Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: CHRISTOPHER AVENUE COMMUNITY SCHOOL

DBN (*i.e. 01M001*): 23K401

Principal: DEON MITCHELL

Principal Email: DMITCHE5@SCHOOLS.NYC.GOV

Superintendent: MAUIECIRE DE GOVIA

Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Deon Mitchell	*Principal or Designee	
Paula Richardson	*UFT Chapter Leader or Designee	
Shamene Mapp-King	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Martina Stanislas	Member/ SLT Chair Person	
Linette McFadden	Member/ SLT Co-Chair Person	
Daynna Davis	Member/ SLT Secretary	
Barbara Sease	Member/ Parent	
Ethel Smith	Member/ Parent	
Jonnie Lawry	Member/ Parent	
Jahlisa Greene	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, at least 15% of all students including students with disabilities will demonstrate a deeper understanding of literary or informational text, by using them as a source for text-based writing, discussions and making inferences about unfamiliar content vocabulary as measured by growth from baseline to end-line common core aligned assessments.

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.
. An analysis of the English Language Arts state test results indicates that our students are under- performing the city by an average of 16 percentage points on standards one and four in the Reading Literature and Reading Informational strands. In-house baseline, pre-assessment and daily instructional assessment data across all grades (K-5) confirm the findings from the state data. The related college and career readiness anchor standards require students to read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. They also require students to interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. As these standards have been identified as foundational skills in Literacy we have decided to prioritize our work for this school year around these 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
To ensure that at least 15% of students demonstrate improved performance on the targeted Common Core Learning Standards (CCLS) referenced above, students will engage in daily academic data driven instruction designed to equip them with the targeted CCLS skills. Teachers will participate in professional development training and activities to build their instruction and leadership capacity, and parents will be encouraged and inspired to partner with our school through workshops, designed to empower and involve them in their children's educational process. The activities below will support this goal. *Instructional Strategy: Building Teacher Content Knowledge* ➢ *Activities:* • *Unpacking the CCLS RL and RI standards in school wide and grade level meetings* • *Analyzing the State Released Questions to gain insight on what each standard requires at each grade level.* • *Developing questions and prompts aligned to each of the priority standards.* • *Determining research-based strategies for supporting all students including English Language Learners and Students with Disability to master each standard* • *Implement a professional development plan that provides parent learning opportunities to ensure knowledge and understanding of the CCLS and of the core curriculum* *Instructional Strategy: Lesson Planning and Implementation Cycles in Collaborative Teacher Teams.* ➢ *Activities* • *Teacher teams will unpack the Literacy unit, including standards and task, to create a coherent sequence of learning targets.* • *Teacher teams will read the texts together and plan questions and prompts that will lead to a deep understanding of the*

connection between characters, motivations, relationships and events.

- *Teacher teams will design arcs of instruction to include long term and supporting learning targets and a sequence of standard-aligned formative assessments.*
- *Teacher teams will analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and individual students including students with disability and English Language Learners*
- *Administrators will identify and leverage teachers who demonstrate highly effective practices in supporting English Language Learners, Students with Disability and at risk students.*
- *Administrators will conduct cycles of observation, learning walk or instructional rounds focused on providing formative feedback aligned to student data and professional development foci.*

Instructional Strategy: Data Analysis and Adjustment to PD cycle

- *Activities*
  - *Teachers and administrators will work together to analyze the student work and data from assessments that address the priority standards*
  - *Adjustments will be made to subsequent units and to the professional learning opportunities as needed.*
  - *Appropriate goals and intervention/enrichment action plans will be created and implemented for groups of students and individual students*
  - *Use student data to craft individual intervention plans and Response to Intervention (RTI)strategies*
  - *Information on student progress, performance and next steps will be shared with parents.*

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

- Principal will provide professional development and support the data inquiry work
- Teachers will engage in teacher-student conferences and analysis of work products to gather data and provide feedback to students
- Teacher teams will analyze student data, including anecdotal data and plan lessons to meet students' need and assess the impact of instructional strategies
- Administrators, teachers and parent coordinator will provide learning opportunities and support for parents
- Network Achievement Coaches will provide support to the administration, teacher teams and school community
- Instructional Cabinet/School-wide Inquiry Team and Grade Level Leads will meet to analyze benchmark data and common assessment data and review the modifications to the plans.
- Teacher Development Coach will work with developing teachers to provide professional support
- **Professional Resource**: Danielson Framework for Teaching, ARIS teaching videos & case studies

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

- By October students would have completed baseline assessments and teachers will have analyzed the data to inform their instruction
- By December parents have received at least two informal communication on student progress
- By January teacher teams will show improvement in data analysis and setting student outcomes
- By March at least 15% of students will show improvements in target standards….
- Students' assessments, F and Ps completed quarterly, pre-assessment/baseline completed before each unit, performance based assessments completed at the end of each unit of study, will enable us to accurately track student progress and performance. Student teacher conferencing to track student progress and provide next steps is done daily throughout our school and across all grades and is used to give students actionable feedback and next steps.
- Our "Talk To Me Tuesday" is used to give parents updates on their child's performance
- Weekly Collaborative Teacher Inquiry Team (Grade Level) meetings to analyze students' work, data trends and use information to inform

teacher practice and collaborative planning. By November, students will show improvement in class work and common assessments

- School-wide Inquiry Team tracks school-wide progress and targets students for intervention. Major benchmark points are October, January, April and June
- Curriculum maps and minutes from teacher teams meetings will document strategies, scaffolds and extensions that have been successfully implemented and impacted student performance

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

The above-mentioned activities will begin before the opening of school (late August 2014) and will continue throughout the 2014-15 academic year (ending last week of June 2015).

