



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**UPDATED 2014-2015**

**School Name:** CHANNEL VIEW SCHOOL FOR RESEARCH

**DBN (i.e. 01M001):** 27Q262

**Principal:** DENISE HARPER-RICHARDSON

**Principal Email:** [DHARPER22@SCHOOLS.NYC.GOV](mailto:DHARPER22@SCHOOLS.NYC.GOV)

**Superintendent:** DONALD CONYERS

**Network Leader:** DAVID RAUBVOGEL

**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
Denise Harper-Richardson	*Principal or Designee	
Craig R Dorsi	*UFT Chapter Leader or Designee	
Kathy Ryan	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
Hunter Hennessey & Deondra Morgan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Joseph Altieri	Member/ Teacher	
Meghan Pate	Member/ Teacher	
Joan McLean	Member/ Teacher	
Pamela Araya	Member/ Parent	
Wanda Cheeks	Member/ Parent	
Ann Payne	Member/ Parent	
Mohamed Shakur	Member/ Parent	
	Member/ Parent	
	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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	<ul style="list-style-type: none"> <li>▪ Annual Goal</li> <li>▪ Comprehensive Needs Assessment</li> <li>▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal</li> <li>▪ Budget &amp; Resource Alignment section (indicating all funding sources)</li> </ul>
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

### 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, CVSR students will increase their ELA and Math scores by 10% as measured by the New York State Intermediate Level English Language Arts (ELA) and Math Assessments in Grades 6-8.
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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. The number of students scoring at or above proficiency (Level 3 or 4) in ELA is 27.3% and in Math is 26.7%. The average ELA score in District 27 is 27.7% and 25.7% in math. Item skills analysis and Measure of Student Learning (MOSL) data indicates that students require skill development using evidence in argument, complex texts and academic content vocabulary.
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#### 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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Utilize CCLS aligned Expeditionary Learning English Language Arts curricula</li> <li>2. Incorporate the College and Career Anchor Standards for Writing</li> <li>3. Plan and conduct CCLS aligned Learning Expeditions and Case Studies</li> <li>4. Use Achieve 3000 to support academic intervention and enrichment</li> <li>5. Utilize Common Core aligned CMP3 curriculum by Pearson</li> <li>6. Use NYC Performance Assessments to drive instruction</li> <li>7. Conduct Professional Learning in planning expeditions, case studies, assessments, alignment of tasks with CCLS, differentiation, and alignment of curricula with CCLS and instructional focus, instructional adjustments, inquiry</li> <li>8. Analyze data and provide small group instruction based on that analysis</li> <li>9. Provide targeted Academic Intervention Services and Supports</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Instructional guides, coaches, teachers (general education and special education) are all trained and responsible for the implementation of the instructional strategies. Implementation of strategies will be supplemented by consultants, our CFN and NYC ELOB School Designer</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Successful completion of the Learning Expeditions according to standards based rubrics</li> <li>2. Evaluation of high quality work products</li> <li>3. Scores on NYC performance assessments for ELA</li> <li>4. Pre and post assessments</li> <li>5. New York State Intermediate level ELA Exam Scores</li> <li>6. Learning Expedition plans and case study that are aligned with Common Core Learning Standards</li> <li>7. Lesson Plans that are aligned with the Learning Expeditions</li> <li>8. Inquiry Team data</li> </ol>

<b>D. Timeline for implementation and completion including start and end dates</b>
6 week cycles of professional learning that coincide with marking periods; Bi-annual Case Studies; October – June, 2015;
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. NYC Expeditionary Learning Outward Bound School Designer and Instructional Guides will meet weekly with teams to facilitate planning of the Learning Expeditions, Case studies, Standards Targets Assessments plan, development of lesson plans and rubrics</li> <li>2. ASD Nest program calendar of professional development and onsite visits from the NYU consultant</li> <li>3. Implementation of curricula aligned with CCLS</li> <li>4. Implementation of Achieve 3000</li> <li>5. Consultants will model strategies and conference with 6-9 grade ELA staff on designing CCLS aligned instruction.</li> </ol>

**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).
Parents will be engaged and will participate in Student Led Conferences and workshops designed to improve students’ academic performance; parents will be provided with electronic applications such as Pupilpath to monitor their students’ progress.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
<p>Title I SWP, TL FSF, TL ASD, TL CIE, Title III</p> <ul style="list-style-type: none"> <li>• All teachers receive professional development in how to plan and implement learning expeditions aligned to CCLS, incorporating the school’s instructional focus of citing evidence (per session, PD contract). (Title I SWP, FSF, TLCIE, TLASD)</li> <li>• Teachers participate in: NYC Expeditionary Learning Curriculum Institutes throughout the year, and work with our school designer on site twice a month (PD Contract, trainee rate). (Title I SWP, FSF, TLASD)</li> <li>• Teachers also participate in summer Professional development offered by the NYCDOE and our CFN, ASD Nest Program, as well as our own curriculum institute (per session and/or training rate). (FSF, TLCIE, TLASD, Title I SWP)</li> <li>• Teachers meet weekly to assess student work, revise and design curriculum and monitor student progress toward goals. (FSF)</li> <li>• Channel View mails (first class) progress reports aligned to CCLS report cards each semester (six times a year) to parents. This informs parents of the academic progress of their children. Conferences with parents are scheduled as needed.</li> </ul>											

## **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, to increase the percent of students earning 10+ credits in the 3<sup>rd</sup> year (11<sup>th</sup> grade) from 87.7% to 90%.

### **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 2013-14 overall results for students earning 10+ credits in the 3<sup>rd</sup> year was 87.7% as compared to 92% in year two. Students in the lowest third earning 10+ credits was 88.6% compared to 97.2% in year one.

