

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

23K401

School Name:

CHRISTOPHER AVENUE COMMUNITY SCHOOL

Principal:

DEON MITCHELL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: CHRISTOPHER AVENUE COMMUNITY SCHOOL School Number (DBN): 23K401

Grades Served: PK-5

School Address: 51 CHRISTOPHER AVENUE
BROOKLYN, NY11212

Phone Number: 718-495-5761 Fax: 718-495-5764

School Contact Person: _____ Email Address: _____

Principal: DEON MITCHELL

UFT Chapter Leader: CHRISTINA ROUNDTREE

Parents' Association President: JONNIE LAWRY

SLT Chairperson: LINETTE MCFADDEN

Title I Parent Representative (or
Parent Advisory Council
Chairperson): BARBARA SEASE

Student Representative(s): _____

District Information

District: 23 Superintendent: DE GOVIA, MAURICIERE

Superintendent's Office Address: 1665 St. Marks Avenue, Room 125

Superintendent's Email Address: mdegovi@schools.nyc.gov

Phone Number: 718-240-3677 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald

Director's Office Address: 131 Livingston Street Brooklyn New York 11201

Director's Email Address: bfitzge2@schools.nyc.gov

Phone Number: 718 935-3954 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)
Deon Mitchell	*Principal or Designee	
Christina Roundtree	*UFT Chapter Leader or Designee	
Jonnie Lawry	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Barbara Sease	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>	
Linette McFaddeb	Staff/SLT Chairperson	
Dayanna Davis	Staff/SLT Secretary	
Yvette McEachin	Staff	
Jonnie Lawry	Parent	
Jahlisa Greene	Parent	
Ethel Smith	Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

At Christopher Avenue Community School (CACS), students learn how to build and realize their dreams. We are a dedicated and nurturing school community that work together to foster a culture where failure is not an option and success is the only choice. Through a balanced curriculum, effective teacher practices, continuous assessments, tiered instruction and academic interventions, students are carefully guided to create a success plan towards graduation and for life. Our mission is to develop a culture where rigorous habits of learning are embedded in the minds of our students and in the hearts of our staff. Our students are expected to become *inquiry-minded* thinkers who positively impact their school, community, country and world.

Our student population includes 1% ELL, 31% students with disabilities, 47% students in temporary housing, 89% of our population is Black/African Americans, 9% are Hispanics and 94% of our student body receives free lunch.

Given our unique student population, serving them effectively requires some out of the box initiatives and partnerships. Focusing on the "strong families/strong communities" aspect of the framework we initiated and implemented programs that are designed to empower our parents. Through our monthly "My Voice" sessions, families are welcome to coffee and talk meetings with the principal and the parent coordinator. In these meetings, the school administrator(s) have an opportunity to listen to the concerns of families. Families are also allowed to: share their ideas for school improvement, give suggestions for professional development, ask questions and review one aspect of our school's culture or educational programs. Parents are motivated and empowered when they see their ideas or suggestions infused in any element of the school. Other activities such as family nights, book fair, holiday shows, and our weekly "talk to me Tuesday" allow our school and community to collaborate in learning as we work to build stronger families.

Strategic collaborations and partnerships with agencies and community based organizations include: Partnership for the Homeless, Emmanuel Baptist Church, Christmas Givers and the Youth Officers of the 73rd Precinct. These partnerships allow us to provide support programs and services. Local Emmanuel Baptist Church donated necessary materials and supplies to the entire student population. These included, backpacks, school supplies, sneakers, and a wide array of Christmas toys. Youth and Safety Liaison Officer for students in temporary housing provides professional development for staff, teachers and administrators; unpacking psychological, social and academic challenges that impact students and families living in shelters.

The element of the *Framework for Great Schools* in which the school has made the most progress, is evident in the ways in which the CACS staff continues to create a supportive learning environment is important for all students. For students who live with daily the insecurities of homelessness, giving them a consistently safe environment is a both a challenge and a requirement. P.S. 401 excels at this element through daily morning meetings - "Changing the Mindset" enforces a supportive learning environment in through implementation of a **rigorous curriculum**. Changing the mindset is a school-wide initiative that is intended to provide social emotional and academic support to students using positive affirmations, advisory groups and effective classroom practices. Given the special social and emotional needs of our student population, each morning students are prepared for learning, and believe that they are beautiful and smart. Scholars benefit and respond positive affirmations and are taught to use them to shape their thinking.

After preparing the minds for our scholars, they enter the classrooms with challenges but believing that they can be successful. We believe student learn best in a student centered inquiry-based environment. In this environment, students are encouraged to investigate, explore, and research ideas and concepts that will further their understanding of the world around them. Questioning and discussions are used to drive critical thinking and channel further conversations, problem solving, and inquiry. Students learn best when they are given actionable teacher feedback (based on quality assessments) that includes praise, affirmation and next steps to build self confidence and inspire drive. Excellence in achievement result from this. We believe student learn best when realize how their efforts are celebrated and appreciated.

Our school-wide instructional focus is **vocabulary** and **language development**. Students will develop relevant skills in content vocabulary across all subject areas, which will be translated to stronger writing, and develop communication skills that support college and career readiness.

The element of the *Framework for Great Schools* in that will remain a key area of focus for this school year is rigorous instruction. It is our belief that continuing to embed rigor in instruction aligned to the Common Core Learning Standards will improve student achievement. The Depth of Knowledge (DOK) chart is used to help define the level of rigor for instruction. Instruction that is inquiry based and applicable to real world experiences will allow students to apply knowledge, to critically analyze, to evaluate information so that they are able to generate new ideas, draw meaningful conclusions, and solve problems in multiple ways. CACS rigor is defined by depth, purposeful questions and discussions, quality assessments and actionable feedback.

23K401 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	313	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		109.0%	% Attendance Rate	86.0%
% Free Lunch		94.3%	% Reduced Lunch	2.5%
% Limited English Proficient		1.2%	% Students with Disabilities	27.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.6%	% Black or African American	73.4%
% Hispanic or Latino		23.8%	% Asian or Native Hawaiian/Pacific Islander	0.4%
% White		0.8%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.64	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		1.2%	Average Teacher Absences (2013-14)	7.79
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		6.7%	Mathematics Performance at levels 3 & 4	9.6%
Science Performance at levels 3 & 4 (4th Grade)		37.8%	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				
Accountability Status – Elementary and Middle Schools				
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		YES		
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		YES		
Met Adequate Yearly Progress (AYP) in Science (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		
Accountability Status – High Schools				
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.

Our students' progress in the NYS Common Core Math assessment indicated that 13% students met state standards in math and the average score is 2.2 out of 4.5. A three percent increase (3%) in data is evidenced as compared to 2013-2014, where 10% students met State standards on the state math test; and average score was 2.1 out of 4.5. As a result of this analysis, it was evident that the 3% increase trend in Mathematics is a result of making math a focus area. This year, math will continue to be a primary focus area in instruction and learning.

