

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**16K021**

**School Name:**

**P.S. 021 CRISPUS ATTUCKS**

**Principal:**

**LESLIE FRAZIER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Crispus Attucks Elementary School Number (DBN): 16k021  
Grades Served: Pre-k through 5  
School Address: 180 Chauncey street, Brooklyn NY 11233  
Phone Number: 718 493-9681 Fax: 718 953-3980  
School Contact Person: Leslie Frazier Email Address: lfrazier@schools.nyc.gov  
Principal: Leslie Frazier  
UFT Chapter Leader: Regina Bufford  
Parents' Association President: Celeste Boston  
SLT Chairperson: Carla Arnold  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Kandice Welch  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 16 Superintendent: Evelyn Santiago  
Superintendent's Office Address: 1010 Lafayette Street, Brooklyn NY 11221  
Superintendent's Email Address: esantiago@schools.nyc.gov  
Phone Number: 718 574-2834 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Brooklyn, NY  
Director's Email Address: Bfitzge2@schools.nyc.gov  
Phone Number: (718) 935-3352 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Leslie Frazier	*Principal or Designee	
Regina Bufford	*UFT Chapter Leader or Designee	
Celeste Boston	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Kandice Welch	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lorraine Byrd	Member/PTA	
Palesa Sidibe	Member/ PTA	
Jenelle Bastein	Member/PTA	
Carla Arnold	Member/CSA	
Magali Flowers	Member/UFT	
Malaica Sidibe	Member/ PTA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Juanita Johnson	Member/ UFT	
Latifah Armstead	Member/ UFT	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Crispus Attucks School functions uses the Community School Model and serves families from five neighborhood housing developments as well as other multi-family residences in Bedford Stuyvesant, Brooklyn. The school serves 615 students ( Asian 1%: Black: 91%, Hispanic: 7%, White:1%) in grades PreK-5 along with a District 75 Inclusion program integrated in Grades 1-5 consisting approximately 20 students. The teachers are distributed as follows: 29 classrooms, 5 clusters, 1 part-time intervention teacher, 3 Related Service Providers , 2 full-time speech teachers, 13 paraprofessionals (K-5), 3 Pre-K paraprofessionals, 2 school aides, 1 School Based Support Team (SBST) Family Worker, 1 School Psychologist, 1 part-time SBST social worker, 1 guidance counselor, 1 parent coordinator, 1 secretary, and 2 administrators. Our educational program invokes the standard of " Excellence without Excuses" .

Our mission is to create an environment that provides for the emotional, physical, spiritual, intellectual, economic and social well-being of the students, parents, and the community. All classes are grouped heterogeneously, except 1 gender based fifth grade girls class. All core subjects are taught by the classroom teacher. Students in Grades K-5 receive an additional weekly science lab, physical education, library science, and visual/performing arts taught by cluster teachers. Classrooms are student-centered, print rich and organized for differentiated instruction to meet the demands of Common Core Standards.

To provide a more comprehensive program to address a multiple learning styles we engage in the following partnership/organizations: Behind the Book, TutorMate, Science Environmental Center, Digital Girls, Inc. STEM Initiative, Samsung Empower Tomorrow (STEAM) program, Bailey's Café Mentoring Program, Bridge Street Mentoring for Young Men of Character, Brooklyn Community Services (Compass/Sonic Program), National Chorale, Assae Yaa Dance Program, Pearls of Maat, Noel Pointer Foundation, Elementary School League Basketball and New York Road Runners Track program.

To further narrow the achievement gap and demonstrate academic growth across curricular areas the following Instructional focus has been developed school-wide. Additional students in the lowest third are strategically targeted through small group instruction and using multiple entry points to engage students:

- Increase independent reading stamina through sustained silent reading
- Construct viable arguments by engaging in meaningful discussion to support reasoning and evidence in writing across all content areas
- Strengthen academic rigor in daily where students raise questions, solve problems, revise work to meet common core standards, think and reason to complete challenging tasks
- Foster self- esteem and personal leadership through the study of Steven Covey's Leader In Me program.

By using the Framework for Great Schools we utilize Tuesdays' Family Engagement opportunities to leverage greater conversations with parents or guardians to garner additional support and strengthening partnerships. These sessions provide parents with academic and social-emotional strategies that could be implemented at home. Further communication tools such as : Class Dojo and School Messenger are used to Many teachers provide information and regular feedback to parents regarding student progress.

Overall, the Crispus Attucks School works to:

1. Increase communication between the School's Leadership Team and the parent body at large.
2. Showcase rigorous instruction through monthly parent classroom visits, 4-H Science Program, Pre-K Parent Corps program, and partnerships with cultural organizations.
3. Strengthen professional learning communities and inquiry team process using Houghton Mifflin's *Data Teams 4 Learning* model, *National Training Network* initiative in mathematics, and the professional learning focus groups as facilitated by *Brooklyn North Field Support Center*.
4. Foster a supportive environment by implementing Positive Behavior Intervention System (PBIS) to promote a holistic approach to students' social-emotional growth.



