crowley	<i>Member/ teacher</i>	
Tina Byrd	Member/ parent	
Carolyn Worrell/	Member/ parent	
Carla Arnold	Member/ assistant principal	
Kandise Welch	Member/ parent	
Magali Flowers	Member/ teacher	
Cora Cuffey	Member/ parent	
Shanora Heath	Member/ parent	

**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 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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 2015, there will be a 3% increase of all students achieving at or above proficiency level in grades 3 - 5, as measured by the 2015 NYS ELA 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 2013-2014 NYS exam Report reflected 29% of students' demonstrated proficiency on the new Common Core state exam. A review of the item skills analysis requires emphasis in Reading for Information across grade levels.

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 ELA instruction in small groups during push in or pull-out sessions and during 10 sessions of Saturday Academy Grades 2-5.

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

1. All Teachers by grade level, AIS, content cluster teachers, and Related Service Provider.

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

1. The teachers use Amplify Atlas books to assess mCLASS TRC in Grades K-2, Work Sampling in Pre-k, Raz-kids technology, myon.com independent reading challenge, and Ready Gen End of Unit Performance Based assessments to evaluate student progress

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

1. October 2014 through May 2015

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

1. Guided Reading –small group instruction in all grade levels and Saturday Academy (10 sessions- Grades 2-5). Resources used : Learning A-Z, Benchmark Accessing Complex Texts, My On technology, Ready NY CCLS

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 during Curriculum Night, bi-monthly class visits, Parent-Teacher-Student led conferences (spring), and Saturday Winter Academy information sessions for parents -4 sessions)

Staff training during Professional Learning Communities each Monday and Tuesday afternoon. Teacher will inform parents of their child's successes during Tuesday Parent Engagement time.

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

Access to materials and resources made available to parents for in –school and /or at-home via school site, with Parent Coordinator in Guidance office to support students' learning, monitor student progress or support social-emotional growth.

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	X	Title IA		Title IIA		Title III		Set Aside		Grants
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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 2015, there will be a 3% increase of all students in Grades 3-5 achieving at or above proficiency level as measured by the 2015 NYS math 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 2013-2014 NYS Math Exam Report reflected 25% of student's 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, Small Group instruction during AIS 6 week cycles (grades 2-5) and during 10 sessions of Saturday Academy Grades 3-5.

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

1. All Teachers by grade level, AIS, content cluster teachers, and Related Service Provider.

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. October 2014 through May 2015

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

1. Daily small group instruction, Push-in and Pull out and Saturday Academy (10 sessions). Resources used: Go Math, Ready NY CCLS, Rally Education, Mathletics.com technology.

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 during Curriculum Night, bi-monthly class visits, Parent-Teacher-Student led conferences (spring), and Saturday Winter Academy information sessions for parents-4 sessions)

Staff training during Professional Learning Communities each Monday and Tuesday afternoon. Teacher will inform parents of their child's successes during Tuesday Parent Engagement time.

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

Access to materials and resources made available to parents for in school and /or at-home via school site, with Parent Coordinator in Guidance office to support students' learning, monitor student progress or support social-emotional growth

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

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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 2015, teachers will demonstrate an increased understanding of Danielson (3d) Using Assessment in Instruction, as evidenced by a 10% increase in the number of teachers receiving an Effective or Highly Effective overall rating in 3D for formal and informal observations.

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.

There is a need to strengthen teacher practice so that all students are engaged in high level questions, discussions that elicit evidence of student understanding, teacher feedback to show how students are doing and how work can be improved, and processes for student self-monitoring. This need stems from our 2014 Advance data, observations which indicated that this area (Danielson 3D) demands greater focus. The NYS ELA 2014 Item Skills Analysis, Annotated NYS 2014 test questions from Engage NY and previous performance tasks reflect that teachers must elicit evidence of greater understanding from students during instruction.

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. All teachers will be observed in the 8 components of the Danielson Framework for Teachers with a greater focus on Component 3d. Using ADVANCE Option 1 or 4 all teachers will be observed to evaluate growth in their use of assessment criteria, monitoring student learning, feedback to students, and student self-monitoring.
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, DOE Talent Coach and Network Achievement Coach
2. All teachers (including Teacher Leaders), Principal, AP and Network Achievement Coach

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

1. Teacher practice data will be collected on an ongoing basis through informal observations.
2. Teachers will share effective and highly effective teaching practice addressing questioning and collecting evidence of student understanding during instruction.

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

1. Beginning in November 2014 and ending June 2015

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

1. Principal and AP will conduct observations and feedback sessions with each teacher multiple times throughout the year, providing written and oral feedback specifically aligned with Component 3d.
2. During Professional Learning Team meetings on Mondays and Tuesdays, videos on Engage NY, ARIS Learn, Learn Zillion, Benchmark PD Webinars will be used to enhance teaching practice in assessing student learning.

3. 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 during Curriculum Night, bi-monthly class visits, Parent-Teacher-Student led conferences (spring), and Saturday Winter Academy information sessions for parents -4 sessions)
 Regularly scheduled parent and school meetings such as; SLT, Annual Title 1 Parent Meeting, monthly PTA meetings
 Access to materials and resources made available to parents for in-school and /or at-home via school site, with Parent Coordinator in Guidance office to support students' learning, monitor student progress or support social-emotional growth.

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	X	Title IA	Title IIA	Title III	Set Aside	Grants
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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 2015, 3% Students with Disabilities (SWD's) in grades 3 – 5 will demonstrate increase in the of students achieving at or above proficiency level on the 2015 NYS math 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.
 According to L2RTP NYS Reports, Students with Disabilities did not make sufficient of progress when comparing 2013 to 2014 Math proficiency ratings.