### **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**

1. Conduct Professional Development addressing teacher's needs in planning, assessments, alignment of tasks with CCLS, differentiation, alignment of curricula with instructional focus, instructional adjustments, and inquiry.
2. Analyze data and conduct small group instruction based on that analysis
3. Provide targeted Academic Intervention Services and Supports

#### **4. Key personnel and other resources used to implement each strategy/activity**

1. Instructional guides, coaches, teachers (general education and special education) are all trained and responsible for the implementation of the instructional strategies. Professional learning will be supplemented with support from the CFN, NYCOB School Designer and consultants.

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

1. Successful completion of Learning Expeditions and Case studies according to rubrics
2. Interim assessments scores
3. Pre and post assessments
4. Scholarship of students and levels of mastery
5. New York State Intermediate Level Math Assessment scores
6. Unit Plans and Lesson Plans that are aligned with Learning Expeditions, CCLS, and instructional focus

#### **6. Timeline for implementation and completion including start and end dates**

1. September 2014-June 2015; Make-up Saturday (6 cycles to coincide with marking periods)

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

1. Weekly PD team meetings on CCLS, instructional focus, effective planning, effective use of EL practices, reflecting and restructuring revisions, assessment for and of learning, instructional adjustments, inquiry
2. Ongoing frequent cycles of observations with feedback
3. Visitations and feedback from ASD Nest consultants, school designer, instructional guides, coaches, and administrators

### **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).

In September, Channel View invites parents to "Back to School Night" to outline expectations for the year and meet with their child's teachers. At this time the teachers explain the curricula, instructional focus and the expectations for their respective subject areas and classes. Channel View conducts student led conferences (SLC) in all grades. SLCs prepare students to take responsibility for their learning by inviting their parents to a conference they lead about their academic goals, strengths and challenges. SLCs are scheduled two times during the school year during which report cards are given to families and students. At CVSR, SLCs replace the traditional parent / teacher conference. In addition, information about learning expedition topics is sent home to parents. Channel View School for Research provides ongoing parent workshops on Common Core

Learning Standards, the instructional focus, alignment of curricula with CCLS, as well as State Exams and Regents. Our guidance department conducts numerous workshops for parents targeted for preparation of families for college and career, including financial literacy, college applications and essay. Parents are informed (in their identified home language) of how their child performed on the NYS Assessments and what their child is expected to know and be able to do according to their grade level. Our school conducts regularly scheduled monthly School Leadership Team meetings as well as Parent Teacher Association meetings in order to involve parents in the process of decision making and the education of their children. In addition, we are forming a library of resources in order to help parents understand and help their children with the new CCLS and requirements.

***Budget and Resource Alignment***

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

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

Title I SWP, TL FSF, TL ASD, TL CIE, Title III

- All teachers receive professional development in how to plan and implement learning expeditions aligned to CCLS, incorporating the school’s instructional focus of citing evidence (per session, PD contract). (Title I SWP, FSF, TLCIE, TLASD)
- Teachers participate in: NYC Expeditionary Learning Curriculum Institutes throughout the year, and work with our school designer on site once a week (PD Contract, training rate). (Title I SWP, FSF, TLASD)
- Teachers also participate in summer Professional Development offered by the NYCDOE and our CFN, ASD Nest Program, as well as our own curriculum institute (per session and/or trainee rate). (FSF, TLCIE, TLASD, Title I SWP)
- Teachers meet weekly to assess student work, revise and design curriculum and monitor student progress toward goals. (FSF)
- Teachers meet with their supervisors to monitor progress toward achievement of their annual goals and meeting students’ needs.
- Channel View mails (first class) progress reports aligned to CCLS report cards each semester (six times a year) to parents. This informs parents of the academic progress of their children. Additional parent conferences are scheduled as necessary.

### **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 of 2015, Chanel View will increase the number of students deemed College and Career ready by 10% as indicated on the College Readiness Index.

#### **Comprehensive Needs Assessment**

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

According to our most recent NYC Quality Snapshot our College Readiness Index is 35.4%. While 90.6% of CVSR's students attain a Regents Diploma only 36.5% of students attain the college readiness standard in Math and 77.1% in English.

#### **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**

1. Utilize CARA curriculum in Crew/Advisory
2. Offer a rigorous college preparatory curriculum with a focus on the college and career anchor writing standards
3. Offer school-wide college and career professional development on the admissions process
4. Increase exposure to college going culture through college visits
5. Supply trainings conducted by consultants from the associated grants (i.e. ESI grant)
6. Offer PSAT, SAT, and ACT classes
7. Offer Online, Blended Learning and Independent Study Courses
8. Offer College Now courses
9. Employ a College Advisor
10. Conduct Bridge program
11. Incorporate CARA into middle school crews
12. Have students sign up for question of the day/word of the day/math problem of the day

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

1. Guidance counselors, teachers, coaches, administrators will be responsible for accomplishing the goal and following the process.

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

1. Monitoring credit accumulation
2. Implementing CARA curriculum program in advisories and other areas
3. Ongoing communication with parents, including student led conferences
4. Participation in targeted academic support services
5. Pre and post assessments/surveys for college trips
6. Bridge programs

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

1. September 2014-June 2015

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

1. CARA Curriculum during Advisory
2. Internship Classes for 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students

#### **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).

1. College and Career Preparation workshops
2. Financial Aid nights
3. College Fairs

#### **Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
FSF, CIE, TL, ASD, Title I SWP, ESI											
<ul style="list-style-type: none"> <li>• Crew/Advisory Curriculum incorporates CARA curriculum for all students. (Title I SWP, TL CIE. FSF)</li> <li>• Guidance counselors conduct targeted workshops for parents.</li> <li>• School Designer and Instructional guide facilitate implementation of CARA and Crew curriculum</li> <li>• Teachers meet after school (per session) with school designer to review implementation of Crew Curriculum. (Title I SWP, FSF, TLASD)</li> <li>• Channel View implements a Saturday Program for Academic Support. Monies will be needed for necessary supplies and per session. (Title I SWP, FSF, TLASD)</li> <li>• Channel View implements an after school academic support program</li> <li>• Channel View supports their graduates with College and Beyond Program assisting students through the summer and into college with a paid alumni and guidance counselor</li> </ul>											

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2015, students passing the Global History regents will increase by 10%.