## 16K021 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	642	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	68.5%	% Attendance Rate		91.4%
% Free Lunch	68.4%	% Reduced Lunch		2.8%
% Limited English Proficient	1.1%	% Students with Disabilities		19.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		90.1%
% Hispanic or Latino	6.9%	% Asian or Native Hawaiian/Pacific Islander		0.8%
% White	1.5%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.83	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		10.28
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	29.3%	Mathematics Performance at levels 3 & 4		25.3%
Science Performance at levels 3 & 4 (4th Grade)	75.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

School Survey indicated that parents viewed the school as having high standards but were not familiar with the content involved with rigorous instruction. Measure of Teacher Practice (MOTP) reports reflect the need for increased concentration in components, 3b. Questioning and Discussion Techniques and 3d. Using Assessment in Instruction. While 92% of parents agree that the school provides rigorous instruction and the teachers' MOTP reports reflect overall effective in the area of student engagement, the New York State data shows minimal increase on Common Core Exams. NYS ELA data reflects priority in standards: Reading for Information (Key Ideas and Details), describe/explain the relationship (s) between historical events including what happened and why based on the information in the text, and explaining the relationships between two or more people using text based information in Grades 3 through 5. The New York City Performance Task reflect priority in Writing Trait 4 - Writing Information.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 8% of teachers will increase MOTP ratings from Effective to Highly Effective in Danielson components 3b and 3d and at least 75% of students in the lowest third in math will use SOLVE or CUBE strategies effectively when solving word problems.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Grade Teams (3-5) will collaborate to plan lessons using Informational texts and articles found in the Reading Street and Ready Gen programs. Scaffolding of Depth of Knowledge questions will be used to deepen critical thinking.</p>	<p>Students in lower third</p>	<p>October-May, 2016</p>	<p>Teachers in Grades 3-5</p>
<p>Teachers analyze observation checklists, grow and glow feedback and exit slips during bi-monthly common planning sessions</p>	<p>Students in lower third</p>	<p>October-May, 2016</p>	<p>All teachers</p>
<p>Grade Teams (k-2) plan lessons using Journeys Program to provide students with the strategies to organize informational text details.</p>	<p>Students in lower third  according to baseline assessment</p>	<p>October-May, 2016</p>	<p>Teachers in Grades K-2</p>
<p>Using the Solve Format supplied by National Training Network in Math to organize information and correctly solve word problems.</p>	<p>All students</p>	<p>October-May, 2016</p>	<p>Teachers in Grades K-5</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The instructional resources used to leverage this goal are Houghton Mifflin <i>Journey's</i> Text in Grades K-2 and Reading Street lessons from <i>achievethecore.org</i> Grades 3-5 to support the curricular alignment. Data Teams 4 Learning Professional Development series and National Training Network in Math was purchased to strengthen teacher practice during weekly Common Planning meetings.</p>										
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 teachers will analyze data from students in the lowest third in math who have used the SOLVE or CUBE strategies effectively when solving word problems to organize information and correctly solve word problems with a benchmark of 75% competency for students in their assessments.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

School Instructional Team analyzed 2014-2015 School Survey Results. Survey data reflects that approximately 75% of parents agree that the school creates a culture that encourages students to support one another and provides for their social and emotional growth and 70% of teachers agree with the statement relating to Supportive Environment. Additionally, the School Survey reflects a safe school environment and minimal to no incidents of bullying, however through Student Government meetings students expressed social-emotional deficiencies and lack of conflict resolution strategies.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 80% of all classes implementing Positive Behavior Intervention System through the study of the text, "7 Habits of Happy Kids", by Sean Covey and the implementation of the Habits, will promote a holistic approach to student social-emotional growth through book talk, school assemblies, writing reflections, and student-government activities.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Our school PBIS team comprised of the guidance counselor, dean, selected crisis-management paraprofessionals, one administrator, one parent representative, 1 school aide, and</p>	<p>Students</p>	<p>October 2015- June 2016</p>	<p>PBIS Team and classroom teachers</p>

school nurse review Chancellor's Regulation. A832 and Respect For All plan to ensure implementation of guidelines.			
The team selects students who make repeated claims of conflict with other students.	16 students	October 2015- June 2016	PBIS Team and classroom teachers
Classroom teachers emphasize 1 of the 7 habits discussed monthly in the book and students create works of art, reflective essays or conduct book talks to interpret their understanding of the habit.	Student K-5	October 2015- June 2016	PBIS Team and classroom teachers
Student Government representatives lead in service activities to assist in supporting a safe school environment.	30 Student Repre- sentatives	October 2015- June 2016	Dean and Guidance Counselor

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The guidance counselor, dean , male mentoring facilitators, reinforce PBIS strategies to facilitate this goal as well attend School Climate workshops provided by Bklyn North Field Support .											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Short term monitoring using 6 week cycles. Teacher anecdotal records and weekly incident reports given to the dean will be used by the team to determine strategies to be implemented, types of parental intervention needed , and the number of follow up sessions to determine program effectiveness.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