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 teachers will implement targeted math instructional strategies that will result in improved student problem solving skills in real world situations, as measured by a 2% increase in students performing at level 3 and 4 on the end of year grade assessments.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>♣ To ensure that at least 2% of students demonstrate improved performance in targeted Math skills, students will engage in daily academic data driven instruction designed to equip them</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>*Classroom Teachers</p>

<p>to become independent problem solvers applying grade level skills and concepts.</p> <ul style="list-style-type: none"> ♣ Teachers will participate in Professional Development training and activities to build their instruction and leadership capacity, and parents will be encouraged to partner with our school through workshops designed to empower and involve them in their children’s educational process. 	Students		<ul style="list-style-type: none"> *Principal *Support Staff
<p>Collaborative Work:</p> <ul style="list-style-type: none"> ♣ Teacher teams will work within grade levels to analyze student work and use data to drive their practice. Data will be used to inform curricula and instruction via unit and lesson planning and RTI collaboration. ♣ Grade level leaders will participate in cross-grade planning through Instructional Cabinet Meetings. ♣ Teacher teams will analyze teacher products and student work, and use the findings to create, differentiate and modify instruction for groups of students and individual students, including SWDs and ELLs. 	Teachers.	September, 2015-June, 2016	<ul style="list-style-type: none"> *Principal *Teachers *Support Staff
<p>Professional Development:</p> <ul style="list-style-type: none"> ♣ Math Coach/Lead teacher will unpack CCLS targeted Math standards in schoolwide and grade level meetings, model classrooms will be created and used as a training center to support teachers. ♣ Teachers will be trained to develop questions and tasks aligned to each priority standard. ♣ Determine research based strategies for supporting students, including ELLs and SWDs. ♣ Administrators will conduct cycles of observations, learning walks, or instructional rounds around the instructional goals in order to provide targeted feedback to improve or enhance teaching practices. 	Teachers	September 2015 – June 2016	<ul style="list-style-type: none"> *Math Coach *Administration
<p>Parent Support:</p> <ul style="list-style-type: none"> ♣ Implement a professional development plan that provides parent learning opportunities to ensure knowledge and understanding of CCLS and of the core curriculum. ♣ Promote and use “Talk to me Tuesdays” as a means to collaborate, involve and support parents to help their children. ♣ Create an enrichment and intervention afterschool program 	Parents Students	September 2015 – June 2016 September 2015 – June 2016	<ul style="list-style-type: none"> *Administration *Parent Coordinator *Administration *Teachers

<p>Assessments:</p> <ul style="list-style-type: none"> ♣ Teachers and administrators will work together to analyze student work and data, in order to monitor the progress towards achieving the priority standards. ♣ Adjustments will be made to subsequent units and to the professional learning opportunities as needed. ♣ Appropriate goals and interventions/enrichment action plans will be created and implemented for groups of students and individual students. ♣ Use student data to craft individual intervention plans and response to RTI strategies. ♣ Information on student progress, performance and next steps will be shared with parents. 				
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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.											
As a Title I School Wide Program school, conceptual consolidation will show that we combined federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III Funds, NYSTL, and human resources to implement this goal from September 2015 – June 2016 as indicated below: <ul style="list-style-type: none"> • GoMath textbooks, IReady Math materials and consumable instructional materials and supplies for use during regular day programs • Teacher per session for after school data specialist responsibilities, math curriculum mapping, professional development planning for turn-key workshops 											
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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		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.
<ul style="list-style-type: none"> • By October 2015 students would complete baseline assessments and teachers will analyze the data to inform instruction. • By December 2015 parents will receive at least two informal communication of student progress • By January 2016 teacher teams will show improvement in data analysis and setting student outcomes • By March 2016, 2% students will show improvement in target standards • Unit assessments, as well as middle of year and end of year assessments will be administered • Schoolwide Inquiry Team will track schoolwide progress by analyzing the data and identifying trends. Major benchmark points will be October, January and June. • Curriculum maps and minutes from teacher team meetings will document strategies, scaffolds and extensions that have been successfully implemented and impacted student performance.

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.

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.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		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.

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 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.

As the 2014-2015 school year concluded, we conducted a comprehensive review of our school’s educational program. Information was gathered using current quantitative and qualitative data around student progress. Our school’s strengths, accomplishments and challenges were identified after analyzing our Quality Review Report, Principal Performance Observations, Benchmark Assessments, English Language Arts and Math State testing data as well as Fountas and Pinnell Reading data.

One of the findings of the 2015-15 Quality Review was

- " Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shift and *Danielson Framework for Teaching*, aligned to the curricula, engaging and meets the needs of all learners so that all students produce meaningful work products".
- "Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning".

The reviewer also found that across classrooms, teaching strategies and academic tasks immerse students in rigorous work and discussions that foster higher-order thinking and learning. Working to fully embed the framework of rigorous instruction across our school's instructional program is one area where our school is growing in strength.

Evidence of rigor across our classrooms includes:

- Instructional Model
- Class discussions /questioning –(student asking and asking questions)
- Performance tasks and rubrics fully aligned to CCLS
- Student work/portfolio
- Data informed student grouping
- Student data & teacher data binders
- Lesson plans aligned to CCLS
- Evidence of lesson planning using DOK
- Classroom environment that foster positive learning experiences
- Student self assessment and reflection

On the other hand, the same report found that our instructional strategies did not "illustrate optimal use of extensions to further differentiate learning for students at varied proficiency levels." Our data sources show a range in student performance and achievement and a need for more effective differentiated learning tools and strategies.

While academic improvement is necessary in both Mathematics and ELA, an analysis of the data shown in the 2014 - 15 School Quality Guide, makes it evident that Mathematics need to be a primary focus area. Based on the data and with a focus on the framework for collaborative teacher, there is a need to improve math instruction. Using collaborative teacher planning and professional development teachers will create and implement intervention strategies designed re- mediated student math skills. The extension of our learning day through our after school success academy will allow us to target individual/groups students for math instruction around their specific areas of need.

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Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, all teachers will engage in inter- and intra-grade collaboration that improves students’ writing skills using text details as measured by 3% increase in proficiency on the New York State Common Core English Language Arts exams.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>♣ To ensure that at least 3% of students increase in proficiency on the New York State Common Core English Language Arts exams through teacher collaboration, students will engage in academic practices that will foster improvement in writing and the use of text details.</p>	<p>Teachers Students</p>	<p>September 2015 – June 2016</p>	<p>*Administration *Teachers</p>
<p>Rigor:</p> <p>♣ Teachers and administrators will unpack the CCLS Reading Literature and Reading Informational Text standards in school wide and grade level meetings.</p> <p>♣ Students will learn how to analyze and answer the state-released questions to gain insight on what each standard requires at each grade level.</p> <p>♣ Teachers and students will develop questions and prompts aligned to each of the priority standards.</p>	<p>Teachers Students</p>	<p>September 2015 – June 2016</p>	<p>*Administration *Teachers</p>

<ul style="list-style-type: none"> ♣ Students will question texts and draw conclusions through discussion and writing. ♣ Teachers will determine research-based strategies for supporting all students in mastering each standard. 			
<p>Professional Development:</p> <ul style="list-style-type: none"> ♣ The Instructional Cabinet will implement a Professional Development Plan that provides parent learning opportunities to solidify knowledge of the CCLS and the core curriculum. ♣ Teacher teams will be trained in effective team strategies and protocols for effective team planning and collaboration. ♣ Teacher teams will be guided in identifying specific elements within the curriculum that aligns to the targeted goal. ♣ Teacher teams will be trained in unpacking literacy and writing unit standards and tasks to create a coherent sequence of learning targets. ♣ Teachers who demonstrate highly effective practices in writing instruction and differentiation will be leveraged to share best practices. They will collaborate with their peers and model lessons during classroom inter-visitations, grade-wide conferences and other professional learning sessions. 	Teachers	September 2015 – June 2016	<ul style="list-style-type: none"> *Administration *Instructional Cabinet *Teacher Teams
<p>Assessments:</p> <ul style="list-style-type: none"> ♣ Teachers and administrators will work together to analyze student work and data, in order to monitor the progress towards achieving the priority standards. ♣ Adjustments will be made to subsequent units and to the professional learning opportunities as needed. ♣ Appropriate goals and interventions/enrichment action plans will be created and implemented for groups of students and individual students. ♣ Use student data to craft individual intervention plans and response to RTI strategies in Writing. ♣ Information on student progress, performance and next steps will be shared with parents. 	Students Teachers	September 2015 – June 2016	<ul style="list-style-type: none"> *Administration *Instructional Cabinet *Teacher Teams

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.

