

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

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

**27Q262**

**School Name:**

**CHANNEL VIEW SCHOOL FOR RESEARCH**

**Principal:**

**DENISE HARPER-RICHARDSON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Channel View School for Research School Number (DBN): 27Q262  
Grades Served: 6-12  
School Address: 100-00 Beach Channel Drive Rockaway Park NY, 11694  
Phone Number: 718-634-1970 Fax: 718-7343261  
School Contact Person: Denise Harper-Richardson Email Address: DHarper22@schools.nyc.gov  
Principal: Denise Harper-Richardson  
UFT Chapter Leader: Patrick Mohamed  
Parents' Association President: Kathy Ryan  
SLT Chairperson: Joseph Altieri  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Debra Walker  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 27 Superintendent: Kathy Rehfield- Pelles  
Superintendent's Office Address: 335 Adams Street, room 508, Brooklyn, New York 11201  
Superintendent's Email Address: kpelles@schools.nyc.gov  
Phone Number: 718.923.5181 Fax: 718-923-5145

**Borough Field Support Center (BFSC)**

BFSC: Affinity Director: Alexandria Anormaliza  
Director's Office Address: 131 Livingston Street  
AAnorma@schools.nyc.gov  
Director's Email Address: \_\_\_\_\_  
Phone Number: 718-935-5618 Fax: 718-935-5941

## 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)
Denise Harper-Richardson	*Principal or Designee	
Patrick Mohamed	*UFT Chapter Leader or Designee	
Kathy Ryan	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Debra Walker	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Ahjah-Renee Adams	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shantelle Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joe Altieri	Member/ Teacher	
Antoinette Mellela	Member/ Teacher	
Joan McClean	Member/ Teacher	
Meghan Pate	Member/ Teacher	
Ann Payne	Member/ Parent	
Wanda Cheeks	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Khadijah Rasheed	Member/ Parent	
Chris Flood	Member/ Parent	
	Member/	

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

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

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

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

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

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



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

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

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

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

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

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

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

Channel View School for Research (CVSR), a NYC Outward Bound School serves grades 6 to 12 in Community School District 27 (CSD#27) in Far Rockaway, Queens. CSD#27 is the largest geographical district in New York City. CVSR is a Title 1 school. The school population is comprised of 50% Black, 31% Hispanic, 12% White, and 7% Asian students. The student body includes 1% English Language learners and 13% students with disabilities. Boys account for 54% of the students enrolled and girls account for 46%. Our Autism Spectrum Disorder Nest program includes one of the largest populations of students with autism that are integrated in a general education setting in NYC. The average attendance rate for the 2013-14 school year is 91.0%. Our mission at CVSR is that all students will graduate as well-educated, involved citizens who have a love of learning, incorporate into their lives a sense of confidence, and use the life-long strategies acquired at our school. Cultural relevance and restorative approaches are priorities at CVSR. We pride ourselves on providing a supportive environment for students to be successful.

Channel View School for Research is one of the 40 schools chosen to implement the Expanded Success Initiative (ESI), an initiative designed to increase the college and career readiness rate for Black and Latino males. Our school utilizes ESI strategies in order to close the achievement gap and graduate all students, particularly Black and Latino males, prepared for college and careers in the 21<sup>st</sup> century. Through this initiative we focus on Academic Practices, School Culture and Youth Development.

Our school has cultivated an atmosphere of educational excellence in which our teachers actively participate and receive professional learning on a variety of topics including teacher effectiveness, curriculum mapping, developing unit plans that support Common Core Learning Standards and in depth investigations utilizing curriculum that supports advanced course work . Consequently, the category of Collaborative Teachers was identified as a strength during the 2014-15 school year. According to the Framework for Great Schools Report 94% of teachers identified Professional Development as a strength compared to 75% citywide. CVSR's priority for the 2015-16 school year will be Rigorous Instruction and will specifically focus on writing across the curriculum.

## 27Q262 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	683	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	27	# Integrated Collaborative Teaching
				63
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	17	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	61.9%	% Attendance Rate		90.5%
% Free Lunch	63.4%	% Reduced Lunch		10.8%
% Limited English Proficient	1.6%	% Students with Disabilities		13.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		50.0%
% Hispanic or Latino	31.0%	% Asian or Native Hawaiian/Pacific Islander		6.5%
% White	11.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		4
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)	0.4%	Average Teacher Absences (2013-14)		5.63
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	27.3%	Mathematics Performance at levels 3 & 4		26.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		53.1%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	79.5%	Mathematics Performance at levels 3 & 4		65.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	99.1%	% of 2nd year students who earned 10+ credits		92.6%
% of 3rd year students who earned 10+ credits	87.7%	4 Year Graduation Rate		96.9%
6 Year Graduation Rate	94.3%			
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		YES
Hispanic or Latino	YES	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		YES
Hispanic or Latino	YES	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		NO
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			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

## 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 2015-16 school-wide goals are based on analysis of data from formative and summative assessments as well our analysis of the Advance data using Danielson’s Framework for Teaching, MOSLs and quality review. Analysis of data indicated the following strengths and weaknesses in argument writing:

#### Strengths

- Organization and structure
- Acknowledgement of a counterclaim
- Identification and use of appropriate text-based evidence to support all claims

#### Weaknesses

- Lacking insightful analysis (explaining how the evidence supports the claim)
- Sentence variety and structure, age-appropriate diction
  
- Thorough use of evidence (often quality evidence is chosen, but the writers do not make the argument convincing)

CVSR will implement a writing scope and sequence that will focus on argument writing.