School Quality Review 2013 highlighted the effectiveness of teacher collaboration and common planning. Teachers' common planning 2013- 2014 has focused on, place value and the use of base ten models to read, write, and estimate values. As a result 2015 NYS assessment data reflects progress across grades 3-5. Yet, additional common planning time is needed as indicated by teachers during the *End of Year Summative Conferences* to address building fluency in multiplication and division to make application to word problem, and to strengthen the use of visual fraction models to solve real world problems. 2015 Baseline Math Assessment data was used to determine mastery of prerequisite skills in these skill areas.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% teachers will be engaged in grade team data analysis and inquiry as indicated in our Professional Learning series designed by Houghton Mifflin's *Data Teams 4 Learning* model. Students' work products will indicate at least 75% application of *SOLVE* and *CUBE* strategies to demonstrate understanding of Operations and Algebraic Thinking and apply mathematical practices.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Devise a schedule to support at 4 common planning opportunities on each grade level.	42 teachers	October 2015- June 2016	Grade Teams, Administrators
Engage in professional learning weekly Mondays, 2 Saturdays per annum, Election Day pd, and Chancellor's professional development	42 teachers	October 2015- June 2016	Grade Teams, Administrators
Use monthly tasks to analyze the use of CUBE and SOLVE strategies involving the four operations.	3 students per class	October 2015- June 2016	Grade Teams, Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Houghton Mifflin Professional Development Coaching Days (5), Think Central, National Training Network Consultants, UFT Contractual Trainee dates, BNFS Focus Groups, and common planning periods.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The checks points in Mid -November 2015, Early -January 2016, End- February 2016, Mid-April 2016, and Early June 2016 will be used to evaluate students use of the strategy. Teacher feedback forms will collected by the Instructional team to examine impact on student learning.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

2013 Quality Review indicates that the school leadership effectively uses every resource including scheduling to create a coherent, committed learning community that promotes continuous student growth. During End of Year Summative Conferences teachers indicated the desire to become members of New Teacher Selection Committee during the summer selection process. 2014 -2015 School Survey Report indicates that 75-80% agree that the leadership is strongly committed to shared decision making, promotes family and community engagement and works to create a sense of community in the school all of which supports the students' social -emotional development. Yet, there is a need to increase the involvement of teachers in the selection of instructional materials and planning of discretionary funds.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of teachers will be assigned to lead or attend professional learning groups, select appropriate instructional material support the constructed responses in English Language Arts and further leadership capacity through the SLT.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The Instructional Team meets monthly to analyze school-wide data and select additional instructional resources to strengthen content, and provide schedule for turnkey opportunities</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>8 Teacher Representatives</p>
<p>Schedule Professional Learning opportunities offered by BNFS, NTN, Data 4 Teams, Samsung Empower Tomorrow, Behind the Book</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators and Instructional Team</p>
<p>Post School Leadership Team member offering.</p>	<p>3 UFT Members</p>	<p>September 2015-June 2016</p>	<p>Administrators, UFT Representative</p>
<p>Reorganize a new teacher selection committee</p>	<p>New Teacher Candidate</p>	<p>June 2016</p>	<p>21 General Education Teachers, 1 Special Education Teacher, UFT Representative, Parent Coordinator, 1 Administrator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Scheduling adjustments are made weekly to maximize the time needed for all participants. Substitute teachers are hired to provide class coverage on selected professional development days. Instructional material and venue for the Annual School Retreat will be scheduled in galaxy upon the team's decision.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>	<p>X</p>	<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Sample questions from the 2014 2015 Surveys/ Questionnaire will be used every 3 months to leverage ratings from the previous years responses. This will determine the next steps for improvement.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

2014-2015 School Survey Report exceeds the Citywide Average for Strong Family-Community Ties by 2%. This report reflects that at least 85-90% of parents agree that the school staff regularly communicates, provides feedback, welcomes classroom visits to observe instruction.

2014-2015 Attendance data reflects 93% which is a 2% difference in NYC's attendance data. Less than 50% parents/guardians attend PTA monthly meetings, but greater than 70% attend school performances. 5% of chronically absent students reflecting 20 or more absences demonstrated low performance.

Although parents are informed, communication is provided and instruction is considered rigorous according to the 2014-2015 Survey Report, parents indicate via PTA meetings a need for increased understanding of Common Core Standards. Parents are invited to attend a bi-monthly academic workshop on last Thursday of that month to observe the teacher's practice and strategies in English Language Arts or Math.