**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.

Last year’s student enrollment for the Global History regents was 151 students with a passing rate of 66%. MOSL data indicated the students require skill development in the writing process.

**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**

1. Student Led Conferences
2. Implement Writing professional learning using the Anchor Standards
3. Tracking of credit accumulation
4. Diagnostic and benchmarked assessments
5. Providing AIS and Regents Preparatory assistance to those students in need
6. Provide Professional Learning for teachers and time for them to collaborate
7. Identify resources and structures to support teacher’s understanding and implementation of the Common Core

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

8. Supervisors and Administrators
9. Teachers
10. CFN
11. ELOB School Designer
12. Consultants

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

1. Report Cards
2. Scholarship reports
3. Are you Green Report
4. Surveys, PD attendance sheets, agendas, and Observation Forms

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

1. September 2014 – June 2015

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

1. Weekly Cabinet Meetings
2. Ongoing frequent cycles of observations with feedback
3. Professional Development Progress Monitoring
4. Visitations and feedback from ASD Nest Consultants, School Designer, Instructional guide, Coaches, CFN

**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).

Parent on the School Leadership Team will receive training on Credit Accumulation and Regents Preparation. Staff will conduct professional development for Parents at PTA meetings.

**Budget and Resource Alignment**

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

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

FSF, CIE, TL ASD, Title I SWP

- Teachers will meet with supervisors to monitor student progress (FSF)

- They will also meet with colleagues as well as the school designer (PD contract) and CFN support to discuss and monitor their progress during their weekly team meetings throughout the year (FSF, Title I SWP)
- Teachers will participate in a variety of professional learning activities planned throughout the year (Title I SWP, CIE, TL ASD, FSF)

## 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.

As of June 15 100% of our school community's parents/guardians and students will have access to Skedula.

### 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.

- To promote partnerships with parents, Skedula and the PupilPath application will allow parents and students instant access to student progress.

### 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.

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

1. Professional Learning on grading policy and use of Skedula

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

1. Supervisors and Administrators
2. Teachers
3. Parent Teacher Association

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

6. Piloting Skedula in 9<sup>th</sup> and 10<sup>th</sup> grade for a semester
7. Re-teaching school community (teachers and parents) for best practices
8. Begin implementation in January 2015

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

1. Pilot: Dec-Jan for grades 9 and 10.
2. Pilot: February grades 11 and 12.
3. Pilot: March grades 6-8.

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

1. School community will evaluate and implement best practices at the end of each grading semester

### 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).

- PTA and Parent coordinator will be trained to turnkey.
- With necessary tools so they can monitor at home and communicate with teachers
- More timely feedback which will facilitate more parent and teacher collaboration

### Budget and Resource Alignment

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

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

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	Response to Intervention Achieve 3000 QTEL	One-to-one One-to-one	During the school day During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Pupil personnel team Group Counseling (Divorce, Mediation, Bullying) SAVE counseling Career Counseling Graduating Students Response to Intervention	One-to-one Small group  Small group Small group One-to-one One-to-one	During school During school  During school During school During school During school

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

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

\*If a required component (e.g. 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

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

**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).
Channel View's high quality professional development is targeted for individual teachers and driven by NYCDOE CIE, CCLS and Danielson's Framework

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We provide professional development to the staff in order to increase their awareness and ability to respond to specific educational and emotional challenges that may result from students residing in temporary housing.

In addition, we provide various assessments in order to ascertain the students' current level of functioning and provide Academic and Social and Emotional Intervention Services, tutoring, home-work assistance, Regents and State Exam preparation as deemed appropriate. Students who are in temporary housing also participate in programs that are available to the rest of the student body thus providing integration and normalization while preventing stigmatization. We provide information to parents regarding educational and school options, as well as their rights. Our school provides transportation in the form of metro cards as well as free meals, school uniforms and supplies to the students who are in temporary housing. Information about the students is always confidential.

### **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.).

N/A

#### **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.

Instructional Lead Team, UFT members on PD Team, MOSL Team

### **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.

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### **Parent Involvement Policy (PIP) Template**

#### **Channel View School for Research Parental Involvement Policy:**

##### **I. General Expectations**

Channel View School for Research agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs,

activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - that parents play an integral role in assisting their child’s learning;
  - that parents are encouraged to be actively involved in their child’s education at school;
  - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
  - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. Channel View School for Research will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
2. Channel View School for Research will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.
3. Channel View School for Research will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
4. Channel View School for Research will coordinate and integrate Title I parental involvement strategies.
5. Channel View School for Research will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. Channel View School for Research will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.
- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- c. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy was developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. It was read, discussed and voted for approval at the School Leadership Team Meeting on November 18, 2014.

### **Channel View School for Research School-Parent Compact:**

Channel View School for Research, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents

will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-2015.

### School Responsibilities

Channel View School for Research will:

1. Promote the Habits of Work and Learning (HOWLS), which consists of Service, Trust, Accountability and Respect (STAR)
2. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standards.
3. Hold parent-teacher conferences and student led conferences at least four times during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and spring.
4. Provide parents with frequent reports on their children's progress.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents.
6. Provide parents opportunities to volunteer and participate in their children's classes and activities.
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs and will encourage them to attend.
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
11. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math and English Language Arts.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways, such as:

- Participating in the Habits of Work and Learning (HOWLS), which consists of Service, Trust, Accountability and Respect (STAR)
- Attending student led conferences.
- Attending PTA Meetings
- Monitoring attendance.

- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in our child’s school.
- Participating, as appropriate, in decisions relating to our children’s education.
- Promoting positive use of our children’s extracurricular time.
- Staying informed about our children’s education and communicating with the school by promptly reading all notices from the school or the school district either received by child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Assisting with volunteering as chaperones for school field trips
- Attending parent workshops, especially ARIS Parents’ Link

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Participate in the Habits of Work and Learning (HOWLS), which consists of Service, Trust, Accountability and Respect (STAR)
- Participate in all school related activities and field trips
- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Take responsibility for my learning
- Set goals with benchmarks for my academic achievement
- Complete community service hours

**DBN: 27Q262**

**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<sup>1</sup>. 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<sup>2</sup>. **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	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.

		allocation amounts.)	<b>Column A</b> Verify with an (X)	<b>Column B</b> Page # Reference(s)
Title I Part A (Basic)	Federal	\$254,775.51	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	\$3,059,927.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>27</b>	Borough <b>Queens</b>	School Number <b>262</b>
School Name <b>Channel View School for Research</b>		

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

Principal <b>Patricia J. Tubridy</b>	Assistant Principal <b>Denise Harper-Richardson</b>
Coach <b>Kerri Walsh</b>	Coach <b>Luz Alessandri</b>
ESL Teacher <b>Laura Brown</b>	Guidance Counselor <b>Carol Anderson</b>
Teacher/Subject Area <b>Dolores Sudlow, Special Ed</b>	Parent <b>Kathy Ryan, PTA President</b>
Teacher/Subject Area <b>Katherine Morles, ESL</b>	Parent Coordinator <b>Deshawn Mason</b>
Related Service Provider <b>Brigid Mullin</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>644</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>1.40%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)
				2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0									0
Dual Language										0
ESL	3			5		1	2		2	10

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	3	0	0	5	0	1	2	0	2	10
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2			2	0	2		6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1							1
Albanian														0
Other											1			1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>9</b>

## 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)										1				1
Intermediate(I)											2			2
Advanced (A)							3			1		2		6
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>9</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	3	0	1	0
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	3	0	1	0
Physics				
Global History and Geography	2	0	0	0
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Students new to the country are assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a performance-based reading assessment. In addition, our ELLs are administered a diagnostic through Achieve3000 that measures their lexile score. The data has shown that The results showed that not all students met literacy goals at equal rates. Many of our ELLs fell in to an at risk

category scoring below grade level. As such, we have identified five elements of effective instruction for ELL students: (a) building and using vocabulary as a curricular anchor; (b) using visuals to reinforce concepts and vocabulary; (c) implementing cooperative learning and peer-tutoring strategies; (d) using native language strategically; and (e) modulating cognitive and language demands. Vocabulary development is a critical element of an effective English immersion program where reading instruction occurs in English simultaneously with English language development. Thus, vocabulary development must be integrated with all aspects of the instructional program. Studies have shown that it takes 5-8 years for an ELL after the age of 12 to fully grasp the CALP. Those students who have been in the US for three years or less will be strongly advised to take their Regents and State tests in their native language. When considering State examinations, the patterns across the proficiencies and grades are that the students would benefit from taking content area tests in their native languages, or having the tests in their native languages available. They are still acquiring the English language; although they may understand the concepts, they do not match their native English language classmates.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
 NYSESLAT data shows that our students are performing well on the test. Our students consistently make progress moving up in developmental language levels. Our students are scoring at the Intermediate and Advanced levels and four of our students from 2012-13 have tested out on ESL. The ELL students in Channel View all made gains in reading and writing but the data shows that our older ELLs (current 11<sup>th</sup> graders) struggled with the listening section and higher level vocabulary. Two students who are new to our school and are Beginners and Intermediates are also struggling with higher level writing and academic vocabulary. As such we are focusing on language, reading and vocabulary and writing with an emphasis on citing evidence and increasing higher level vocabulary. Using the data from the NYSESLAT modalities, Channel View School for Research will increase opportunities for our more advanced ELLs to practice their listening skills. Additionally, we are working with all of the ELLs to increase their academic vocabulary and providing the scaffolding needed to complete complex writing assignments with the emphasis on citing evidence from the text to support a claim.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
 The Spring 2013 RNMR (modality report) is not currently available for the 2013 NYSESLAT.
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?

Our students are scoring equally as well on tests in English and in their native language. Most of our students choose to take the tests in English because they are Intermediate or Advanced students. In addition, we have some students that speak languages where there is no translated test available for them. Our school is using the periodic assessment to tailor instruction to meet the ELLs academic needs. In addition, this information is used to create meaningful professional development for staff so that they will be familiar with instructional practices to help our students academically.
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](#).)  
 N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
 Channel View's ESL programs are mainly departmentalized ESL classes and content courses that infuse ESL strategies and native language supports. We have arranged student's schedules so that they can be with other students who speak their native language and we create collaborative tasks that target content area material and that can generate interactions in the student's native language with their peers. All lessons are enriched with academic English language development. Also, native language resources (libraries, texts, technology, primary resource materials) are available in the content area classrooms. We also provide additional digital resources that can accelerate learning.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
 We evaluate the success of our ELLs by measuring their academic growth throughout the year. We use Baseline assessments, Aquity results, MS state test results in ELA, Math and Science and NYS Regent Exam results. In addition, we use the NYC DOE Tasks, Quarterly

Exams, Midterms and Final Examinations that are created in our school. We track students in our ESL and Grade team Inquiry groups and monitor students using a variety of formal and informal assessments. Use also use MOSLs to measure their AYP.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

All students who are new to NYC Schools and enroll at Channel View School for Research go through the "Identification and Placement of ELL's" orientation process. This is a process includes the following procedures. On day 1 the parents/guardians complete the Home Language Identification Survey (HLIS) with a the ESL Coordinator or another trained pedagogue. The ESL Coordinator will conduct an informal interview with both the parent and the student. Using the information from both the HLIS and the face to face interview, the ESL Coordinator determines if the student's status and eligibility for ESL and/or bilingual screening.

If we determine that a language other than English is spoken in the child's home, then the ESL Coordinator will administer the Language Assessment Battery- Revised (LAB-R,) and Spanish Lab, if applicable, to the student. The test is administered by the ESL teacher within ten days of the student's enrollment. Those children that score at or below proficiency on the LAB-R become eligible for stated mandated services for ELLs. Students who speak Spanish at home, and score at or below proficiency on the LAB-R, are administered a Spanish LAB to determine language dominance. The test is administered by the ESL teacher with translation assistance from the Spanish teacher. This will establish the child's English Proficiency level. Those students that score at or below proficience on the LAB-R become eligible for state mandated services for ELLs.