As a Title I School Wide Program school, conceptual consolidation will show that we combined federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III Funds, NYSTL, and human resources to implement this goal from September 2015– June 2016 as indicated below:

- Journeys textbooks and consumable instructional materials and supplies for use during regular day programs
- Teacher per session for after school data specialist responsibilities, math curriculum mapping, professional development planning for turn-key workshops
Title I Parent Workshops and programs

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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		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.

- By October 2015 students would complete F & P baseline assessments and teachers will analyze the data to inform instruction.
- By December 2015 parents will receive at least two informal communication of student progress
- By January 2016 teacher teams will show improvement in data analysis and setting student outcomes
- By March 2016 2% of students will show improvement in target reading and writing standards
- Unit assessments, as well as middle of year and end of year assessments will be administered
- Schoolwide Inquiry Team will track schoolwide progress by analyzing the data and identifying trends. Major benchmark points for F & P will be October, January and June.

Curriculum maps and minutes from teacher team meetings will document strategies, scaffolds and extensions that have been successfully implemented and impacted student performance.

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 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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		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.

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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.

As the 2014-2015 school year concluded, we conducted a comprehensive review of our school’s educational program. Information was gathered using current quantitative and qualitative data with respect to student progress. Our school’s strengths, accomplishments and challenges were identified after analyzing our Quality Review Report, Principal Performance Observations and School Survey.

Based on our 2015 quality review, our ability to communicate high expectations for quality teaching and learning across the school contributed to the engagement of staff and families in activities that promoted accountability for learning. Focusing on the "strong families/strong communities aspect of the framework we initiate and implement programs that are designed to empower our parents. Through our monthly "My Voice" sessions families are welcomed to a coffee and talk meeting with the principal and the parent coordinator. In these meetings families are given the opportunity to: share their ideas for school improvement, give suggestions for professional development, ask questions and review a specific aspect of our school's culture or educational program. Parents are motivate and empowered when they note elements of their ideas or suggestions infused in our school in some small way. Other activities such as family nights, book fairs, holiday shows, and our "weekly talk to me Tuesday" allow our school and community to collaborate in learning as we work to build stronger families.

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, collaborative partnership with families and community organizations will improve as measured by a 2% increase in communication as reflected in the Parent Coordinator’s log.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>♣ We have found that when schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. This is the conclusion of a new wave of evidence, a report from SouthWest (2002). The report, a synthesis of research on parent involvement over the past decade, also found that regardless of family income and/or background, students with involved parents, are more likely to: “earn higher grades and test scores, and enroll in higher-level programs, be promoted, pass their classes, attend school regularly, have better social skills, show improved behavior, and adapt well to school. “</p>	<p>Families</p>	<p>September 2015 – June 2016</p>	<p>*Administration *Parent Coordinator</p>
<p>♣ These student behaviors are valued here at P.S. 401. For these reasons, we continue to work to increase and strengthen family community ties by:</p> <ul style="list-style-type: none"> → Helping parents understand how they can partner with the school to ensure the success of their children. → Providing strategies and support for parents who need assistance to gain the tools and skills needed to bolster their child’s academic success. → Implementing an aggressive attendance support program that includes early intervention and prevention components. → Utilizing the attendance team to partner with the Students in Temporary Housing (SITH) liaison to identify and remedy students with chronic attendance problems. → Working with the Parent Coordinator to create community outreach programs designed to educate and empower parents in correcting and overcoming their challenging situations. → Surveying parents on attendance issues, barriers and other schoolwide concerns. 	<p>Families</p>	<p>September 2015 – June 2016</p>	<p>*Administration *Parent Coordinator</p>

<p>→ Building partnerships with other community based organizations .</p> <p>→ Creating a school culture and climate of high expectations that establishes collaborative learning and opportunities.</p> <p>→ Designing and developing systems and structures that will ensure positive student engagement.</p> <p>→ Using monthly School Leadership Team Meetings to plan purposeful activities, examine data trends and brainstorm solutions.</p> <p>→ Facilitating collaborations between School Leaders and the Parent Coordinator in conjunction with the Parent Teacher Association to promote and model positive parent actions and encourage parent involvement.</p>				
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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.											
As a Title I School Wide Program school, conceptual consolidation will show that we combined federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III Funds and human resources to implement this goal from September 2015 – June 2016 as indicated below:											
<ul style="list-style-type: none"> • Parent Coordinator • Support PTA outreach activities • Title I Parent Workshops and programs 											
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	X	Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		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 administrative team will monitor parent coordinator’s call log monthly to ensure at least a 1% increase in parent communication.
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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	*Non Readers *Level 1 & Level 2	<ul style="list-style-type: none"> • Writing Lab for 3-5 graders designed to develop students' basic writing skills (sentences structures and paragraphs) as well as teaching writers how to develop their thoughts around narrative, informational and persuasive writing. • Developing language and phonemic awareness in grades Pk-2 using oral literacy and Foundational Phonics. • Building academic vocabulary in grades 3-5 using tiered instruction and context clues 	<ul style="list-style-type: none"> • Students will be assigned to the writing lab once per week during their small group after-school session. • Language development and phonemic awareness is done daily in whole and small group session. It is also carried out in one-to-one if necessary. • Vocabulary development is done daily in whole and small group session. It is also carried out in one-to-one if necessary. • Building fluency is done in small group sessions 	Services are provided during our regular school day program, during our after-school success academy, and Saturday Classes

		<ul style="list-style-type: none"> • Building students' fluency using Leveled Literacy Intervention and Finish Line 		
Mathematics	*Level 1 & Level 2	<ul style="list-style-type: none"> • Math Lab for 3-5 graders designed to develop students' understanding of place value concepts, fraction concepts, measurement concepts and their ability to apply these understanding to solve real-life problems. • Building math fluency using math games and practice techniques for students in grades K-5. • Ready Math Online and Finish Line. Using adaptive technology to practice, assess and measure growth in math skills. 	<ul style="list-style-type: none"> • Students will be assigned to the math lab once per week during their small group after-school session. • Building math fluency is done in small group sessions. • Adaptive online math is done daily in whole and small group session. It is also carried out in one-to-one if necessary. 	Services are provided during our regular school day program, during our after-school success academy and ,Saturday Classes
Science	*Non Readers *Level 1 & Level 2	<ul style="list-style-type: none"> • Science Fair Research Team, students in grades 3-5 conduct research and experiments 	Science Fair Research is done daily in whole and small group session. It is also carried out in one-to-one if necessary.	Services are provided during our regular school day program, during our after-school success academy and ,Saturday Classes