- Professional Development: Mondays from 2:20 p.m. to 4:00 p.m. are mandated professional development for all teachers from September 2014 through June 2015.
- Instructional cabinet/School wide Inquiry: Weekly meetings to look at data and curricula starting in October and ending in June
- Teacher teams meet once weekly from September to June
- End of unit assessment s and performance based tests will be used as common data points. NYCDOE periodic assessments will be used as benchmark assessments in the Fall and in the Spring.
- From September 2014 through June 2015 parent involvement workshops and activities will be conducted.

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

- On-going professional development is provided by administrators: Weekly Monday learning and sharing sessions; “Talk to Me Tuesdays” used to move the parent agenda; optional coaching sessions during lunch and learn sessions held two times per month between September 2014 and June 2015; new teacher mentoring scheduled for September 2014 through June 2015; Inter-visitations to provide targeted support as needed.
- Administrators and coaches meet with teacher teams to engage in curriculum evaluations discussions. Teacher teams and instructional cabinet meet regularly to analyze student data and track progress
- Twice a month instructional cabinet meetings take place and once a month the network provides the principal with professional development in leadership practices that promote improvement in teacher practice and student achievement.
- Instructional Cabinet and School-wide Inquiry Team will meet weekly or more often to deal with data and curricular matters.
- Administrators and teachers have attended other professional development provided by the Department of Education based on Ready Gen and Go Math.
- Several opportunities throughout the school year have been arranged for teachers and parents to confer about their children’s progress and ways in which they can assist their children.
- Teachers from the school-wide data team serve on smaller grade related teams as a means of obtaining data that helps the school better serve the school and its subgroups.
- Extended day offered Wednesday through Friday, and Saturday classes will be used to better prepare our students for mastery of CCLS and the NYS Assessments.

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).

At set intervals throughout the year, parents will be surveyed to determine parent needs and interests, so that appropriate workshops can be developed to address the unique needs of our parents and families. The survey will include questions to determine the best time of the day to schedule workshops. The Parent Coordinator will work with the principal and school leaders to design strategies and workshops that increase parent involvement and parent engagement. Parent involvement/engagement strategies aligned with this goal will include two parent

workshops as indicated below:

- **Fall Parent Workshop:** Parents and families are being empowered to become partners in education. These workshops are designed to help parents improve and increase their own education and career path by attending GED and Job Readiness training classes. Other workshops provide training around the Common Core, and giving parents tips that they can use to help their children at home.
- **Spring Parent Workshop:** Parents and families will explore the ways in which the Danielson Framework for Teaching supports improved teaching practices that increase student performance.
- Before each workshop, the PTA will give out flyers about the workshop, translated into our parents' high frequency languages, and the PTA President will read a description of the workshop (with translation services) and Phone-master will call homes encouraging parents to attend. At the bottom of the flyer there will be a raffle ticket indicating the prize. Parents will be encouraged to enter their raffle ticket when they attend the workshop.
- Upon entering the workshop, parents will be given another raffle ticket. At each meeting, there will be a parent give-away raffle with prizes donated by local merchants.

Many parents at the Christopher Avenue Community School (CACS) grew up in the Brownsville neighborhood and have had a variety of experiences with the school. A number of them attended the school when it was P.S. 332 and witnessed an ineffective school culture and substandard academic practices. As a result, there a was high level of reservation regarding the new school administration and configuration. Major breakthroughs have been observed with parent involvement and engagement because of the outreach efforts led by the school leaders, and school-wide initiatives to change the culture of the building. The 2013-14 attendance at activities for parents indicate an increase in the number of parents that are very satisfied with the education that their children are receiving; the opportunities to be involved in their child's education; and the effectiveness of communication the school has with them. The activities and conversations between the Administration and parents indicate high levels of agreement that CACS has high expectations for students, and is creating a safe and respectful institution. CACS is known for hosting several activities in the schoolyard. The entire community is always invited to participate in these activities – bike riding/repairing/raffling, face painting, sports, and relay races – to generate excitement and motivation for the upcoming school year. The following parental involvement activities have already been done or been planned: Family Basketball Night, Family Fun Nights (family activities to promote Literacy and Math achievement), Guest Reader(s) (inviting parents/community to participate in classrooms), Families as Learning Partners (parents invited to come into the classroom to teach), open forums for parents and students to share their ideas, thoughts and concerns about the school community, a partnership with Literacy Inc. (cultivating literacy in families/community, making reading a part of their everyday lives).

Finally, training has been arranged to create a core group of Parents as Learning Leaders. The Parent Association is very active and works with school staff to improve CACS. The PA has revamped the agendas of their monthly meetings to increase parent participation. In response to feedback from parents' topics such as CPR, Zumba, and Parenting Tips, we have arranged these activities for the school year. The school also initiated a signed contract with parents and students to do their part to make this year a successful one for their children. We continue to use our meetings as a method to involve parents in school decisions. The School Leadership Team is the primary method for parents to be involved in the school decision making process. CACS has a very high transient population due to admissions from ten identified shelters that are within our zoning area. It is very difficult for parents of students in Temporary Housing to focus on academic support due the volatility of their circumstances. We are also challenged with being able to maintain contact with parents and convincing them to become engaged even though their children may be in the school on a short term basis. There is a concern about making sure that students have uniforms and their basic needs met, as well as providing resources for parents (social work, psychological, coat drives, local churches, collecting uniforms from graduating students). At this time we are seeking to strengthen our relationship with the shelters so that we can provide the most effective support possible for our families. Our Parent Coordinator continues to make outreach visits, provide information to parents about resources, and seek ways to engage parents that are managing very stressful lives. We are working, as a school community, to find opportunities for all

parents to become more involved in their child's academic activities. Many parents are facing barriers such as a lack of financial resources, disconnected phones, and poor academic experiences that keep them from being in partnership with their child's teacher and/or to take advantage of the services offered at CACS.