After the LAB-R is administered the ESL Coordinator notifies the parent of their child's eligibility for services. If a student is not eligible for services the parent receives a Non Entitlement letter. If a student is eligible for services, the parent receives an Entitlement letter, a Parent Survey, a Program Selection form and finally, a Placement letter. The Parent Suvey and the Program selection form are completed at the ELL Parent Orientation meeting.

If the family does not speak English translation services will be provided. We have staff members that speak SPanish, Arabic, Polish, Russian and Hatian Creole. If another language is spoken by the family the ESL Coordinator will arrange for translation services through the translation unit.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

If the student is found eligible for ESL services a trained pedagogue conducts the Parent Orientation Conference. The meeting takes place within ten days of entering the NYC school system. The parents will watch the Parent Orientation video and brochures which are provided in different languages. Being that the parent orientation video is viewed in the parent's/guardian's native language, all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) are thoroughly explained. However, our ESL Coordinator is always available to assist in translating or answering any questions for the parents/guardians before or after viewing the video. In addition, Channel View School for Research has several staff members who speak Spanish, Polish, Arabic, Russian and Hatian Creole who are available to assist in translating in order for the parents/guardians to understand the information presented to them. If necessary, a translator can also be provided to facilitate the meeting. After all information is presented to the parents, they complete the Parent Survey and Program Selection form for their child. Channel View School for Research only has a Freestanding ESL program. If a parent chooses one of the other options we will honor the request when we reach the state mandated numbers for a bilingual program as outlined by CR Part 154. The ESL Coordinator will contact the parents both in writing and by phone if enough students are enrolled to meet the requirements for a TBE/DL program. If the parent prefers, we will contact another school that has the appropriate program and will help the parent transfer the child to a school

with the program they requested. The ESL Coordinator reviews the HLIS, Parent Survey and the Program Selection Form for accuracy and parent signatures and gives them to the Program Office. The Program Office staff review the forms and place the student in the program selected by the parent. A Placement Letter in the parents' preferred language is given to the parents/guardians notifying them of the student's placement.

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 [\[see tool kit\]](#).)

The ESL Coordinator mails the entitlement letters home to each student at the beginning of the year. Each letter includes the current NYESLAT data. The ESL Coordinator keeps the letters on file in the school. Each year's letters are stored in separate files with the ESL Coordinator. In addition, all letters have been scanned and saved. Parents come to school for an ESL meeting at the beginning of the year where all information is distributed again. The forms are completed and returned to the ESL Coordinator who keeps them on file in the building with all other ESL data. These forms are also scanned and stored on the computer.

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. Each year a continued entitlement letter is mailed home to the ELL's parents. They are also invited to come in for a yearly ESL orientation meeting in the beginning of the year. The ESL Coordinator reviews the parent program choices and has the families complete updated paperwork. This paperwork is kept on file with the ESL Coordinator. Currently we do not have enough students for a bilingual program. We use the parent choice forms to take note of parent preference and if any parent wants their child in a bilingual program we would honor their request when we reach adequate numbers as outlined by CR Part 154. CR Part 154 requires that schools form bilingual education classes in grades 9-12 when there are 20 or more ELLs in any single grade. Program placement letters are kept by the ESL Coordinator who updates this information every year.

Additionally, the PPS Secretary updates the ELPC screen in ATS within 20 days.

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.

Using the RLAT report all students eligible for the NYSESLAT are identified. To ensure that the NYSESLAT is administered to all eligible students in accordance with NYS testing regulations, the Testing Coordinator and ESL Coordinator hold a meeting to plan the testing procedures for each part of the NYSESLAT. Following the NYSESLAT administration manual, the Speaking, Listening, Reading and Writing part of the NYSESLAT is administered within the assigned dates. The Testing Coordinator follows the timeline required for NYSESLAT administration and schedules blocks of testing time for each section of the exam for both middle school and high school. Licensed ESL and English teachers administer the NYSESLAT to all eligible students. To ensure safety of the exam, each teacher returns their material daily and they are locked in the Testing Office. Also, every teacher signs when they pick up and return their material as advised in the administration manual. Finally, our students are given a report after the NYSESLAT is scored so they can see how they performed on each skill. These reports are given to the students by their teachers. A copy of each student's score is also mailed to the parents in order for them to see if their child is still eligible to receive ESL services.

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.   
Over the past four years, all Channel View School for Research parents of ELLs have all selected ESL as their program choice. Our program is aligned with all parent requests for the past four years.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. Channel View School for Research has a Departmentalized Educational program with both a Pull Out and Push In Freestanding ESL program
    - b. The students are grouped heterogeneously in their ESL classes based on age (Middle School or High School) and their proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teacher creates a program for each student ensuring that the mandated minutes of instruction are met. Classes meet for approximately 45 minutes during the 5 day school week. All of our middle school students are at advanced proficiency levels. They receive a minimum of 1 unit of study (180 minutes) of ESL services in both push in and pull out settings. On the high school level, our ELLs are beginners, intermediate and advanced levels. Our beginning student receives 3 units of ESL (560 minutes), our Intermediate students receive 2 units of ESL (360 minutes) and our Advanced ESL students receive 1 unit of sESL (180 minutes) in addition to the ESL teacher pushing in to their Regents level English class. In addition, the students can attend a 50 minute extended day program five days a week and a Saturday Academy Program that meets for four hours.

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.