The following Extra-Curricular activities to support home -school partnerships to enrich the civic life of the school:

Bureau of Brooklyn Community Services -DYCD program

NYU Langhorne Center- *ParentCorps* Program

Local Church affiliation - Bridge Street Mentors

Baileys's Cafe Rites of Passage for Girls

Digital Girl, Inc.- STEM Program

Samsung Empower Tommorrow - STEM for Girls project

Boy Scouts of America

Noel Pointer Foundation

Chionesu Bakari- Boys Mentoring

Assae Yaa Dance Company

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, average yearly attendance will increase by at least 2% and chronic lateness will decrease by 20%. By June 2016 at least 75% of all students will be involved in and enrichment activity.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>A targeted assistance approach is used by the Attendance Coordinator and Dean to support parents of chronically absent and/or late students</p>	<p>Parents and students</p>	<p>October - June 2015</p>	<p>Attendance Coordinator, Dean, Parent Coordinator and Guidance Counselor</p>
<p>"ParentCorps", New York University Langhorne Medical Center will provide monthly parent workshops during the fall and spring</p>	<p>Pre-K and K Parents</p>	<p>October - June 2015</p>	<p>Guidance Counselor, Parent Coordinator and teachers</p>
<p>Angela Moses Consulting Enterprise (AMCE) will provide monthly mental health workshops, i.e, Domestic Violence, Raising Boys, Helping Students with Disabilities, etc. This agency will provide referrals to other support groups.</p>	<p>All Parents</p>	<p>October - June 2015</p>	<p>Parent Coordinator and Consultant</p>
<p>The School Leadership Team along with the attendance team develop a plan to increase monthly school-wide attendance by recognizing and rewarding individual as well overall daily class attendance:</p> <ul style="list-style-type: none"> <li>• Monthly class averages are posted in the school's lobby and Crispus Attucks dollars and class trophies are awarded monthly.</li> <li>• Students with perfect monthly attendance are given ribbons at bi-monthly assemblies. Student's names are posted on a monthly hallway display.</li> </ul>	<p>All Students</p>	<p>Sept. 2015- June 2015</p>	<p>Attendance Team and Administrators</p>

- .Classes with 100% daily attendance are publicly recognized on the Public Address System.

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Prek teachers and paraprofessional are used to help facilitate ParentCorp program. The parent coordinator and guidance counselor will work with our Clinical Psychologist-consultant to provide monthly parent workshops, analyze surveys and collect reflections. Breakfast is provided at each session.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The attendance sheets and reflection forms will be collected and reviewed after each session. The information collected will determine whether sessions need to be repeated.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Lowest one-third and reading FP 3 levels below target	Leveled books, close reading, interactive writing	Small group	During the school day, Saturday Academy
<b>Mathematics</b>	Lowest one-third	Mathletics, Go Math intervention tools	Small group	During the school day, Saturday Academy
<b>Science</b>	Lowest one-third	Nonfiction Literature, Pebble Go, Brain Pop	Small group	During the school day, Saturday Academy
<b>Social Studies</b>	Lowest one-third	Nonfiction Literature, Pebble Go, Brain Pop, Scholastic	Small group	During the school day, Saturday Academy
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	PBIS data, ACS, SAT data	PBIS program, Behavior modification strategies, teacher volunteers	One-to-one, Small group	During the school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. 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.
Hiring Fair, Teacher-led Interviews, and differentiated professional development

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teacher created inter-visitation plans, professional development needs survey, PD 360, school district inter-visitation, consultants

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

The inclusion of the NYU Medical Center Parent Corps program increases parent involvement and assists parents/students in making transitions. Additionally, this partnership helps to develop the foundational skills for learning and further articulates the Early Childhood Education Pillars of Family Engagement

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The Mosl Team comprised of teachers across all grade levels choose baseline and benchmark assessment measures to be used throughout the year.

**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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	410,514.00	x	(5A, 5B, 5C, 5D)
Title II, Part A	Federal	193,756.00	x	(5E)
Title III, Part A	Federal	0	x	na
Title III, Immigrant	Federal	0	x	na
Tax Levy (FSF)	Local	2,950,471.00	x	(5A-5E)

**<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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**Parent Involvement Policy (PIP)**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

#### **School-Parent Compact (SPC)**

**[Crispus Attucks Elementary]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

**Part I: School ELL Profile**

**A. School Information**

District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>021</b>
School Name <b>Crispus Attucks</b>		

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

Principal <b>Leslie Frazier</b>	Assistant Principal <b>Carla Arnold</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>Magali Flowers</b>
Teacher/Subject Area <b>Sasha Sam</b>	Parent <b>Celeste Boston PTA</b>
Teacher/Subject Area	Parent Coordinator <b>Linda Sanders</b>
Related-Service Provider <b>Kieron Forbes</b>	Borough Field Support Center Staff Member <b>Olga DeFlippo</b>
Superintendent <b>Evelyn Santiago</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL program	<b>0</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>569</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	8	<b>Newcomers</b> (ELLs receiving service 0-3 years)	7	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	7					1				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL		
	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	0