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 #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, at least 15% of all students, including students with disabilities, will display a deeper understanding of place value concepts; fraction concepts; measurement concepts and be able to apply these understandings to solve real-life problems, evident in their performance on the regular baseline assessments and their improved performance on school-based summative common assessments.

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.

An analysis of the Math state test results indicates that our students are under- performing the city by an average exceeding twenty percentage points on key standards in the fraction, place value and measurement domains. In-house baseline, pre-assessment and daily instructional assessment data across all grades (K-5) confirm the findings from the state data. The related critical areas and mathematical practices for these domains require students to make sense of problems in grade level standards, reason abstractly and quantitatively and create and respond to reasoned arguments. As these standards have been identified as foundational skills we have decided to prioritize our work for this school year around these 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.

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

To ensure that at least 15% of all students demonstrate improved performance on targeted Math Common Core Learning Standards referenced above students will engage in daily academic data driven instruction designed to equip them to become independent problem solvers applying grade level skills and concepts. Teachers will participate in professional development training and activities to build their instruction and leadership capacity, and parents will be encouraged and inspired to partner with our school through workshops designed to empower and involve them in their children's educational process. The strategies/activities below will support this goal:

Instructional Strategy: Building Teacher Content Knowledge

- *Activities:*
- *Unpacking the CCLS targeted math standards in school wide and grade level meetings*
- *Analyzing the State Released Questions to gain insight on what each standard requires at each grade level.*
- *Developing questions and tasks aligned to each of the priority standards.*
- *Determining research-based strategies for supporting all students including English Language Learners and Students with Disability to master each standard*
- *Teachers will also participate in professional development offered by the network and NYC DOE*
- *Implement a professional development plan that provides parent learning opportunities to ensure knowledge and understanding of the CCLS and of the core curriculum*
- Create enrichment and intervention programs - Afterschool and Saturday Academy

Instructional Strategy: Lesson Planning and Implementation Cycles in Collaborative Teacher Teams.

Activities

- *Teacher teams will unpack the chapters in each critical area, including standards and task, to create a coherent sequence*

of learning targets.

- *Teacher teams will read the lessons and the professional development sections of the teacher guides and plan tasks and instructional activities that will lead to a deep understanding of the mathematical concepts and strategies.*
- *Teacher teams will design arcs of instruction to include long term and supporting learning targets and a sequence of standard-aligned formative assessments.*
- *Teacher teams will analyze teacher products and student work and use the findings to create, differentiate and modify instruction for groups of students and individual students including students with disability and English Language Learners*
- *Administrators will identify and leverage teachers who demonstrate highly effective practices in supporting English Language Learners, Students with Disability and at risk students.*
- *Administrators will conduct cycles of observation, learning walk or instructional rounds focused on providing formative feedback aligned to student data and professional development foci.*

Instructional Strategy: Data Analysis and Adjustment to PD cycle

Activities

- *Teachers and administrators will work together to analyze the student work and data from assessments that address the priority standards*
- *Adjustments will be made to subsequent units and to the professional learning opportunities as needed.*
- *Appropriate goals and intervention/enrichment action plans will be created and implemented for groups of students and individual students*
- *Use student data to craft individual intervention plans and Response to Intervention (RTI)strategies*
- *Information on student progress, performance and next steps will be shared with parents.*

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

- Principal will provide professional development and support the data inquiry work
- Teachers will engage in teacher-student conferences and analysis of work products to gather data and provide feedback to students
- Teacher teams will analyze student data, including anecdotal data and plan lessons to meet students' need and assess the impact of instructional strategies
- Administrators, teachers and parent coordinator will provide learning opportunities and support for parents
- Network Achievement Coaches will provide support to the administration, teacher teams and school community
- Instructional Cabinet/School-wide Inquiry Team and grade level leads will meet to analyze benchmark data and common assessment data and review the modifications to the plans.
- Teacher Development Coach will work with developing teachers to provide professional support
- **Professional Resource**: Danielson Framework for Teaching, ARIS teaching videos & case studies
-

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

- By October students would have completed baseline assessments and teachers will have analyzed the data to inform their instruction
- By December parents have received at least two informal communication on student progress
- By January teacher teams will show improvement in data analysis and setting student outcomes
- By March at least 15% of students will show improvements in target standards….
- Pre-assessments/baselines completed before each unit and performance based assessments completed at the end of each unit of study will enable us to accurately track student progress and performance. Student teacher conferencing to track student progress and provide next steps is done daily throughout our school and across all grades and is used to give students actionable feedback and next steps
- Our "Talk To Me Tuesday" is used to give parents updates on their child's performance

- Weekly Collaborative Teacher Inquiry Team (Grade Level) meetings to analyze students' work and data trends; and use the information to inform teacher practice through collaborative planning. By November, students will show improvement on class work and common assessments
- School-wide Inquiry Team tracks school-wide progress and targets students for intervention. Major benchmarks points are October, January, April and June
- Curriculum maps and minutes from teacher team meetings will document strategies, scaffolds and extensions that have been successfully implemented with impact on student performance
- Teacher teams and instructional cabinet meet regularly to analyze sub-group data and track student progress
- Twice a month instructional cabinet meetings take place, and once a month the network provides the principal with professional development in alignment with Danielson.
- Administrators and teachers attend other professional development provided by the Department of Education for Ready Gen and Go Math.
- Hold monthly department meetings to analyze SWD data to inform instruction

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

The above-mentioned activities will begin before the opening of school (late August 2014) and will continue throughout the 2014-15 academic year (ending the last week of June 2015).

- Professional Development: Mondays from 2:20 p.m. to 4:00 p.m. are mandated professional development for all teachers from September 2014 through June 2015.
- Instructional cabinet/School wide Inquiry: Weekly meetings to look at data and curricula starting in October, and ending in June
- Teacher teams meet once weekly from September to June
- End of unit assessments and performance based tests will be used as common data points. NYCDOE periodic assessments will be used as benchmark assessments in the Fall and in the Spring.