		<p>in preparation for their entrance to the Elementary School science Fair.</p> <ul style="list-style-type: none"> • Discovery Education Online 		
Social Studies	<p>*Non Readers *Level 1 & Level 2</p>	NG Online and Time for Kids	Small Group	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>*FBA & BIP *At Risk</p>	Counseling by the Guidance counselor, at-risk family intervention, crisis and mandated support by social worker	Small Group, 1.1	Services are provided during our regular school day program, during our after-school success academy and ,Saturday Classes

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<p>Prior to hiring a candidate, their credentials are verified by the HR Director to ensure that the candidate holds a valid NYS certification in that license area. The BEDS survey is reviewed by the Principal and the HR Director who work with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey. Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:</p> <ul style="list-style-type: none"> • Frequent communication with our HR Director when vacancies occur. • Central Office of Talent and Recruitment partners with colleges and the HR Director partners with Central for assistance and guidance and for candidate referrals. • Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited. • Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates. • Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. • Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing. • Maintaining a teacher resource center and professional library to promote promising and effective practices. • Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities to ensure that teachers improve teaching practice as per ADVANCE and Danielson and are highly qualified. • New teachers are paired with a mentor • Teachers are encouraged to participate in Lunch and Learns, after school PDs and to attend off-site workshops when appropriate. • Individualized PD plans are created for teachers to ensure continued improvement. • Carefully made teacher assignments are designed to match teacher talent with school needs. • In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the Borough Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and teacher assessment deadlines. This may include some form of counseling including

encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

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).

Our school developed a comprehensive professional development plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers.

Our high quality professional development will include but not be limited to the following:

- Teachers will participate in professional development opportunities conducted by the Borough or district team, Talent Coach, content coaches, instructional lead teachers and Assistant Principals in the content areas of ELA,
- Math, Science and Social Studies and how Danielson can support teaching practices in content areas.
- The Principal, APs, coaches and instructional lead teachers will attend workshops provided by the Borough Field Support Center relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of DOK, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS.
- Implementation of the new Core Curriculum for ELA and Math will be supported through high quality professional development for teachers and paraprofessionals delivered by the principal, APs, instructional leads Borough Field Support Center or the outside educational consultant.
- Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and elevate programs and strategies in order to monitor and revise their practices

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.).

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

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

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (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	244,281.00	X	Sections 5 A, C, E

Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,032,958.00	X	Sections 5 A, C, E

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 K 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.

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. **[CHRISTOPHER AVENUE COMMUNITY SCHOOL]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[CHRISTOPHER AVENUE COMMUNITY SCHOOL]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)

[CHRISTOPHER AVENUE COMMUNITY SCHOOL] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 23	Borough Brooklyn	School Number 401
School Name CHRISTOPHER AVENUE COMMUNITY SCHOOL		

B. Language Allocation Policy Team Composition

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

Principal Deon Mitchell	Assistant Principal Doreen Gordon
Coach type here	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor Cassandra Broadnax
Teacher/Subject Area Ms Jaqueline Regist, CommonBr	Parent
Teacher/Subject Area Kye Weaver Common Branch	Parent Coordinator Marie-Denise Jean
Related-Service Provider Ms. Randle, Speech	Borough Field Support Center Staff Member type here
Superintendent Mauriciere deGovia	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	324	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

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 #
Transitional Bilingual Education	0	0	0	0	0	0								0
Dual Language	0	0	0	0	0	0	0							0
Total	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					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (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	
TBE										0
DL										0
ENL	9		0	1						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 10

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									0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	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
TOTAL	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): 0	Number of students who speak three or more languages: _____
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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	3	1	4	1	0	1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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
Entering (Beginning)	1		2			1								0
Emerging (Low Intermediate)	1	1	1											0
Transitioning (High Intermediate)														0
Expanding (Advanced)	1		1	1										0
Commanding (Proficient)														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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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					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									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									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.
 Fountas and Pinnell Reading Levels
 Journeys Program Chapter and Unit tests
 Go Math
 Baseline Assessment
 CCLS Performance Tasks
 NYS standardized exams
 The data shows where students need reinforcements as well as areas where instruction can be advanced to the next levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The 2015 NYSITELL and NYSESLAT scores show that ELLs need to strengthen writing and reading skills. Reinforcements is need to advance student performance in speaking and reading. NYSESLAT shows that 20% of students have reached the Expanding level of proficiency.
 the students who took the NYSITEL Tests for 2015 is as follows: - 3 students at beginnings level incoming immigrants.
 - 1 kindergartens student with extended level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 N/A
- 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?

A review of the NYSITELL and NYSESLAT scores indicates that the following numbers of students scored at the Entering level: Kindergarten -1 student, Grade 2-2 students; Grade 5-1 student Emerging level: Kindergarten-1 student, Grade 1-1 student, Grade 2-1 student; Transitioning level: Kindergarten- 1 student, Grade 1- 1 student Grade 2-1 student; Expanding level: Grade K -1 student, Grade 2- 1 student; Grade 3-1 student. The number of students at the Entering and Emerging levels is higher in the lower grades. We found ELLs start the program the faster they test out. Also, if the child shows high level of knowledge in his native language, the better are the results in English language acquisition.

b. The school leadership and teachers use the results of the Periodic Assessments to plan and provide rigorous instruction for our ELLs aligned with the State ELA/ENL Standards. We utilize differentiation of instruction to meet the needs of ELLs who are at different levels of the English language proficiency. Teachers focus on reading in the content areas with an emphasis on the development of appropriate content area vocabulary and comprehension skills. Teachers also include a wide range of print, visual, manipulatives, and digital resources in everyday teaching.

c. We learn the use of language, students' communication skills, oral and written skills, and their needs. The periodic assessment show us who is approaching the NYS CCLS standards. ELLs in P.S.401 are performing below grade proficiency level in ELA and Math.

5. 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*.]

In order to guide instruction for ELLs within the Response to Intervention framework, the classroom teachers monitor the students at the Tier I level. They provide meaningful lessons, set challenging academic goals and build abilities through dialogue, questioning and sharing ideas. At Tier I level teachers use unit tests, performance tasks, classroom assignments and class participation to determine who needs further assistance. The teachers use the data from the assessments to see which students have not mastered certain skills or concepts and need to be re-taught. On the Tier II and III levels, the ENL teacher, SETSS teacher provide more targeted instruction and additional academic support to assist students. Data such as classwork and participation in these smaller groups is evaluated to see if the child is progressing successfully with this extra assistance. Classroom teachers work with out-of-classroom personnel to improve the Tier II and III services. The out-of-classroom teachers use different strategies trying to help students master skills and concepts. If the child still does not make any progress.