\* EP=English proficient student

**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 is for Dual Language Programs Only**

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3		2	2										0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)		1			1									0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)	1	1												0
<b>Expanding</b> (Advanced)	1		2											0
<b>Commanding</b> (Proficient)	1													0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4			1						0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1								0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school uses Amplify, running records from Learning A-Z, and benchmark assessments in Journey's program for all our students including ELL's to track early literacy. This assessment identifies specific areas of literacy where our students can benefit from additional support in literacy. We use this data to track classroom instruction and ELL instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The majority of our ELL's are newcomers and therefore tend to score at the beginner level. We find that as students receive additional years of service their proficiency levels increase.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Our ell's score higher on the listening/speaking subtests but continue to need additional support in reading and writing. As a school we continue to focus our daily instruction on reading and writing.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?  
 ESL a. Most of our Ell's are at the beginning level. We find that as students receive additional years of service they advance toward intermediate and advanced levels. By the time our ELLs reach testing grade they are taking State assessments in English. b/c. Our school does not give the ELL periodic assessment. We use amplify assessments and Schoolnet periodic assessment to track progress.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]

ESL a. Most of our ELL's are at the beginning level. We find that as students receive additional years of service they advance toward intermediate and advanced levels. By the time our ELLs reach testing grade they are taking State assessments in English. b/c. Our school does not give the ELL periodic assessment. We use amplify assessments and Schoolnet periodic assessment to track progress.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
All teachers are aware of the status of proficiency levels in their classroom. During team meetings we speak about the children's needs and how we can support them throughout the language acquisition process.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Our school uses ongoing student assessment data to evaluate the success of our programs for ELLs.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
1.Home language surveys are conducted by a pedagogue for all students who are new to the NY Public school system. They are interviewed by the ESL Coordinator, Magali Flowers (bilingual Guidance Counselor- Spanish), along with their parents. For parents who speak other languages, over the phone interpretation services are utilized.  
This data is available on ATS and student records for transfer students. If the student is eligible then he/she must be LAB R tested within ten school days by a licensed teacher. Students who do not pass the LABr are eligible for services in addition, spanish speaking students who do not pass are also administered the Spanish LAB in accordings with ASPIRA consent degree.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
n/a
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The School Implementation Team would review the Individualized Educational Plan and note the recommendations and frequency of service delivery. The Language Proficiency Team would administer NYSITELL based on the Home Language Survey responses. The LPT team examines students' exam history to determine the NYSESLAT score and devise a plan to address the time allocation for service to be rendered.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
After orientation the program selection forms are reviewed in order to place students in bilingual or ESL instructional programs. At this time our parents are requesting the ESL program.If the requested program is unavailable parents are offered the opportunity to transfer to a school offering the requested program. The school tracks requests for bilingual program in order to ensure our continued alignment with parent request. At this time we do not have any parents requesting bilingual programs.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
During the orientation meeting parents are informed that they have a right to appeal ELL status with 45 days of enrollement.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Parents are informed of the student's eligibility status in their native language via an entitlement letter within 10 days of enrollment. In this letter, the parents are invited to attend an orientation (documents are available in various native languages and interpreters are available to assist parents) on the various programs (Transitional Bilingual, Dual Language, and Freestanding ESL). Parents view the DVD that provides information on these programs. Parent survey letters, and program selection forms are provided at orientation and reviewed, discussed and collected after orientation sessions. Orientations are conducted on an ongoing basis by Magali Flowers,

Guidance Counselor with the assistance of the parent coordinator and assistant principal. Parents who are unable to attend the orientation sessions are offered the opportunity to meet one-on-one via follow up phone calls and letters to ensure all parents have the opportunity to participate. The original documentation is kept in the student's cumulative record and a copy is given to the Assistant Principal. The trend for program selection has been Freestanding ESL based on reviewing parent survey forms and program selection documents for the past few years. Our school has a very small population of mandated students and the program model offered is in alignment with parents' requests. This entire process is conducted within 10 days of admittance.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The trend for program selection has been Freestanding ESL based on reviewing parent survey forms and program selection documents for the past few years. Our school has a very small population of mandated students and the program model offered is in alignment with parents' requests. At this time our parents are requesting the ESL program

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The LPT coordinator and Parent Coordinator use a checklist and makes follow up calls to parents.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The LPT coordinator issues parent notification letters following the parent's indication of program choice.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The LPT coordinator keeps a copy of all documentation along with Data Specialist.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
In order to ensure all eligible students are administered the NYSESLAT each year we consult relevant ATS screens including RLER and RELC screens. Testing Coordinator, Carla Arnold and teacher, Sasha Sam (currently working on TESOL license) work together to ensure that all 4 subtests are administered to each ELL.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Once NYSESLAT scores are returned the school sends a letter to parents at the beginning of the new school year.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The trend for program selection has been Freestanding ESL based on reviewing parent survey forms and program selection documents for the past few years. Our school has a very small population of mandated students and the program model offered is in alignment with parents' requests. At this time our parents are requesting the ESL program.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