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

- On-going professional development is provided by administrators: Weekly Monday learning and sharing sessions; "Talk to Me Tuesday" used to move the parent agenda; optional coaching sessions during lunch and learn meetings, held two times per month between September 2014 and June 2015; new teacher mentoring scheduled for September 2014 through June 2015; Inter-visitations to targeted support as needed.
- Administrators and coaches meet with teacher teams to engage in curriculum evaluation discussions. Teacher teams and instructional cabinet meet regularly to analyze student data and track progress.
- Twice a month instructional cabinet meetings take place, and once a month the network provides the principal with professional development in alignment with Danielson.
- Instructional Cabinet and School-wide Inquiry Team will meet weekly or more often to deal with data and curricular matters.
- Administrators and teachers have attended other professional development provided by the Department of Education.
- Several opportunities throughout the school year have been arranged for teachers and parents to confer about their children's progress, and ways in which they can assist their children.
- Teachers from the school-wide data team are programmed to serve on other grade related teams as a means of obtaining data that helps the school develop a better understanding of its subgroups.
- Extended day offered Wednesday through Friday, and Saturday classes will be used to better prepare our students for mastery of the CCLS and NYS Assessments.
- Weekly Collaborative Teacher Inquiry Team (Grade Level) meetings to analyze students' work and data, and use information to inform teacher practice through collaborative planning are scheduled

- Regular meetings are scheduled for the Instructional Cabinet/School-wide Inquiry Team to address~~es~~ school-wide issues and includes representatives from each grade level; designed to build teacher leadership capacity
- Weekly Collaborative Teacher Inquiry Team (Grade Level) meetings to analyze student work and data and use information to inform teacher practice and collaborative planning

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).

Many parents at the Christopher Avenue Community School (CACS) grew up in the Brownsville neighborhood and have had a variety of experiences with the school. A number of them attended the school when it was P.S. 332 and witnessed an ineffective school culture and substandard academic practices. As a result, there a was high level of reservation regarding the new school administration and configuration. Major breakthroughs have been observed with parent involvement and engagement because of the outreach efforts led by the school leaders, and school-wide initiatives to change the culture of the building. The 2013-14 attendance at activities for parents indicate an increase in the number of parents that are very satisfied with the education that their children are receiving; the opportunities to be involved in their child's education; and the effectiveness of communication the school has with them. The activities and conversations between the Administration and parents indicate high levels of agreement that CACS has high expectations for students, and is creating a safe and respectful institution. CACS is known for hosting several activities in the schoolyard. The entire community is always invited to participate in these activities – bike riding/repairing/raffling, face painting, sports, and relay races – to generate excitement and motivation for the upcoming school year. The following parental involvement activities have already been done or been planned: Family Basketball Night, Family Fun Nights (family activities to promote Literacy and Math achievement), Guest Reader(s) (inviting parents/community to participate in classrooms), Families as Learning Partners (parents invited to come into the classroom to teach), open forums for parents and students to share their ideas, thoughts and concerns about the school community, a partnership with Literacy Inc. (cultivating literacy in families/community, making reading a part of their everyday lives).

Finally, training has been arranged to create a core group of Parents as Learning Leaders. The Parent Association is very active and works with school staff to improve CACS. The PA has revamped the agendas of their monthly meetings to increase parent participation. In response to feedback from parents' topics such as CPR, Zumba, and Parenting Tips, we have arranged these activities for the school year. The school also initiated a signed contract with parents and students to do their part to make this year a successful one for their children. We continue to use our meetings as a method to involve parents in school decisions. The School Leadership Team is the primary method for parents to be involved in the school decision making process. CACS has a very high transient population due to admissions from ten identified shelters that are within our zoning area. It is very difficult for parents of students in Temporary Housing to focus on academic support due the volatility of their circumstances. We are also challenged with being able to maintain contact with parents and convincing them to become engaged even though their children may be in the school on a short term basis. There is a concern about making sure that students have uniforms and their basic needs met, as well as providing resources for parents (social work, psychological, coat drives, local churches, collecting uniforms from graduating students). At this time we are seeking to strengthen our relationship with the shelters so that we can provide the most effective support possible for our families. Our Parent Coordinator continues to make outreach visits, provide information to parents about resources, and seek ways to engage parents that are managing very stressful lives. We are working, as a school community, to find opportunities for all parents to become more involved in their child's academic activities.

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 #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, the school will foster a strong home-school connection that promotes a culture of high expectations for student learning by providing quarterly educational events for parents, evidenced by a 15% increase in parent participation rate and a minimum of 90% student attendance rate.

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.

In the last quality review conducted by the Superintendent in November 2014 it was recommended that the school establish consistent connections between the curricula, classroom practices, and communication to families about improving the academic and personal behaviors of all students being prepared for college and careers. In our research we also found that when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002). The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs, be promoted, pass their classes, attend school regularly, have better social skills, show improved behavior, and adapt well to school" (NEA). These student behaviors are valued here at PS 401. For these reasons we continue to work to increase parent involvement by:

- Helping parents understand how they can partner with P.S 401 to ensure the success of their children.
- Providing strategies and supports for parents who need assistance to gain the tools and skills needed to inspire their child and achieve academic excellence.

Student attendance has lagged behind the city average. Last school year 2013 -14, on average, only 86% of students attended school daily and P.S. 401 ended the school year with an 88% attendance rate. This year our attendance goal is to achieve and maintain at least 90% in attendance, and to help parents develop clear understanding of the school's expectations regarding student attendance, as well as encourage parents and students to take ownership and make daily attendance at school a priority.

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.