6. How do you make sure that a student's new language development is considered in instructional decisions?

The ENL teacher meets regularly with classroom teachers, clusters and other related service providers to make sure the instructional needs of the ELL students are being met. They receive a list of the ELL students in their class with the students' proficiency levels on the NYSITELL or the NYSESLAT. The ENL teacher lets teachers know about the parents' responses on the Home Language Survey and the parent interview such as: how much schooling they had in another country, and/or how much English is used at home, if the child has someone to help with homework at home. The ENL teacher also provides ENL training to the classroom teachers to make sure that the child's second language development is considered in instructional decision. We align teachers' instructions to the ENL/ELA standards and assessment data analyses. ENL teacher and classroom teachers plan and accommodate instructional decisions to support the student's second language acquisition. Due to the low number of ELLs our school has only ENL program model. There are bilingual paraprofessionals who use the native language support for student's new language development during everyday classroom instruction. We encourage our ELLs to practice their native language proficiency within their personal communication. We have noticed that if the child shows high level of knowledge in his native language, the better are the results in English language acquisition.

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).

The success of the program is evaluated by the NYSESLAT, state tests, periodic assessments, formative and summative assessments, ELLs reading level.

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.

At registration admits in grades K to 5 are screened through the Home Language Identification Survey to determine whether they are ELLs. An oral interview in the language of preference with the student and parent is carried out. The purpose of the interview is to determine the student's home language and the student's eligibility to take NYSITELL. The ENL teacher with valid NYS license is responsible for conducting initial screening and administrating the HLIS. The Surveys are processed and students who may qualify for ENL services are given NYSITELL within ten days from the registration date. NYSITELL determines which students are entitled to ENL education services. The ENL teacher conducts NYSITELL. The Spanish LAB (if necessary) is conducted by a teacher who is proficient in the Spanish language.

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).

SIFE Identification Process includes the following steps:

1. Administer the oral interview questionnaire.

2. Administer the Literacy Evaluation for newcomer SIFE (LENS) who have a home language of Haitian Creole, or Spanish.

Initial SIFE status must be indicated in the DOE's data collection system no later than 30 days from initial enrollment (BNDC). As per CR Part 154, the school has up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level on the annual English language proficiency assessment though the student may continue to be identified as an ELL.

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).

When a new student with IEP and home language other than English enrolls at our school, the Language Proficiency Team (LPT) is formed. LPT reviews evidence of the student's English language development. NYSITELL eligibility for students with IEP must be based on the determination of the LPT. The LPT is comprised of Assistant Principal Ms. D. Gordon, ENL teacher Ms. Kuznetsova, school psychologist Ms. Kimball, guidance counselor Ms. Broadnax, and the student's parent/guardian. Based on the evidence of the student's English language development the LPT gives recommendation for the student to take or not to take NYSITELL.

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.

The ENL teacher is responsible for the distribution of entitlement letters and non-entitlement letters to the parents/guardians of ELLs. The letters are distributed within five days after the NYSITELL is scanned and scores are determined. The copies of the entitlement and non-entitlement letters are securely stored.

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).

When ELL status of a newcomer is determined we send the entitlement letter of ELL status notification within 5 school days. The entitlement letter lets parents know the results and informs that parents have the right to appeal the ELL status within 45 days of enrollment.

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.

Placement procedure requires that parents will be given an opportunity to make an informed decision of the correct program for the child. Entitlement letters are sent home after the scoring of NYSITELL so parents will attend the Parent Orientation. Parent Orientation meetings are held within ten days from the registration and evaluation of the newcomer. At the Orientation meeting the ENL teacher Ms. Kuznetsova explains to the parents that they have rights to choose any of the offered programs. Parents watch the video explaining the parents' choices. The video is available in different languages as well as translator's services from the school staff. We have staff members who speak Spanish, Haitian-Creole, and Russian. It is explained in details that if parents choose any option other than Freestanding ENL program, their child would be required to go to another school. The ENL teacher is ready to give information about location of available bilingual schools. The original copies of the Parent Selection form are stored in the individual student's cumulative folder while a copy is kept in the ENL teacher's binder. The placement letter is sent home after parents complete the Parent Selection form and it lets parents know what program their child has been placed in. The ELPC screen on the ATS is updated within 20 days of enrollment listing whether there was a parent orientation, what the parent's choice was, and what program the child was placed in. All of these communications take place in the parents' preferred language.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL teacher is responsible for the distribution and collection of Parent Survey and Program Selection forms. Program Selection forms are distributed after parents view the video at the Parent Orientation. Any parent who decides to keep their child in our school must accept the stand-alone ENL program as this is the only program offered. Most parents accept the program we

offer. After reviewing the Program Selection forms for the past few years the trend in program choices that have been requested by parents is the ENL and Transitional Bilingual programs.

A Transitional Bilingual program is not offered at P.S. 401 because of the low number of students whose parents are requesting a Bilingual program. The program model offered is aligned with the parents' request.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the Program Selection forms are not returned, the ENL teacher and the Parent Coordinator make phone calls to the parents/guardians to remind them about returning the forms. We document the attempts to gather initial parent selection preference. Documentation is kept in the ENL teacher's binder. As per CR Part 154.2, if a form is not returned within 5 school calendar days, the student is placed in the the default program for ELLs - bilingual education. Now P.S.401 does not offer bilingual education due to the low parents' request. So the student is placed in stand-alone ENL program.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement letters are sent home after the parent completes the Parent Selection form. This placement letter lets parents know what program their child has been placed in. Copies of the letters are kept securely in ENL teacher's binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL- related documents (HLIS, Parent Survey and Selection Form, Program Placement/Entitlement/Continued Entitlement/ Non entitlement letters, LPT NYSITELL Determination Form, etc.) are kept in the student's cumulative folder. If the student transfers to another DOE school these documents are forwarded to this school.
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 the spring of each school year we administer the annual assessment- New York State English as a Second Language Achievement Test to all of our ELL students. The RLER ATS report for the NYSESLAT is printed by ELL/Testing Coordinator and is used to determine which students are NYSESLAT eligible. A testing memo of the NYSESLAT is then crafted by the ELL/Testing Coordinator. The ENL teacher pulls out the students on a one-on-one basis to administer the speaking component. The Reading, Listening and Writing components are scheduled on three different days. Students with disabilities are provided with the modifications indicated in their IEPs. The ELL/Testing Coordinator ensures that every student completes all four components of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the beginning of each school year after reviewing the NYSESLAT results the continued entitlement and transitional support notification letters are prepared. The ENL teacher is responsible for the distribution and collection of continued entitlement letters and transitional support parent notification letters signed by the parents/guardians of ELLs. The copies of the letters are securely stored.
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).
After reviewing the Program Selection forms for the past few years the trend in program choices that have been requested by parents is the ENL and Transitional Bilingual programs. A Transitional Bilingual program is not offered in P.S. 401 because of the low number of students whose parents are requesting a Bilingual program. The program model offered in P.S. 401 is aligned with the parents' request.