Our students are supported by Sasha Sam, teacher (currently working to obtain TESOL license in May 2016) using a pull-out model to support all mandated students in 16K021. The students are grouped based his/her level of proficiency in ELA based on Amplify assessment data, NYSITELL and/or NYSESLAT scores. The program model is Free Standing ESL Pull Out Model.
  - b. TBE program. *If applicable.*  
n/a
  - c. DL program. *If applicable.*  
na/a:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ELL students are held to the same high academic expectations and standards as the monolingual students. All students participate in a ninety minute literacy block, which incorporate the components of the balanced literacy program: read aloud, shared reading, guided reading, partner reading and writing workshop in ELA. In the ESL pull out program students are provided with additional support in the four modalities: speaking, listening, reading, and writing. The ESL instructor works collaboratively with other teachers to provide supplemental materials and differentiation during this time. Mandated minutes are provided for the beginners and intermediates ( 360 minutes per week) and advanced students (180 minutes per week), as per CR-Part 154.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

Maria Lebron, teacher provides mandated support to the students based on data driven instruction (review of student SchoolNet Assessment and Amplify scores, data analysis of sub skills and student work products). Common Core Learning Standards at each grade level are used to drive the core curriculum along with pacing calendars and curriculum maps to ensure a quality education for mandated student in all of the content areas.

ESL instructional methodology and techniques are used to provide assistance in cognitive language acquisition skills for ELL students. Bilingual dictionaries , technology, buddy system and classroom libraries support native language instruction across all content areas. On going assessments and measurable goals help to make content comprehensive in order to enrich language development. Scaffolding strategies are used to support the ELLs through modeling, bridging and contextualization.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

Our ELLs participate in school-wide assessments which evaluate progress in listening, speaking, reading and writing. Additional teacher-created assessments are used during ESL instruction to measure student progress in each modality.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
  - a: Currently we do not have students who are SIFE. If we had, the instructional plan for SIFE would be one which incorporates at risk counseling services provided by the Guidance Counselor Magali Flowers, to facilitate students' transition to the school environment.
  - b: For students with less than 3 years in the US cooperative play is used as a technique to strengthen social skills as well as self esteem. Lunchroom clubs are facilitated by the guidance counselor to support peer mediation and assimilation to the new environment.
  - c/d: At this time we do not have one ELL receiving service four to six years and no Long Term ELLs. The support provided to this student includes (in addition to mandated services) academic intervention services during extended day, thirty-seven and a half minutes and Saturday Academy to support increased academic outcomes. At risk counseling would be provided to

Chart	support students with coping skills and focus students on healthy social emotional development. Individualized assessments would take place to provide support in the needed sub skills using data driven instruction.
7.	For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to <i>ELL Policy and Reference Guide, Re-Identification of ELL Status</i> section. <p>ELLs identified as having special needs would be supported in their mandated setting as well as with additional support by Ms. Le Bron providing ESL support using ESL methodologies and techniques. Classroom teachers and AIS (Ms. Martin) teacher would provide Tier 2 and 3 Response to Intervention. The IEP Liaison will identify students with IEPs in need of mandated ESL support and confer with parents regarding student support and collaboration with teachers. If necessary paraprofessional services would be requested to support the learners. The students would receive their mandated serving according to their LABR and/or NYSESLAT results. The ESL Providers record "First Attendance Reporting System for ESL. Testing accommodations and related services (PT,OT, Speech, SETSS, and/or Counseling) will be provided according to their IEPs. Technology will be provided and utilized to enrich and support ELLs with disabilities.</p>
8.	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? <p>Our school includes the ESL and AIS provider in the decision making process for ELL-SWDs, in order to ensure that students are receiving appropriate IEP services in the least restrictive environment, in addition to their ESL services. Ongoing communication ensures that students are on track to achieve their IEP goals and attain English proficiency.</p>
9.	How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment? <p>The LPT reviews the IEP goals along with any other Related Service provider to determine if additional services and/or instructional strategies are needed to assist the student in meeting their goals with minimal transitional interruption. i.e. push in model.</p>