- **Strategies/activities that encompass the needs of identified subgroups**

- Implement an aggressive attendance program that includes an **early intervention** and a **prevention** component.
- Form an attendance team made up of the guidance counselor, parents and teachers. The school community will learn about the school's expectations and their role in helping our children achieve their dreams.
- The attendance team identifies barriers for student attendance with the purpose of reducing them.
- Survey parents on attendance issues and barriers. Possible reasons included in the survey were bullying, conflict at home, transportation, sick parent, sick child; school is boring and housing problems.
- Information from the survey is used to inform workshops, newsletters, carefully crafted phone messages regarding parent and community posters to educate parents, and offer solutions to attendance barriers.

- Create a school climate and culture that encourage students to become connected to Christopher Avenue Community School.
- Create a culture and climate of high expectations that establishes collaborative learning opportunities designed to develop systems and structures that will ensure positive student engagement.
- Teachers will be expected to help foster a school environment that is nurturing and supports learning
- Teachers and parents join the principal in connecting students to Christopher Avenue Community School by: ensuring that each student is close to and connected to at least one adult
- Meeting and greeting all our students by name upon their arrival to school
- Committing to learning the names of all students, and always referring to them using their names
- Using frequent cycles of classroom observations to assess the level of student interest (fun, engaging and rigorous activities) and student-teacher rapport.
- Working with parent volunteers, kitchen staff and teachers to establish "Circle Read/Drill," creative reading corners/centers during lunch with their principal and their teachers.
- Organizing rewards, incentives and awards assemblies
- Creating and implementing advisory programs that address an array of social issues and promote respect for all
- Parent Coordinator (PC) surveyed parents and used information, then developed a menu of parent workshops designed to increase parental ability to support their child's social/emotional well being.
- The PC crafts and conducts workshops designed to inform, inspire and motivate parents
- Students participate in a "Change the Mindset" social/emotional support program to learn how to self monitor behavior.
- As part of the "Change the Mindset" initiative, students and teachers attend Morning Program, which includes positive affirmations, school song and school pledge.
- Select Class 103 and 302 as targeted classes for the "Change the Mindset" initiative while inspiring all students towards social/emotional growth in order to achieve academic excellence. Teachers are encouraged to adopt a student where they act as mentors.
- Students are recognized for their efforts during monthly awards assemblies.
- Students who display challenging behaviors are targeted for behavior management counseling and activities with the guidance counselor and school support team.
- Guidance counselor and/or parent coordinator promote weekly or monthly school-wide themes meant to shape our school culture, which focuses on high expectations, safety and respect, and school spirit.
- Principal and school community celebrates parents who show significant improvement or contribution through a certificate of appreciation and recognition on the PC's bulletin board.
- School leaders and the PC work with the parent association to promote and model positive parent actions and encourage parent involvement.
- Use monthly School Leadership Team meetings to plan purposeful activities, examine data trends and brainstorm solutions.
- Use basketball and music programs to foster teamwork and respect for all among students.
- Apply for Adopt a school program through NYPD

- **Key personnel and other resources used to implement each strategy/activity**

- Principal, Teachers, Attendance Team, Attendance Teacher
- CFN 209 support staff will identify and provide workshops designed to help the school achieve their goal
- Instructional Cabinet/School-wide Inquiry Team
-

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Attendance Teacher, the Principal and classroom teachers use ATS data to track attendance trends
- Attendance data is posted in the main office
- Principal and attendance team acknowledge classes with perfect attendance

- **Timeline for implementation and completion including start and end dates**

The above-mentioned activities will begin prior to the opening of school (late August 2014) and will continue throughout the 2014-15 academic year (ending last week of June 2015).

- Professional Development: Mondays from 2:20 p.m. to 4:00 p.m. are mandated professional development for all teachers from September 2014 through June 2015.
- Instructional cabinet/School wide Inquiry: Weekly meetings to look at data and curricula starting in October and ending in June
- Teacher teams meet once weekly from September to June
- End of unit assessments and performance based tests will be used as common data points. NYCDOE periodic assessments will be used as benchmark assessments in the Fall and in the Spring.
- By December 2014 at least three activities designed to engaged families will be conducted showing increased parent involvement
- By the end of March 2015 our parent workshop will show and at least a 10% increase in attendance

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

- Attendance teacher and attendance team will conduct regular meetings to address students' attendance pattern and trends. Teacher teams and instructional cabinet meet regularly to analyze student attendance data and track progress.
- On-going professional development will be provided by administrators, parent coordinator and PTA to educate parents and school community about the importance of attendance and the connection between elementary school attendance and high school/college success. Use professional development to encourage teachers to promote student attendance.
- Several opportunities throughout the school year have been arranged for teachers and parents to confer about students' progress, and suggest ways in which parents can assist their children and promote school attendance.
- Instructional Cabinet and School-wide Inquiry Team will meet bi- weekly or more often to deal with data, including attendance

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.

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 #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.
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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.
• **Strategies/activities that encompass the needs of identified subgroups**
➢
• **Key personnel and other resources used to implement each strategy/activity**
➢
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
➢
• **Timeline for implementation and completion including start and end dates**
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
➢

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.											
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.
➢ **Strategies/activities that encompass the needs of identified subgroups**
➢
➢ **Key personnel and other resources used to implement each strategy/activity**
➢
➢ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
➢
➢ **Timeline for implementation and completion including start and end dates**
➢ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
➢

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.											
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.											