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.
 - a. Instruction in the ENL program is provided through pull-out/push-in services. The ENL instructional program is aligned with mandated ENL/ELA and content learning standards and the Common Core Standards. Students at the Entering and Emerging levels in the freestanding ENL program receive 360 minutes of instruction each week, and students at the Transitioning and Expanding levels receive 180 minutes of instruction each week in ENL and ELA. This explicit ESL instruction is delivered according to CR Part 154. The ENL groups are mixed up heterogeneously for targeted area instruction as informed by the NYSITELL and/or the NYSESLAT. There are three groups of ELL students that receive ENL services. Group 1 consists of K-1 students who are at the Entering Emerging and Expanding levels. Group 2 has students from grade 2 who are at the Entering, Emerging, and Expanding levels. Group 3 consists of students from grades 3, 5 at Entering and Expanding levels. There are no grade 4 students receiving ENL service at this time. The schedule of our ENL teacher is adjusted to the needs of the students so that all ELLs receive the appropriate amount of time needed to meet the state requirements. The ENL program stresses integration of all four ELA components: listening, speaking, reading, and writing. The ENL teacher pushes-in to the classrooms during various times of the day thereby assisting during all content areas. During the pull-out classes content-based books are used for ELA and Math instructions. The needs of all students are met through differentiated instruction. To help the ELL population meet the NYS Learning Standards, instructional strategies such as small group models, pair work, modeling, Phonemic Awareness, Total Physical Response, author and genre studies, use of multicultural literature, graphic organizers, and class presentations will be utilized. The school provides ELLs with an access to Smart Boards and computers in the classrooms as well as an access to language-appropriate software that is aligned to standard-based curriculum. The ENL room has leveled books, author and genre studies materials, multicultural literature, Spanish library, audio and visual equipment. In addition, the ENL teacher uses different instructional materials to support students of all levels of proficiency: research-based reading programs Good Habits/ Great Readers, ENL Activities for Every Month of the School Year, Time for Kids Magazine, Write Time for Kids writing program, Treasures program materials specially designed for ELLs, multiple manipulative materials, and variety of dictionaries.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/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)?

At the beginning of the school year, the ENL teacher and the administration meet to ensure that all ELLs are receiving their mandated number of instructional minutes in all our program models. All of our English Language Learners receive the New York State mandated ENL/ELA instruction time based on students' proficiency levels. Entering and Emerging ELLs receive 360 minutes of ENL instruction a week. Transitioning and Expanding ELLs receive 180 minutes of ENL instruction a week. Students at Commanding level continue to receive 90 minutes per week of ENL support from the ENL teacher for two years within their classroom setting. Students are grouped according to their proficiency and grade levels.
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.

In ENL program model content area is incorporated into ENL instruction. Every reading and writing unit in each grade is content- area based. Thus, content area instruction and language learning are combined. Our school uses the GoMath! Math program. In this program students receive mathematic instruction that incorporates hands-on activities, use of manipulatives, and technology. This type of program helps support ELLs. Teachers use strategies that scaffold instruction for English Language Learners.

Some of the strategies we implement in our lessons are activating students' prior knowledge, make connections, use visual aides, organizers, and realia. Bringing realia or manipulatives to the classroom helps teachers to provide comprehensible input. Prior to the lessons ENL teacher will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections is also a main component of ENL instruction. ENL teacher models correct thinking processes in all subject areas, so that learners become capable to work independently. Our program model implements differentiated and direct instruction providing research based, standard aligned and data driven ENL lessons that focus on content area vocabulary development, phonemic awareness, grammar and writing across the curriculum.

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

N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All four modalities of language—listening/speaking/reading/writing are included in all ENL lessons. In addition to the use of periodic assessments, ELL progression across language modalities is measured through the integration of classroom tasks that include student presentations, research projects, collaborative group work projects, portfolios, art projects, and literacy and math tasks. The assessment of progress across language modalities is also supported by the integration and use of rubrics by both teachers and students. Our teachers including ENL teacher create ELA and Math performance tasks aligned with Bloom's Taxonomy. Our new ELA program Journeys incorporates spelling, vocabulary, grammar, phonics, both fiction and nonfiction reading and writing materials in one comprehensive program.

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. At P.S. 401 we have no SIFE students. However, if they enroll at our school we are well prepared to meet the needs of these students. If these children arrive at our school they will receive 360 minutes of ENL services weekly. They will receive academic

intervention services in both reading and math if necessary.

b. P.S. 401 maintains English instruction for newcomers by providing all teachers with professional development. The ENL teacher

with collaboration of the General/Special Education teachers modify the assignments for them and provide productive work that engages newcomers in language learning. Newcomers participate and show comprehension through pointing, nodding, drawing, using actions of simple responses. When necessary, children participate in AIS for additional small group instruction. We

are sensitive to our newcomers' emotional needs in adapting to a culture so we pair beginners with more advanced students who

share a common native language. We use translators as needed, and in particular, where applicable, in testing situations.

c. Our students who are in the Developing subgroup require additional help in reading and writing based on the NYSESLAT scores:

they receive instruction that focuses on building high-order thinking skills during mandated ENL periods and in the classroom.

e. Students who have exited the ENL program will receive mandated ENL service for two full school years. They will receive 90

minutes per week within their classroom setting. The ENL teacher in cooperation with General and /or Special education teacher is

responsible for monitoring these ELLs. Monitoring consists of the following measures of students performance: report card grades,

test scores, student performance, teacher observation, and progress in meeting the NYS Learning Standards in all areas. The ENL

teacher will assist to adopt and modify materials and instructions to the exited students, thereby facilitating the transition.

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 [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely

affected by the determination. The principal will consult with ENL teacher and other qualified staff members in the school, the

parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal provides the additional support services the student as defined in CR Part 154- 2.3(j) and may reverse the determination within the same 6-to-12 month period.

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?

ELLs with special needs are provided with plenty of visuals and dramatized reading material. Total Physical Response, methodologies building academic vocabulary, simplifying content, and concept knowledge are ways to provide access to academic content and accelerate English language development. The technology that is used to help these students includes Smart Boards, CD players and computers. The ENL teacher meets with the School Based Support Team and the Assistant Principal and/or the Principal to make sure ELL-SWDs get the correct ENL services. In some cases, a Bilingual Assistant helps the student in class throughout the day. The ELL-SWDs use the same materials and do the same work as other students. However, the tasks and assignments are differentiated based on the student's abilities and on the IEP. Furthermore, multiple intelligence problem solving strategies are also used by teachers to promote academic success. These strategies include linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal and naturalistic.

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?

In our school we have only one ELL-SWD K student this year. During mandated ENL classes the teacher focuses on the skills in listening speaking phonics learning that will enable the child to meet the standards. Our ELL SWD is pulled out and mainstreamed with other ELLs who are at the same grade level. The child is provided with targeted instruction to meet his learning needs.

c. The ENL teacher uses different strategies helping students to acquire academic language, use context to figure out unfamiliar words and expressions, one-on-one instructions, buddy-peer mentoring, manipulatives, or a behavior plan when necessary. The ENL teacher uses challenging but understandable materials. The teacher encourages the student to participate in group discussions.