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

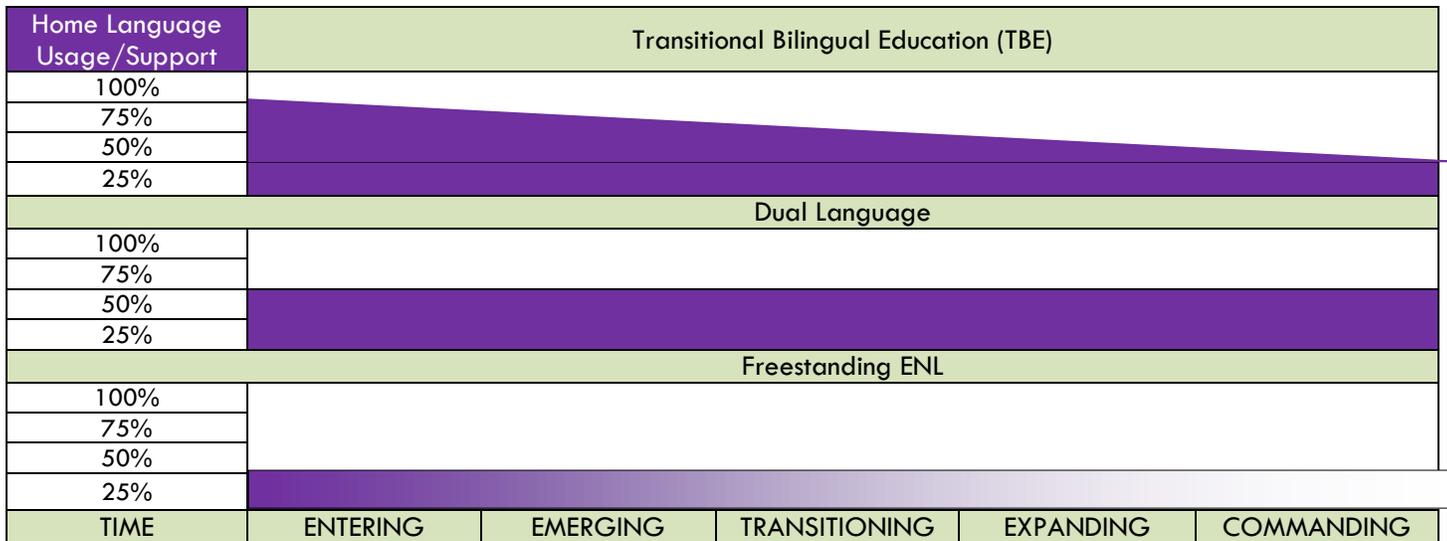


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. English is the principle language used to instruct the students. Students are given opportunities to improve vocabulary skills and comprehension skills in all content areas using fiction and nonfiction text, hands on activities in math and science using manipulatives, math games, and lab activities. Students read historical fiction and nonfiction texts in content areas. Students use role playing, video and Achieve 3000 and iReady reading software to reinforce comprehension skills. The development of phonemic awareness, vocabulary development, fluency and comprehension for ELLs is support through Macmillan McGraw-Hill. This program uses small group instruction and direct, explicit instruction in the acquisition of skill sets. All interventions are offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our students are showing progress in our current program. All ELLs are taught grade-appropriate content with appropriate linguistic scaffolds to support their language development.
12. What new programs or improvements will be considered for the upcoming school year?  
As our ELL population continues to grow, we are seeking out certified teachers who can provide additional instructional support for these students.
13. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs because all students are invited to participate. notices are sent home and programs are introduced and discussed at parent teacher conferences, parent orientation, curriculum nights, and pta meetings. All students are encouraged to participate in sports teams, robotics, cheerleading and various other clubs in the school provided during lunch. ELLs are afforded equal access to all school programs during our extended day program through tryouts or by assignment.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Students use Achieve 3000 and iReady reading software to reinforce comprehension skills. The development of phonemic awareness, vocabulary development, fluency and comprehension for ELLs is support through Macmillan McGraw-Hill. This program uses small group instruction and direct, explicit instruction in the acquisition of skill sets.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native Language support is delivered in the Freestanding ESL Model through the use of translated material including dictionaries, books and early reading literacy books. Beginning level students are given help from other students as well as other staff speaking in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Yes, required support services and resources are age and grade appropriate. Materials are differentiated, based on student need, but align to age/grade level expectations.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
In order to assist the smooth transition of newly enrolled ELL students before the beginning of the school year, parents attend a school orientation. Parents and students are introduced to the school community and are informed of the curriculum as well as special programs and initiatives. The goal is to familiarize parents and student with their new school environment. There are parent volunteers available to discuss their children's experiences and opportunities provided by their participation in the school programs. Translators are available to enhance parent school communication.
19. What language electives are offered to ELLs?  
At this time, we do not offer language electives
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
answers in included in narrator below
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
answers in included in narrator below
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
answers in included in narrator below
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Throughout the year, professional development opportunities are provided for all teaching staff members. It is available in the school community and by the New York City Department of Education. Ongoing professional development has been focused on the analysis of data, differentiated instruction, and data driven instruction for the entire school community to support the needs of ELLs, diverse learners and improve academic outcomes to meet the minimum 7.5 hours. Many professional development opportunities were available through OELL, QTEL, and R-BERN. The teachers that attend the professional development turnkry the professional development to the school community.

Professional Development and support for school staff as per Jose P is provided by teacher, Maria Lebron, administrators and network support. A variety of professional development opportunities are offered to support teachers in learning how to distinguish, identify and support instruction of ELLs. The teachers and guidance counselors collaborate in order to inform students about the transition process at grade level meetings and faculty conferences. The ELLs Coordinatordoes outreach to parents along with the parent coordinator to inform the parents about this process so that parents are informed. There are parent workshops and announcements and presentations at parent teacher association meeetings.