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	• Writing Lab for 3-5 graders designed to develop students' basic writing skills (sentences structures and paragraphs) as well as teaching writers how to develop their thoughts around narrative, informational and persuasive writing. • Developing language and phonemic awareness in grades Pk-2 using oral literacy and Fundational Phonics. • Building academic vocabulary in grades 3-5 using tiered instruction and context clues • Building students' fluency using Leveled Literacy Intervention and Finish Line	• Students will be assigned to the writing lab once per week during their small group after-school session. • Language development and phonemic awareness is done daily in whole and small group session. It is also carried out in one-to-one if necessary. • Vocabulary development is done daily in whole and small group session. It is also carried out in one-to-one if necessary. • Building fluency is done in small group sessions	Services are provided during our regular school day program, during our after-school success academy, and Saturday Classes
Mathematics	• Math Lab for 3-5 graders designed to develop students' understanding of place value concepts, fraction concepts, measurement concepts and their ability to apply these understanding to solve real-life problems. • Building math fluency using math games and	• Students will be assigned to the math lab once per week during their small group after-school session. • Building math fluency is done in small group sessions. • Adaptive online math is done daily in whole and small group session. It is	Services are provided during our regular school day program, during our after-school success academy and ,Saturday Classes

	practice techniques for students in grades K-5. • Ready Math Online and Finish Line. Using adaptive technology to practice, assess and measure growth in math skills.	also carried out in one-to-one if necessary. •	
Science	• Science Fair Research Team, students in grades 3-5 conduct research and experiments in preparation for their entrance to the Elementary School science Fair. • Discovery Education Online	• Science Fair Research is done daily in whole and small group session. It is also carried out in one-to-one if necessary.	Services are provided during our regular school day program, during our after-school success academy and ,Saturday Classes
Social Studies	• NG Online and Time for Kids	Small Group	After School
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	• Counseling by the Guidance counselor, at-risk family intervention, crisis and mandated support by social worker	Small Group, 1.1	Services are provided during our regular school day program, during our after-school success academy and ,Saturday Classes

Title I Information Page (TIP)

For Schools Receiving Title I Funding

1. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. 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.
Prior to hiring a candidate, their credentials are verified by the Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey. Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below: • Frequent communication with our Network HR Director when vacancies occur. • Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals. • Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited. • Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates. • Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. • Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing. • Maintaining a teacher resource center and professional library to promote promising and effective practices. • Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities to ensure that teachers improve teaching practice as per *ADVANCE* and Danielson and are highly qualified. • New teachers are paired with a mentor • Teachers are encouraged to participate in Lunch and Learns, after school PDs and to attend off-site workshops when appropriate. • Individualized PD plans are created for teachers to ensure continued improvement. • Carefully made teacher assignments are designed to match teacher talent with school needs. In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and teacher assessment deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

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).
Our school developed a comprehensive professional development plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers. Our high quality professional development will include but not be limited to the following: • Teachers will participate in professional development opportunities conducted by the network team, Talent Coach, content coaches, instructional lead teachers and Assistant Principals in the content areas of ELA,

Math, Science and Social Studies and how Danielson can support teaching practices in content areas.

- The Principal, APs, coaches and instructional lead teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS.
- Implementation of the new Core Curriculum ReadyGen for ELA and Go Math for Math will be supported through high quality professional development for teachers and paraprofessionals delivered by the principal, APs, instructional leads network team members or the outside educational consultant.

Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use funding flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of supplementing the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating services, we maximize fiscal resources by combining federal, state and local funds such as Tax Levy, Title I, Title III, NYSTL, STH and other available resources to implement activities and strategies to reach school-wide goals for improvement.

Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the federal and state program guidelines included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by CFN and other DOE providers.
- Teacher teams engaging in collaborative inquiry by tracking data trends and looking at student work to improve teaching practices in content areas.
- Textbook and instructional materials purchased for all content areas.
- Saturday programs in ELA and math.
- Use of the Danielson Rubric and RTI Teacher.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Leader and team including the Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve school-wide improvement.

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.).

As a neighborhood school we will enroll students from zoned neighborhoods. We will form a PreK-to-K Transition Team including the Principal, AP Early Childhood, School Counselor, IEP Teacher, the Parent Coordinator, and parents (if applicable) who will work collaboratively to assist preschool children as they transition from early childhood programs to the elementary school program. The team will meet monthly to track student data trends and evaluate overall readiness. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the year, PreK teacher teams and Kindergarten teacher teams will evaluate curriculum for vertical and horizontal alignment through the lens of the Common Core Learning Standards to ensure a seamless transition from PreK to kindergarten. To ensure seamless transitions, the expectation is that our PreK and Kindergarten teachers will engage in Lunch and Learns regarding CCLS for Early Childhood grades. Our school embraces a Parents-As-Partners model through professional development opportunities and parent engagement activities that increase parent involvement, build parent effectiveness, deepen their understanding of CCLS while elevating high expectations for student learning.

The PreK-to-K Transition Team will act as the steering committee for this initiative by meeting regularly throughout the school year to monitor the process and suggest revisions to actions and strategies in order to ensure a smooth transition from the early childhood Pre K program to the Kindergarten elementary school program.

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.

The MOSL team attended Central and network professional development sessions to learn about MOSL and the

New *ADVANCE* teacher evaluation system. The MOSL team met several times to review all options. The principal's decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Each month 3 hours of professional development is scheduled to provide professional development regarding the use of MOSL assessments and *ADVANCE* to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher Teams look at student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled throughout the year and are aligned with Danielson, the new Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

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) Template

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent

involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and files a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 23K401

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 codes[1]. 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 consolidated[2]. **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. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$231,941.16	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		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	$1,683,496.00	X	See action plan

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 23	Borough Brooklyn	School Number 401
School Name Christopher Avenue Community School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Deon Mitchell	Assistant Principal Rey Dorta
Coach: N/A	Coach N/A
ESL Teacher Ms. Kuznetsova	Guidance Counselor Cassandra Broadnax
Teacher/Subject Area	Parent Jasmine Agosto
Teacher/Subject Area Ms. Randle, Speech Therapist	Parent Coordinator Kaolita Cadet
Related Service Provider Martina Stanislas, IEP Teacher	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers not currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	217	Total number of ELLs	4	ELLs as share of total student population (%)	1.84%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	1 2