Chart

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 LEVEL	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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

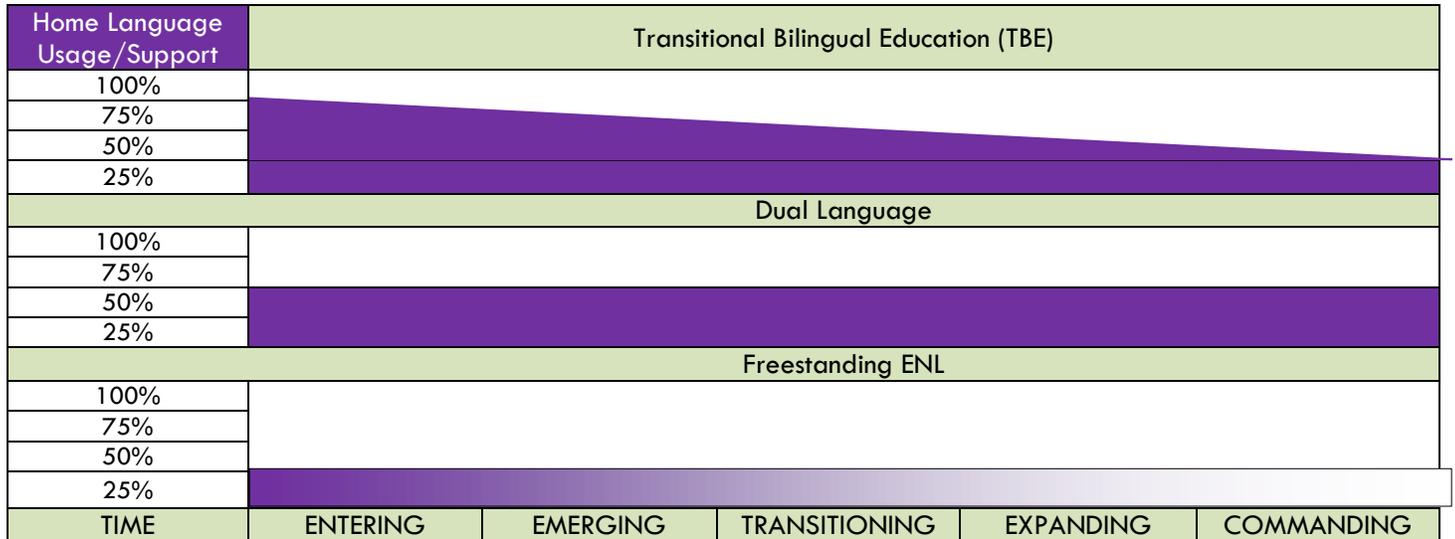


*Note “other approved services” does not apply to New York City at this time.

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.
At our school we offer a variety of targeted intervention programs in order to meet the needs of ELLs in ELA and content areas. All of our reading and writing units on every grade are content-area based. ENL instruction is incorporated into Social Studies and Science, reading/writing units thus combining content area instruction and language learning. Our push-in model supports content area instruction. Our Science cluster teacher uses hands-on learning and ENL techniques to introduce new concepts to the ELLs. Our school uses the GoMath program. This program supports ELLs by incorporating hands-on activities, use of manipulatives and Internet technology. Classroom teachers have been made aware that for ELLs two lessons are being learned at once: a set of new concepts as well as a set of new words to describe the concepts.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The ENL teacher uses interactive strategies through cooperative learning activities which include, but are not limited to: peer buddies, small-group activities, think/pair/share, role playing, dialogue journals, field trips, and KWL charts. In fostering the transition from basic language skills to academic knowledge for ELLs, we introduce Tier II words, proficiency words and academic language. As mentioned before to maximize comprehension specific academic language is taught in conjunction with content area instruction.
12. What new programs or improvements will be considered for the upcoming school year?
In the 2015-2016 school year our school will have a Music class, Computer Lab, and a Science Lab available for all grades. The addition of these classes allow all students, including our ELLs, to have access to the Music, Technology use, and Science instructions. Our after-school program was a success last year, so we will continue this program in the upcoming school year.
13. What programs/services for ELLs will be discontinued and why?
We are not planning to discontinue any programs for the upcoming school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to all school programs. Our after-school programs are available to all students of the appropriate grades. After-school program will be using the Targeted Reading Intervention program. Targeted Reading Intervention specifically offers differentiation suggestions for English Language Learners as well as preteaching activities to develop content-related vocabulary essential to comprehension.
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.
Our school uses Smart Boards, IPADs, classroom computers, and individual laptops to supplement classroom instruction in various content areas. Technology integration is supported through ENL appropriate software in our computer lab. There is ongoing professional development to assist teachers who want to become more adept with technology use when working with ELLs. All classrooms in P.S. 401 are equipped with Smart Boards. Professional Development will be provided to assist all teachers in the use of this technology.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At P.S. 401 ENL classroom library contains bilingual and native language books in the native languages spoken by our students. We have bilingual dictionaries and glossaries as well. All of these books are available to all of our students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
At P.S. 401 all required services support, and all resources correspond to ELLs' ages and grade levels. We match materials to each of our student groups. We do this by using materials at various difficulty levels so that all needs can be met. We have materials for students at the Entering, Emerging, Transitioning, and Expanding levels of English language proficiency at all ages and grade levels. We accomplish this by analyzing sources of formal and informal data. We provide instruction that meets students needs.
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).
Parents and students are given a tour of the building, they attend classrooms during Open School Week. They also have the opportunity to meet with the ENL teacher, support staff, administrators, and parent coordinator to express any concerns or needs before the child comes into the building. During the first week of the academic school year parents and newly identified ELLs also participate in our Curriculum Day or Night orientation, which is designed to have parents and students visit their future classrooms and meet with their classroom teachers to discuss class expectations, curriculum, and initiatives for the school year.
19. What language electives are offered to ELLs?
We have one ENL teacher who attends all available professional development sessions from DOE that are applicable to elementary school students. Our classroom and out-of-classroom teachers demonstrate self-learning and self-motivated professional development by attending off-site workshops, seminars and conferences related to ELLs. Embedded in all of our professional development are strategies that would work for ELL students as well as others. When purchasing materials teachers are consulted so

as to make sure that all students have the appropriate materials. 7.5 hours of of ELL training is provided for all staff members during Professional Development days and Faculty Meetings and cover topics such as Who is an ELL?; NYS ELL Identification Process; NYSITELL and NYSESLAT; Proficiency Levels; Testing and ELLs; Promotion Policy for ELLs; Second Language Acquisition; ENL Strategies; SIFE.

20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
We have one ENL teacher who attends all available professional development sessions from DOE that are applicable to elementary school students. Our classroom and out-of-classroom teachers demonstrate self-learning and self-motivated professional development by attending off-site workshops, seminars and conferences related to ELLs. Embedded in all of our professional development are strategies that would work for ELL students as well as others. When purchasing materials teachers are consulted so as to make sure that all students have the appropriate materials. 7.5 hours of of ELL training is provided for all staff members during Professional Development days and Faculty Meetings and cover topics such as Who is an ELL?; NYS ELL Identification Process; NYSITELL and NYSESLAT; Proficiency Levels; Testing and ELLs; Promotion Policy for ELLs; Second Language Acquisition; ESL Strategies; SIFE.
- 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?
Teachers of ELLs attend all available professional development sessions.
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Teachers of students transitioning into middle school contact the new school and provide them with necessary information about each ELL student. They try to arrange visitations for the students and their parents. Guidance counselor Ms. Broadnax and the ENL teacher provide staff with support to assist ELLs as they transition from one school to another. Applications (available in different languages) and information about the dates for Middle School orientations and announcements for Gifted and Talented testing are distributed. We also provide information about district-wide Middle School Fairs. Teachers write recommendation letters for students. Guidance counselor and the ENL teacher ensure continuity of ENL services for ELLs as mandated.
- 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.
P.S. 401 meets the professional development requirements as per Part 154.2 by providing PDs to teachers and administrators that specifically address the needs of ELLs. At least 15% of total PD hours are dedicated to language acquisition, best practices for co-teaching strategies, integrating language and content instruction for ELLs. The ENL teacher Ms. Kuznetsova attends PDs provide by Brooklyn South ELL Support Team on a monthly basis. 50% of the ENL teacher PD hours cover language acquisition in alignment with core content area instruction as well as best practices for co-teaching strategies, integrating language and content instruction for ELLs.