Content area subject matter is taught by licensed teachers. Teachers use performance data to gauge student progress and plan instruction. The content area teachers use this data to group like students for tailored learning activities or to pair students at different proficiency levels in class. Teachers employ many ESL techniques to scaffold content. All four modalities Reading, Writing Speaking, and Listening are emphasized. All teachers use Core Standards as a guide to assessment. This year the emphasis is on reading informational text and writing argumentative essays. Teachers use the SIOP model to scaffold not only content objectives but also language objectives. ESL strategies that are used to deliver comprehensible input include sentences starters, sequencing, various vocabulary building strategies, word walls, activating prior knowledge and SQ3R. English, beginner students are allowed to use their native language as a means of accomplishing a task.

The ESL teacher helps support the content area teacher by using the content area textbooks, notes and review materials and supplements them with a variety of graphic organizers tailored to the lessons, hands on material, realia, visuals, flash cards and computer programs to help the ESL students better understand the content area material and vocabulary. The Channel View School for Research staff uses a variety of strategies to meet the needs of our ELL students. The teachers use modeling, bridging, contextualization, schema building, text re-presentation and metacognition to deliver and sound educational program that fosters both ESL and academic development and success.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Students are provided with testing materials in both English and their native language when available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Channel View School for Research uses a variety of formal and informal evaluations throughout the year including Acuity, MOSLs, benchmark assignments and NYSESLAT and Regents examinations. The ESL students also take the NYSESLAT acuity test. Students are evaluated both formally and informally in all content area classes and by the ESL teacher weekly. The ESL teacher and the ELA teacher also monitor student progress using data from Achieve3000. Listening and Speaking evaluations are done in ESL with the ESL teacher. Students are given regular opportunities to practice these skills and are evaluated both informally or formally on a weekly basis.

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).

All of the ESL programs at Channel View School for Research are provided with a comprehensive core curriculum and a balanced approach to literacy, including high quality instructional practices that facilitate academic excellence for ELLs. Data is used to improve teaching and learning. In addition, research based coaching and teaching strategies are used to support the students' learning. The goal for the educational program for SIFE students is to help them gain the literacy and academic skills they need to be successful in school. The SIFE students focus on literacy skills, English language acquisition, and content area knowledge. The students acquire this information through small group instruction throughout the day, ESL services, and an extended day program.

For newcomers, we provide orientation classes to help support them in adapting to what is in many cases is a new and different educational system. We also thoroughly explain the graduation requirements and high school expectations upon entrance.

For ELLs receiving service for four to six years, we offer Credit Recovery classes, and Academic Intervention through tutoring after school, on Saturday, and during the school day. We also program with flexible scheduling in mind. Some classes offered before the regular school day and after the regular school day. We also program identified students for Regents Preparation classes to help them graduate on time. Long Term ELLs receive differentiated teaching strategies to support their access to the content. Planning for each lesson includes analysis of the language demands of the content being taught, which leads to precise language objectives. Active student engagement and oral academic vocabulary is a focus in classrooms with LTELs. Our former ELLs receive at least one period of transition services and receive time and half testing accommodations for 2 years.

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?

All ELLs-SWDs are scheduled to receive both their ESL and IEP services. The periods of instruction are explicitly identified on the students' programs. Both the ESL teacher and the Special Education teacher meet on a weekly basis to discuss the students' progress and ensure that all required services are being delivered. Additionally, the ESL teacher is part of the IEP committee. The ELL teaching program corresponds to the ELL students' ages and grade levels. All materials that are chosen are appropriate for the students' age and grade level. All of the content material is the same for both ELL and Non ELL students. The ESL teacher supplements those materials to ensure comprehension by the ELL students. The ELL teacher incorporates NYS Standards and the Common Core Standards for each grade level when planning her lessons. The ELL students are exposed to a strong academic program that ensures language acquisition.

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?

All ELLs are given a differentiated curriculum to meet their specific needs. The goals of the ESL program are to provide academic content area instruction using ESL methodology and teaching strategies by using native language support to make content comprehensible. The ESL teacher teaches ESL strategic instruction, and helps ELLs meet or exceed state standards. A plethora of strategies and techniques are utilized to make language and content-based learning comprehensible to learners. These strategies include using differentiated and integrated instructional techniques. Teachers have content, as well as linguistic, objectives for each class, using scaffolding concepts (graphic organizers, writing templates, pre-learning, during-learning, and post-learning activities, small group and pair work), activating prior knowledge, linking new learning to past, reinforcing key terms and vocabulary (word walls, note-taking techniques, keeping journals), highlighting functional language in context, adapting materials to make them more comprehensible, promoting critical thinking skills, providing summaries of lessons, using outlines, bringing realia to class, using technology in the classroom (the Internet, SmartBoards, overhead projectors), using collaborative and cooperative learning activities (including various forms of group work). All of these strategies provide students with opportunities to use the language for meaningful exchange and negotiation of meaning, using hands-on activities, using technology and visual as well as aural materials, using demonstrations, practicing language, encouraging students participation and present information in class (presentations), completing projects (project-based and thematic activities), doing Constructivist type reading and writing activities (using reading strategies, e.g., prediction, questioning the text, making connections, visualizing, predicting, summarizing) and other meaningful, relevant, and engaging tasks. The free-standing ESL program classes are taught by certified ESL teachers who are trained in using

an array of second language teaching methods and techniques as mentioned above. An important teaching goal is to have students pass the NYS Regents in English. Therefore, instruction is guided by the NYS standards and aimed at passing the English Regents as well as other Regents exams. For example, students are taught how to read and write critically, analyze data, discuss literary elements, read a text and take a position and defend it using evidence from a text or elsewhere, and so forth in all content area classes as well as the English classes. Language Arts is taught using both English and ESL methodologies.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