This school offers (check all that apply):

Transitional bilingual education program	Yes	**No**	If yes, indicate language(s):
Dual language program	Yes	**No**	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
		3	1											4
														0
Total	0	3	1	0	0	0	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	**Newcomers (ELLs receiving service 0-3 years)**	4	**ELL Students with Disabilities**	
SIFE		**ELLs receiving service 4-6 years**		**Long-Term (completed 6+ years)**	

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	0	4	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional:										

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
														0
														0
														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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
																			0	0
																			0	0
																			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
									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
									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: 4 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					4									4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	4	0	0	0	0	0	0	0	0	4

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
Intermediate(I)		1												1
Advanced (A)			1											1

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	3	1	0	0	0	0	0	0	0	0	0	0	4

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   PS 401 uses Fountas and Pinnel assessment for grades 1, 2 and 3. The second grader's level in F&P is A. The student speaks fluent English now. He made progress in reading and writing. All 3 first graders have level A in F&P.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The second graders NYSELAT results show proficient level of speaking and listening and advanced level of reading and writing. The first graders NYSELAT and LAB-R results show higher level of speaking and listening than reading and writing. One student is on intermediate level, 2 others are at the beginning level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   ESL teacher and classroom teacher work together to improve ELL reading skills. ELLs have higher scores in speaking and listening than in 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?

   ELLs in PS 401 don't have native language tests [only LAB-Spanish placement test] and don't have City Wide tests yet. PS 401 has only 4 ELLs , one of them is a second grader, three are first graders. The second grader increased his NYSESLAT score from Intermediate to Advance. First graders are the newcomers. They have beginning level of proficiency. Periodic assessments show that the second grade ELL student needs improvement in reading and writing. His speaking and listening skills are on proficient level.
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*.)
   PS 401 has afterschool intervention program. ELLs are included in it. The teacher uses data from NYSESLAT and periodic assessments to improve their reading and writing skills.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   To make sure that a child's second language development is considered in instructional decisions ESL teacher conducts interview with a parent to find out the background and educational history of the student. All this information is provided to the classroom teacher to be considered and factored into instructional decisions and lesson plans.
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: NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   ESL teacher evaluates the success of the program by the results of the NYSESLAT, periodic assessments, and teacher-made assessments. The ELL second grader improved his NYSESLAT score from intermediate to advanced in 2013.

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 Ha, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief*)
   All parents of the newcomers fill out the HLIS form in their native language. ESL teacher administers LAB-R according to HLIS results and informal interview. Informal interview is provided by ESL teacher with the help of Spanish speaking paraprofessional and consists of 4-5 simple questions to the parent and the child. Spanish speaking children who do not, pass LAB- R are given Spanish LAB test. In April and May all ELLs have NYSESLAT test consisting of speaking, listening, reading, and writing parts.

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.

All parents of the newcomers who did not pass LAB-R receive entitlement letter and an invitation to a parent orientation meeting. The letter is provided in their native language. Spanish speaking office workers help ESL teacher to conduct an interview and orientation meeting. The parents are shown video in their native language about their rights to choose the most suited program for their child (Transitional Bilingual ,Dual Language or Free Standing ESL) and advantages of each program. Parent orientation meeting is provided within 10 days after the student enters school. Spanish speaking speech teacher helps the ESL teacher during the parent orientation.

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].)

ESL teacher and parent coordinator try to provide the orientation meeting at the day of registration. If the parent cannot stay that day, an invitation letter is sent twice. The meeting is held within the10 days after registration. During that meeting the parents fill out Parent Survey and Program Selection Form. ESL teacher is responsible for maintaining all records.

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.

There are only 4 ELLs in 401 for now. ESL teacher explains to the parent whose first choice is Bilingual Program, that as soon as the school has 15 students in one grade or two grades in row, a bilingual class will be opened. For now the parents have the option to transfer their child to the school with bilingual or Dual Language programs or the child will receive Free Standing ESL at PS 401. Information about these programs is given to the parent by ESL teacher. Placement letters are distributed to the parents by ESL teacher. Continued entitlement letters are distributed during first two weeks of the school year and maintained by ESL teacher.

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.

All ELLs in PS 401 are given the NYSESLAT in April or May. If the student is absent during some part of the test, make up test is provided by ESL teacher.

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.

Reviewing the Parent Survey and Program Selection form which each parent fills out in their native language during the orientation meeting, shows that more than 90% of the parents prefer their children remain in PS 401 and receive Free Standing ESL services. The program model offered in PS 401 aligns with parents' request. ESL teacher uses ATS reports [RLER,LAB-R,RADP,and BIOS] to ensure all ELLs are administered the NYSESLAT. There are only 4 ELLs in PS 401, hence ESL teacher provides all 4 parts of the test in 2 days.

Part V: ELL Programming

A. Programming and Scheduling Information

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])?

   The organization model in PS 401 is push –in. We have one second grader in PS401 who is served by ESL teacher in his classroom {co-teaching}. Three first graders have different proficiency levels. Two of them have level B and one has level I. They are served by ESL teacher in their classroom as a group.
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?

   Second grader who has level A of proficiency in ESL receives 180 minutes a week of ESL{one period 4 times a week}. First graders receives 360 min a week {2 periods four times a week.}
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.

   ESL teacher uses a combination of approaches and strategies namely CALLA, TPR, along with content based instructions. The organization model in PS 401 is push-in. ESL teacher is providing it during ELA periods. ESL teacher uses both the materials the classroom teacher uses and ESL materials, such as "Amazing English", "Spin", and visuals such as pictures.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

   Spanish speaking ELLs are only evaluated in Spanish during LAB Spanish, when they enter school.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

   ESL teacher uses appropriate assessments, observations, and vocabulary tests to ensure proper evaluation of ELLs throughout the year. ESL teacher administers the assessment tests once a month. ELLs take the NYSESLAT in April and May.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

   No SIFE in PS 401. No ELLs receiving services for 4-6 years. No long term ELLs. No former ELLs in 401. All ELLs in PS 401 are less than 2 years in the program. ESL teacher works with them using different strategies according to their proficiency level and learner characteristics.
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?