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?

P.S. 401 ensures that parents and guardians are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Parents of ELLs attend Parent/Teacher Conferences as well as ELL Parent Orientations where parents meet the teachers and discuss their child's progress. During fall and spring Parent/Teacher conferences parents of ELLs are strongly encouraged to visit the ENL room. The ENL teacher also visits each classroom of the students she services to remind the parents and teachers to visit the ENL room. Parents have an opportunity to communicate their concerns with the ENL teacher and review their child's work folder to get a better understanding of their child's needs and achievements. The school Leadership, our Parent Coordinator, SLT and PTA members invite parents/guardians of ELLs to attend workshops that address the educational needs of ELLs, make translators available, disseminate materials and notifications in the preferred language of communication to the parents/guardians, and provide information about needed support services.

Our school provides translation services for ELLs' parents. All important notices are sent in the preferred language of communication. Letters are translated by school personnel, when necessary we will use the NYCDOE Translation Service Unit to translate our letters and notices into various languages spoken at P.S.12. We will have a translator from the Translation Unit on site to assist parents when necessary. We keep an updated list of available personnel who can assist with translation and interpretation services.

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.

We individually meet with the parents/guardians of ELLs in addition to parent-teacher conferences, parent orientations or other scheduled meetings to discuss the goals of the program, the child's language development progress, English language proficiency assessment results, and language development needs in all content areas. These meetings are conducted with a qualified translator if parents need one. The attendance is recorded, notes of phone calls and copies of letters that were sent to parents/guardians are kept in a secure place.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All parents including ELL parents take part in our parent involvement activities. When planning our parent involvement activities we survey and listen to our parents as how we can best serve their needs. We host a series of workshops conducted by the Parent Coordinator to support parents in understanding the curriculum. During these workshops parents are made aware of current data and are informed of student and parental expectations. Translators are available at all Parent/Teacher conferences, parent workshops and PTA meetings. Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. Parents are invited to curriculum conferences to meet with their child's teachers in order to learn academic expectations for the school year and how they could assist at home. Parents are proactive in creating schoolwide activities such as Common Core Learning and Barbecue, Family Movie Night, Family Game Night, Cool Culture, Family Night Skating, our annual dance festival, etc. In addition, parents are invited to Open School Week to observe instruction and get techniques that they can utilize at home.

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

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

Parental needs are assessed via direct feedback during parent workshops, gatherings, and individual meetings with teachers, Parent Coordinator, and administrators. Parents also have the opportunity to provide feedback via the completion of questionnaires and surveys made available during designated meetings and geared towards obtaining information on specific topics.

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

Parental involvement activities are directly aligned with current educational initiatives and the information obtained through surveys and direct feedback from parents. Activities and topics addressed during parent meetings often include: curriculum, instruction, language acquisition, educational strategies for academic support in the home, community resources for physical and mental health, and introduction to technology.

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: Christopher Avenue Community S

School DBN: 23K401

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)
Deon Mitchell	Principal		10/28/15
Doreen Gordon	Assistant Principal		10/28/15
Vacancy	Parent Coordinator		10/28/15
Alla Kuznetsova	ENL/Bilingual Teacher		10/28/15
	Parent		10/28/15
Kye Weaver	Teacher/Subject Area		10/28/15
Jaqueline Regist	Teacher/Subject Area		10/28/15
N/A	Coach		10/28/15
N/A	Coach		10/28/15
Cassandra Broadnax	School Counselor		10/28/15
Mauriciere deGovia	Superintendent		10/28/15
	Borough Field Support Center Staff Member _____		10/28/15
	Other _____		10/28/15
	Other _____		10/28/15
	Other _____		10/28/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23K401**

School Name: **Christopher Avenue Community School**

Superintendent: **Mauriciere deGo**

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) 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.

Assessment of P.S. 401 written and oral interpretation is done primarily through the Home Language Survey form that is completed upon registration. We also use a few ATS reports to help to determine the translation and interpretation needs of parents in our school. These reports include the RHLA and RPOB. Though not all of our students are eligible for ENL instruction, we do keep a record of homes where English is not the primary language, so that translation and interpretation services are available to all parents who require them, and not just to parents of ELLs. Data is collected via ATS, students' emergency cards information and from conversations with parents.

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.

As a result of the data collected, it was discovered that parents' preference for oral and written communication were Spanish, and English. P.S. 401 will make every effort to ensure that written and oral translations are representative of the languages of our families.

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.)

During the course of the school year P.S. 401 disseminates several documents to our parents. Many of these documents are translated to meet the needs of individual cultures represented here. Documents include but not limited to School Calendars, Open School/Parent Conference notifications, after school activities such as Curriculum Night, Trips, PTA/School Leadership Meetings. These notifications are sent at various times. Ex: Parent welcome letter, calendar will be sent at the beginning of the school year, etc.

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 school will have the formal face-to-face meetings with parents throughout the school year: Meet the Teacher/Curriculum Night, Parent/Teacher conferences, IEP meetings. When necessary a translator will be provided to accommodate the meeting/conferences. Other informal meetings will include conversations with guidance counselor, attendance teacher, classroom teacher, as well as parent coordinator.

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.

P.S. 401 will meet identified translation needs through the support of the Parent Coordinator/Family worker, ENL teacher and all other school personnel identified to provide and support translation services. The majority of services will be provided by in-house by school staff.

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.

We have many staff members that are able to assist our parents with oral interpretation. If interpretation is needed, a member of the staff is asked to interpret for the parent. The school administration ensures

that the level of provided written and/or oral interpretation services represents a level of language that is objective and accurate. Should no one be available we ask a parent volunteer to assist us.

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.)

All staff will be made aware of the various languages represented here at P.S. 401. Every staff member will receive a T&I brochure, Language ID Guide as well as a Language Palm card. Staff will be encouraged and reminded of their responsibility of open communication with parents of ELLs. All parties will be made aware of the resources available here at the school as well as outside resources.

Part E: Providing Notice of Language Assistance Services

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

All parents will be provided with information regarding their rights to have a translator if necessary as well as the procedures for attaining these services. P.S. 401 will fulfill Section VII of the Chancellor's Regulations A-663 by determining within 30 days of a student's enrollment the primary language spoken by the parent of each student. If such language is not English, it is determined whether the parent requires language assistance in order to communicate effectively with the school. We will maintain current records of the primary language in ATS, as well as on the student's Emergency Card. The school will continue to use all of the above translation options and selections. We will also post in a conspicuous location at or near the primary entrance a sign in Spanish, indicating the availability of interpretation services. We will also update our school safety plan, ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices due to language barriers. We will post and provide such forms in accordance with this section.

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)

Feedback will be gathered from parents and used in the improvement of the services and support provided to them. This will be done through parent surveys, one-on-one meetings, telephone conversations, and formal/informal meetings.