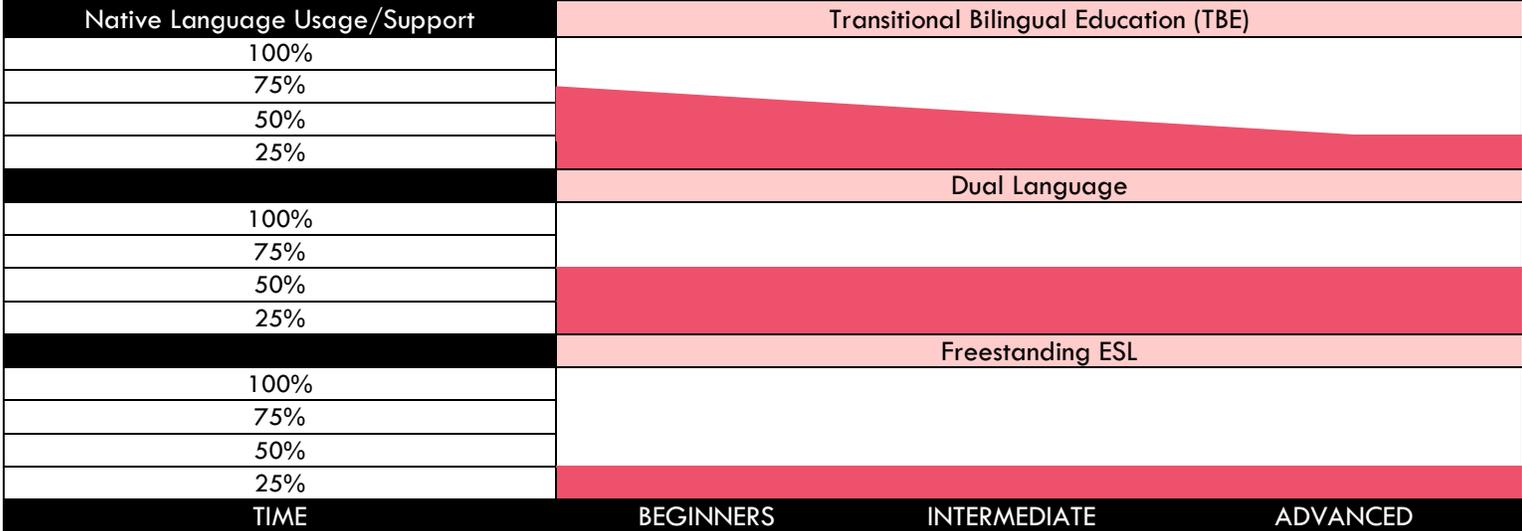
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Channel View School for Research has a number of different intervention services. Teachers use academic data to determine the needs of students. This includes state tests, aquity, formal and informal assessments, and classroom observations Teachers in all subject areas offer interventions within the classroom setting by grouping, small group instruction and scaffolding the material to meet individual students needs. In addition, Channel View School for Research offers students the opportunity to attend lunch tutoring, and small group AIS instruction in all subject areas.We also offer Extended Day instruction and a four hour Saturday Academy. Students also receive literacy instruction using Achieve3000 program in both ESL and ELA. We are an Expanded Success Initiative School that creates culturally responsive education programs to increase black and latino males success in school. Channel View continues to give transitional support for ELLs reaching proficiency on the NYSESLAT. We offer College Preparation and College Application classes to assist them in getting ready for College. They are given extended time during Regents exams and are allowed to use bilingual glossaries. In addition, students at this level often take Colledge Now classes which give them a head start and become better prepared when they get to college.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is very effective. Our students are showing improvement in both their reading and writing skills as evidenced by Achieve3000 data, improvement on the NYS Middle School tests, NYS Regents Examination results, and NYSESLAT scores and our ELL graduation rate.
11. What new programs or improvements will be considered for the upcoming school year?
- We are continuing to create culturally responsive educational programs in conjunction with our ESL initiative.
12. What programs/services for ELLs will be discontinued and why?
- We have not discontinued any programs this year.
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 afforded access to all school programs. Our Student Government, Athletic teams, and CFO programs are comprised of ELL's, former ELLs, and non ELL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- A variety of instructional materials are used to support ELLs. The students use print material such as novels, short stories, poetry, plays newspaper and magazine articles, the Milestones ESL leveled textbook series and workbooks, computer programs for language acquisition, the internet, realia, flash cards, and graphic organizers. All ESL students are enrolled in the Achieve3000 reading program. Each of these instructional materials are chosed at the appropriate level foreach subgroup and ESL level. Many of the materials are designed on multiple levels (such as the Milestone textbook series and Achieve3000), if the materials aren't leveled, the ESL teacher chooses both teaching and support materials that are appropriate for each student's individual needs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Textbooks, newspapers, internet, laptops, language translators, Smartboards, and Elmo's are all use to support ELL's. In the content ara, teachers use textbooks in English and bilingual textbooks and workbooks. They also use bilinugal glossaries, wordwalls, and visuals to make the content accessible and enhance English language learning.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Students are scheduled for content area classes according to their grade level. ESL classes are based on the student's proficiency level.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Channel View School for Research offers a Summer Bridge Program and orientation program to help students prepare for high school.
18. What language electives are offered to ELLs?
- Channel View School for Research offers Spanish as a foreign language.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?

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

Channel View School for Research does not offer a dual language program.

## C. Professional Development and Support for School Staff

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

The plan for professional development for all ELL personnel at Channel View School for Research includes the following:

Both the ESL teacher and the ESL/Bilingual teacher attend quarterly ESL training and attend monthly CFN 611 network meetings for ESL. Each teacher also attend various Professional Development sessions that are offered by the NYC DOE Office of English Language Learners. The ESL consultant from the CFN conducts monthly visits and provides professional development on ELL practices.

Channel View School for Research also offers Professional Development and Common Planning every Thursday afternoon where rigorous, research based professional development is provided that includes strategies to support ELL and special education students. One aspect of these meetings is to provide the all staff including guidance counselors and para-professionals with the opportunity to review regulations, student achievement data and to implement the best practices for our ELL students. In addition, All teachers participate on interdisciplinary teacher teams that also meet every Thursday. Teachers discuss student work and utilize data in order to make necessary adjustments in pedagogical strategy so all students can move forward. Teachers use the teacher teams to collaborate share strategies and methodologies exclusively for the ESL student. Also, our staff also attend weekend institutes and attend outside workshops. Much of our ELL professional development has focused on learning about the best scaffolding techniques and strategies for significant ESL and academic development. The staff has received training on Common Core, the new teacher evaluation system and teacher effectiveness.