Students and parents attend articulation workshops provided by Magali Flowers, Guidance Counselor as they transition to middle school. Throughout the year, professional development opportunities are provided for all teaching staff members. They are available in the school community and through the Office of English Language Learners. Ongoing professional development has been focused on the analysis of data, differentiated instruction, and data driven instruction for the entire school community to support the needs of ELLs, diverse learners and improve academic outcomes to meet the minimum 7.5 hours (10 hours for special education teachers). Many professional development opportunities were available through OELL, QTEL, and BETAC. The teachers that attend the professional development turnkey the professional development to the school community.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The Parent Coordinator and LPT schedule meetings quarterly with parents to keep them informed. These meetings are held during Tuesdays Parent Engagement Time.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
- The Parent coordinator and Guidance Counselor invite parents to orientation, Parent Tea events, PTA meetings, and Cultural Day activities.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- Yes.

5. How do you evaluate the needs of the parents?

During individual meetings with parents the Parent Coordinator and Guidance Counselor work with parents to complete a questionnaire that helps the school identify their needs.

6. How do your parental involvement activities address the needs of the parents?

The data shows that there are many benefits of parent involvement in their children's education from high self esteem to high academic success. Parental involvement is encouraged and supported here at Chrispus Attucks Community School. The relationship between this school and the community is vital. Our parents take every opportunity to become actively involved in the education of their children.

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

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

## Part VI: LAP Assurances

School Name: <u>Crispus Attucks</u>		School DBN: <u>16K021</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leslie Frazier	Principal		9/15/15
Carla Arnold	Assistant Principal		9/15/15
Linda Sanders	Parent Coordinator		9/15/15
Sasha Sam	ENL/Bilingual Teacher		9/15/15
Celeste Boston	Parent		9/15/15
Kieron Forbes	Teacher/Subject Area		9/15/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Magali Flowers	School Counselor		9/15/15
Evelyn Santiago	Superintendent		9/15/15
Olga DeFlippis	Borough Field Support Center Staff Member <u>BNFS</u>		9/15/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: 16K**      **School Name: Crispus Attucks Elementary**  
**Superintendent: Evelyn Santiago**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand we use classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We send a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language Allocation Plan for the school. The Guidance Counselor, Parent Coordinator and Bilingual Certified Teacher confer with parents by telephone, and in one to one conferences on their individual communication needs.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our school is located in the Bedford Stuyvesant section of Brooklyn. Recent immigrants to our school speak Arabic. We used our classroom surveys, and the inventory of languages from the HLIS to assess the oral language needs of parents. We found that the major language group is English. There are a few parents that speak Spanish and four families that speak Arabic. Staff members in the school community provide support for translation and interpretation support based on their identified language fluency in Haitian Creole and Spanish. This information was reported to the school community through parent teacher association meetings, faculty conferences and grade level meetings.

## **Part B: Creating a Communications Calendar**

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We assessed the number of parents who needed translation services to effectively communicate during Principal Parent Monthly meetings, PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Spanish. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated in Spanish as needed. ELL's parent orientation materials will also be provided in their native languages. Written translation services will be provided in-house by school staff as needed by teachers and paraprofessionals. The Language Interpretation Unit is utilized for other languages that the school can't provide services for Interpretation. e.g. Arabic. Services in Spanish are available to the parents for various events such as PTA meetings, Family Literacy /Math Nights, Pre-k Parent Corp program, Parent Social Services Workshops, and Parent-Teacher Conferences. Documents that are disseminated annually that require translation include parent handbooks, middle school articulation information, policy information, health and medical information such as 504 notices and medical permissions for the nurses office, state testing information and dates, Common Core information, promotion in doubt information, marketing materials, and letters from the school leadership.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our face to face meetings are consistent with the citywide calendar for open school evenings. The first meeting of the year held in September 2015, is a curriculum back to school night. The second meeting held in November is a Fall parent teacher conference night. The third meeting is a Spring parent teacher conference night. The final meeting of the school year held in the Spring is student led conferences where students showcase their learning. In addition to these meetings we have an annual Thanksgiving

Community Feast in November in partnership with the local churches. There are also impromptu parent meetings and conferences with the parent coordinator, guidance counselor, attendance coordinator, psychologist, and/or dean during the course of the year.

### **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

To meet the translation needs described in Section B of this plan we will use a variety of approaches. Some documents will be translated in house by our staff, google translator, or others will be sent to the translation unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

To meet the interpretation needs of our families we will also use a variety of approaches. To help facilitate conversations with our parents some of our staff are bilingual. We currently have staff who are fluent in Haitian Creole and Spanish. We will also use the services of on the phone interpreters via the Translation and Interpretation Unit as we have in the past.

### **Part D: Training Staff on Policies and Procedures**

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

To ensure that staff are aware of available resources and know how to use them literature will again be distributed about the interpretation services unit. The procedure will be discussed at our staff meetings. Additionally, the Language Access Coordinator will be available to assist all staff.

### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In accordance with the Chancellor's regulations welcome posters are posted at the entrance of our school and in the Parent Coordinator's suite. Parents received copies of their Bill of Rights and the Parent Compact. The guide to language access will also be distributed to our families.

### **Part F: Monitoring and Quality Control**

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

To gather feedback about both the quality and availability of services we will administer an annual parent survey. Each year we review and discuss the results of the survey as a team and reflect on the adjustments that are warranted based on the feedback we have received.