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 Provider and additional support personnel will provide math instruction in small groups during push-in or pull out sessions and during 10 sessions of Saturday Academy

B. Key personnel and other resources used to implement each strategy/activity
 1. 3 ICT teachers, 2 Self-contained, 1 SETSS and 1 push in support personnel

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 1. The teachers use Ready NY CCLS, Go Math end of unit tests, monthly Performance Tasks, Go Math Resources, Mathletics Technology, to evaluate student progress

D. Timeline for implementation and completion including start and end dates
 1. October 2014 through June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1. Push in and Pull out 2-5 times weekly 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 during Curriculum Night, bi-monthly class visits, Parent-Teacher-Student led conferences (spring), and Saturday Winter Academy information sessions for parents -4 sessions)
 Staff training during Professional Learning Communities each Monday and Tuesday afternoon.
 Regularly scheduled parent and school meetings such as; SLT, Annual Title 1 Parent Meeting, monthly PTA meetings
 Access to materials and resources made available to parents for in –school and /or at-home via school site, with Parent Coordinator in Guidance office to support students' learning, monitor student progress or support social-emotional growth

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	X	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.

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

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

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	Cluster, Push in/Pull-out and Saturday Academy	Small Group and one-to-one conference	During the school day and Saturday Academy
Mathematics	Cluster, Push in/Pull-out and Saturday Academy	Small Group and one-to-one conference	During the school day 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 one-to-one conference	Before, during, and after school on Tuesdays

**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 *TAS 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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP)

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. P.S.21K 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. P.S.21K 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

P.S.21K, 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.

DBN: 16K021

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$410,435.19	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$192,297.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,918,319.00	X	See action plan

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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	0	0	0	0	0	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	6		2	1						7

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	6	0	2	1	0	0	0	0	0	7
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	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	
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	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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 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 [AMAQ 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 proficience 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. Testing 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?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - 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 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
Native Language Arts:	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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

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

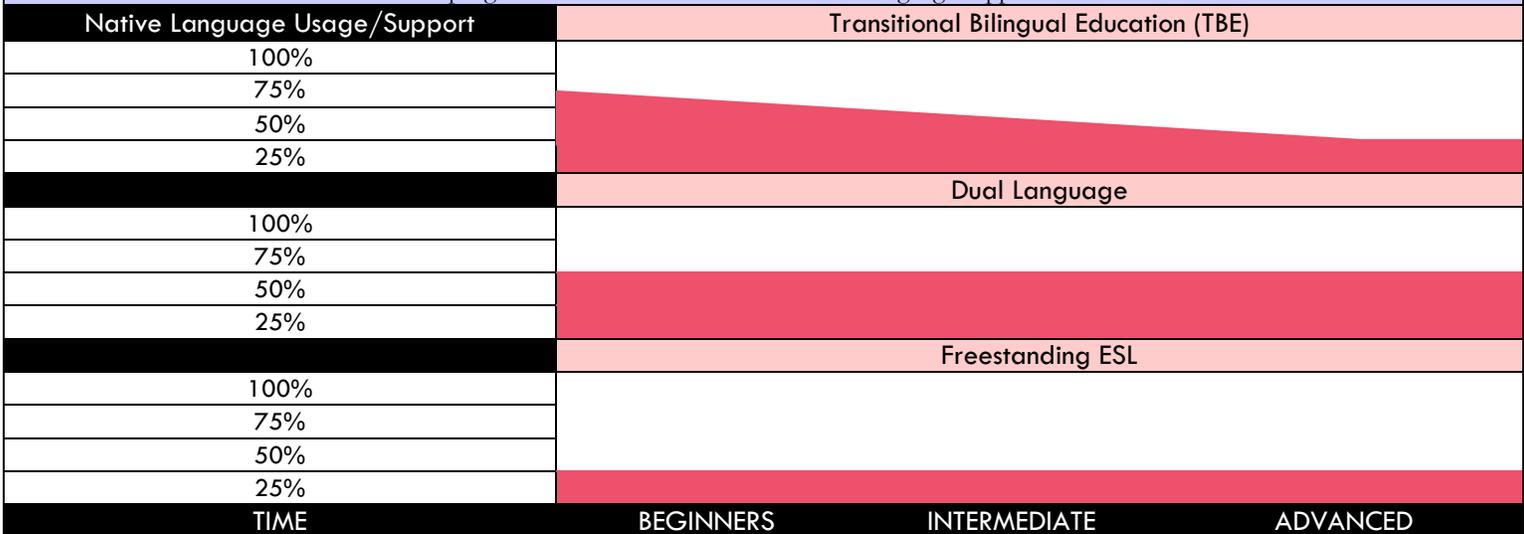
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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)?
 - 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 turnkey 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 turnkey 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 Attucks Community School. The relationship between this school and the community is vital. Our parents take every opportunity to become actively involved in the education of their children.

Parents have opportunities to volunteer and participate in assemblies, workshops, curriculum nights, career days, science fairs, field trips and also provide translation services at these events. The parent coordinator provides assistance to parents on parenting skills, homework help, technology and life skills. Parents are given training to use ARIS and utilize websites to support student academic progress. CBO's are a welcome partnership at this school. There is a partnership with community groups to support the robotics program, and chess program. The students compete with other schools both public and private across New York State. Parents have the opportunity to become a part of the pta and the school leadership team. The school uses surveys to obtain information on parent needs and to evaluate the activities and workshops. Parents receive notices in several languages in order to stay informed about student activities, workshops and meetings.

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.