On Professional Development days, teachers are trained on how to gather and use data to guide them into differentiating instruction in the classroom. They also participate in various workshops that foster English language learning including:

- supporting teachers in facilitating the incorporation of the media center as an instructional tool.
- the Sheltered Instruction Observation Protocol (SIOP Model)
- creating curricular maps and units embedded with the Common Core Standards
- incorporating technology (Elmos and Smartboards) in the classroom
- turnkey and implementation of the strategies of the Interdisciplinary Committee

Throughout the semester Channel View School for Research provides teachers with a variety of other professional development workshops that address the needs of the teachers. In addition to the Professional Development meetings that we have every Thursday, each semester the assistant principals survey the needs of teachers and of students to align the professional development with the instructional goals of the school and the respective departments. After a teacher survey is conducted, a decision is made to have a series of workshops that respond to the identified needs which will also move the school towards its goal of providing differentiated instruction and making learning accessible to all students while emphasizing the need to meet NYS standards. Sessions are assessed and added to ensure that Channel View is a school of learners.

To cover the minimum 7.5 hours of ELL training the school provides training to staff members to gain an understanding on how to differentiate instruction to meet the needs of the ELL population using the SIOP model, information on current bilingual educational research for effective bilingual practices. There's also training provided for pedagogues interacting directly with parents during the orientation process. Through professional development, staff members need to deeply understand the programs offered by the school and the options that the parents have for their youngsters. Non-ESL teachers participate in various workshops to learn strategies to incorporate English acquisition methodologies into their daily lessons.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Channel View School for Research has a very active Parent Teacher Association. All parents are invited to join and are encouraged to become involved in the school community. There is frequent contact, by mail, phone, PTA meetings, and through our school website. parents needs are evaluated through these ways as well. The parents of our ELL students receive translated information if needed and the staff is in frequent contact with them to make sure they are receiving information about school activities.

Our parents are very involved in the School Leadership Team, and participate very actively in Parents Association meetings. The Parent Coordinator also disseminates information in various languages to parents, and communicates with them to keep them abreast of important news, their rights, programs, and the progress of their children. School aides and teachers who are also bilingual assist in helping parents. Parent Association meetings are held monthly. During our Parents Association meetings, the parents conduct parent association elections, which are instrumental in selecting the parental government body of the school. Also, during these monthly meetings, the school communicates relevant issues to the parents concerning programming, guidance and college admission information through informative workshops and presentations. Parents are also provided with instructions on how to use the ARIS link during the Parent Association meetings. Staff, student and parent volunteers act as translators to our nonEnglish speaking parents when they attend meetings.

Channel View School for Research has several partnerships with agencies and community based organization to provide workshops and support to all of our parents and students, including the parents of ELLs. Project Hope, Habitat for Humanity and Wedikko are those organizations directly involved in providing workshops and services to ELL parents. Channel View uses staff, student and parent volunteers to help with translation services. If necessary the ESL coordinator will arrange for translation services through the Translation Unit.

We evaluate the needs of parents in the following ways. The first is by conducting a parents survey and carefully reviewing the resulting data. The second is that parent members of the School Leadership Team identify needs of parents, students, and school in general. A meeting is held where various needs are identified and possible ways to meet those needs are stated. In the spring, during one of the monthly SLT meetings there is a follow up or revision of the goals accomplished and needs met.

## 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: <u>Channel View School for Resear</u>			School DBN: <u>27Q262</u>
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Patricia J. Tubridy	Principal		1/1/01
Denise K. Harper-Richardson	Assistant Principal		1/1/01
Deshawn Mason	Parent Coordinator		1/1/01
Laura Brown	ESL Teacher		1/1/01
Kathy Ryan	Parent		1/1/01
Dolore Sudlow	Teacher/Subject Area		1/1/01
Katherine Morales	Teacher/Subject Area		1/1/01
Kerri Walsh	Coach		1/1/01
Luz Alessandri	Coach		1/1/01
Carol Anderson	Guidance Counselor		1/1/01

Roberto Hernandez	Network Leader		1/1/01
Brigid Mullin	Other <u>Social Worker</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster: 6 Network: 611

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

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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.

- At registration parents complete a language survey to receive documents in their native language.
- This data is then entered onto ATS.
- Reports generated from ATS help us determine the number and languages needed to be translated.
- Parents choose a bilingual or free standing ELL program for their child. .
- Students are evaluated using the NYS Lab-R examination.
- On the home language survey many of the parents indicate that they speak a language other than English.
- Other useful documents are also translated

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.

- After assessing the ATS data we found that the predominant language was Spanish.
- We hired bilingual staff principally in Spanish and have others teachers who speak Polish, Arabic, Russian, Haitian Creole, and other languages reflective of the student population.
  - Findings are reported to the school community through the School Leadership Team and the Parents Association.
  - The school provides translators as needed or utilizes the NYCDOE interpretation services..

## Part B: Strategies and Activities

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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.

- Important documents needing translation are sent to the Translation and Interpretation Unit. When provided by the DOE, form templates, i.e. AIS forms, in the covered languages are utilized.
- In house bilingual staff translates other school-related documents that are not available on the DOE website.
- Translated signs are clearly posted in the main office and entrances.

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.

- Bilingual staff members translated when necessary.
- We have student volunteers who can also translate at meetings when student academics are not being discussed.
- We hire interpreters for parent teacher conferences
- Automated phone messages are received by parents regarding student attendance, student lateness and parent meetings in several languages.

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>.

The school sends documents and letters to be distributed to parents to the Translation and Interpretation Unit. Other shorter documents are translated by school staff into various languages.  
Parents are notified that interpreters will be available at Parent-Teacher Conferences.  
Signs are posted at entrances to the school building about the availability of translation services. There are staff members in the building speak the school's most common languages.