   ESL teacher is using grade level materials, the same classroom teacher uses. In addition, ESL teacher uses "Amazing English", pictures, and "Avenue" to work with ELLs. All materials are grade and age appropriate. Native language materials are not used. Native language support is offered by ESL teacher, Spanish speaking speech teacher, Spanish speaking paraprofessionals, and Spanish speaking social worker.
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?

   No ELL SWD in PS 401. If ELLs with disabilities are enrolled in PS 401, ESL teacher will use instructional flexibility to enable them 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

Courses Taught in Languages Other than English ⓘ			
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes			
Class/Content Area	**Language(s) of Instruction**	**Class/Content Area**	**Language(s) of Instruction**
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	

25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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.
   PS 401 offers 37 ½ min extended time service. The other intervention program is AIS {Academic Intervention Services} in ELA and Math. There are no intervention programs for social studies and science at PS 401. There is no use of native language in instructional programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    ELLs are included in both programs which gives them the opportunity to improve their reading skills and Math. All teachers aware that they are or may become the teachers of ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
    For upcoming school year PS 401 will offer extended time services and AIS in LA and Math.
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.
    All ELLs are included in extended time service and Academic Intervention program in LA and Math.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    As I mentioned before ELLs use instructional materials at their grade level plus ESL teacher uses "Avenue", "Amazing English", "Spin", pictures, to work with ELL students. ESL Teacher uses "STARFALL" reading computer program to improve ELLs reading skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
16. For now PS 401only has an ESL program. ESL teacher, Spanish speaking social worker, and Spanish speaking speech teacher deliver native language support.
17. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    All resources and services support correspond to the age and grade of our ELLs.
18. 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.
    No activities for ELLs before the beginning of the school year.
19. What language electives are offered to ELLs?
    No language electives at PS 401.
20. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    Paste response to questions here: N/A

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.)
   ESL teacher attends PD once a month.
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?
   PDs help ESL teacher to deliver Common Core – aligned instructions.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
   There are only first and second grade ELLs in PS 401.There are presently no transitional ELLs in our 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
   ESL teacher attends professional development workshops and trainings. The school receives information about conferences, workshops, online PD opportunities for educators of ESL. Common Core workshops are included into the PD plan. All new teachers receive 7.5 hours of ESL training during PD days.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
   All translation services are provided by Spanish speaking pedagogues and paraprofessionals.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
   The school doesn't partner with the agencies and Community based organizations to provide workshops or services to ELL parents.
3. How do you evaluate the needs of the parents?
   ESL teacher and parent coordinator meet with ELLs' parents during the orientation meeting and parent teacher conferences to evaluate the needs of the parents.
4. How do your parental involvement activities address the needs of the parents?
   As it was mentioned above, parents of ELLs are provided with the parent orientation meeting. During winter and spring parent teacher conferences, the parents of ELLs are strongly encouraged to visit the ESL teacher. The ESL teacher walks to each classroom to remind teachers to send parents to her room. The parents have an opportunity to communicate their concerns with the ESL teacher and review their children's folders to get a better understanding of their child's needs and achievements. All translation services are provided by Spanish speaking pedagogues and paraprofessionals.

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: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		

School Name: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23K401 **School Name:** Christopher Avenue Community School

Cluster: 02 **Network:** 209

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.

Identification of English Language Learners (ELLs) occurs at the Committee on Special Education (CSE) level through completion of the Home Language Identification Survey (HLIS), or at time of registration. We use the ATS reports (RLER, LAB-R, RADP, and BIOS) to ascertain this information if we do not have the original HLIS. When new students who may not have gone through CSE come to our school, we initially identify primary language spoken by each parent by administering the HLIS and interviewing them.

When possible, the intake interview is conducted in home language. The school determines whether the parent(s) requires language assistance to communicate effectively with the Department by offering the option of assistance and then giving parents the opportunity to request it if they want it. The parents may request language assistance for effective communication through the Home Language Identification Survey and/or via the blue emergency cards kept on file for each student.

Additionally, a Bill of Parent Rights and Responsibilities (which includes their rights regarding translation and interpretation services) is provided. Translated versions are made available.

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

The HLIS findings reveal that Spanish is the language in which written translation and oral interpretations are required. The findings were reported to the school community through a school letter. Approximately 3 families were identified as needing such services.

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.

School communications are provided in English as well as home language for all critical information regarding the child's education, health, safety, and legal or disciplinary matters. A team of designated in-house staff and volunteers are available for quick turnaround and are contacted as soon as need is identified. Staff members currently speak Spanish, French, Creole and Russian which cover more languages than that of our families' needs. They are available at group and 1-to-1 meetings when required.

Whenever possible, written translation services will be provided by the in-house school staff and parent volunteers. However, in cases where no one is available or fluent in a requested language, the DOE's Translation and Interpretation Unit is contacted. However, in cases where projected turnaround is delayed, parents are notified in their home language, along with the English version, of free translation or interpretation options.

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.

The Bill of Rights is available, in all the necessary langauges, in the Parent Coordinator's office. Any parent requiring translations will be provided with the tranlation though our in house currrent staff members. When necessary, the Interpretation Unit is called and a conference call witll take place for parent meetings and curriculum conferences.

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.

Parents who require language assistance services, are provided with Bill of Parent Rights and Responsibilities at registration time. In addition, at registration, parents are briefed (when possible in home language) regarding language assistance services.

Translated signs, indicating the availability of interpretation services, in the covered languages are posted at school entrance and in the office.