### 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.

Channel View will implement a 6-12 grade writing scope and sequence which will result in improved MOSL and Regents scores. By June 2016, 80% of students will attain proficiency or increase by one proficiency level in argument writing

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Unified department tools will be developed to scaffold and support students' ability to develop the skill of using evidence to support their reasoning. Support may include:</p> <ul style="list-style-type: none"> <li>• Vertically aligned (6-12) graphic organizers to support evidence in reasoning</li> <li>• Common Core aligned rubrics.</li> <li>• Use of exemplars, anchor papers and expert texts.</li> </ul>	<p>Humanities Teachers and all students</p>	<p>August-September: vertical alignment and expectations</p> <p>September-October: student ownership of the graphic organizers</p> <p>November: Post SLC analysis and revision of the graphic organizers</p> <p>January-February: benchmark exams</p> <p>February-June: re-align instruction and practice to ensure we meet the goal.</p>	<p>Administration, Instructional Guide, Literacy Coach</p>
<p>Implement a Common-Core aligned narrative, argument and reports of Information scope and sequence in grades 6-12</p>	<p>Humanities Teachers, and all students</p>	<p>August: All Teachers trained in TC Reading and Writing Project</p> <p>September: begin implementation</p> <p>November, February, May: ELA teachers report on strengths and challenges and realign implementation and instruction huddle to analyze effectiveness of implementation and instruction</p>	<p>Administration, Instructional Guide, Literacy Coach and Teachers</p>

Teachers will implement a comprehensive assessment system including utilizing the TCRWP performance assessment. Teachers will utilize assessments for and assessment of learning.	All staff and students	August: all teachers will be provided PL for AFL  September to June: implementation  January-February: mid- year analysis of impact on instruction	Administration, Instructional Guide, Literacy Coach and Teachers
Teachers will provide multiple entry points for students to demonstrate their ability to use evidence to support their reasoning and thinking.	All staff and students	August: all teachers will be provided PL for multiple entry points  September to June: implementation  January-February: mid- year analysis of impact on instruction	Administration, Instructional Guide, Literacy Coach and Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Training rate for Summer Institutes</li> <li>• Schedule will allow for a minimum of 60 hours of department work time for professional learning</li> <li>• Off-site, conferences, and workshops.</li> <li>• Utilization of a literacy consultant.</li> <li>• Per-session planning time for Instructional Leads.</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Administration, and teachers will use periodic assessments and interim assessments that are aligned to the CCLS. These assessments will be analyzed in February to identify our work toward meeting the annual goal. During this data analysis departments and grades will identify strengths and weaknesses and begin implementing instructional adjustments.
<b>Part 5b.</b> 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.

**Channel View School for Research, as a NYC Outward Bound School will offer Crew to all students. The goal of Crew is to support the core Expeditionary Learning Design Principles in relation to STAR: (service, trust, accountability and respect.) In Crew, students track academics and attendance which is vital to ensure student success. Channel View has adopted Skedula as our online grading system which facilitates teachers, students, parents and staffs’ ability to track and monitor student progress in their courses and HOWL (STAR). Our mantra is "We are crew, not passengers." 90% of students state that they feel safe in our school; 82% of students indicate that peers interact positively with each other and 80% indicate that their peers provide positive support for academic work. Consequently our goal is to increase social and emotional learning through our Crew and Advisory programs.**

In the area of Supportive Environment, our strengths and needs are as follows:

#### Strengths

- 94% of our parents responded positively on teachers’ out-reach to parents;
- SLCs and Passages gave the opportunity for students to present their learning in front of authentic audiences.

#### Needs

- Crew Curriculum and Calendar for 6-12
- Improved tracking of academics and student progress (credits and assessments)
- Improved tracking of student attendance
- Improved communication with parents and 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–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, a 6-12 vertically aligned and thematic Crew curriculum with a scope and sequence will be completed and implemented. The curriculum will include social and emotional development as well as CVSR's Habits of Work and Learning (STAR).

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Crew Leaders and teachers use Skedula to track student progress and attendance and on a daily and weekly basis communicate successes and needs to students, parents and families</p>	<p>Crew Leaders and all students</p>	<p>September to June</p>	<p>Administration, Instructional Guide</p>
<p>Crew Leaders use the Crew curriculum to engage and empower students to become “Crew, not passengers”. Expeditionary Learning Design Principles will be utilized in the Crew Curriculum to meet this goal.</p>	<p>Crew Leaders and all students</p>	<p>September to June</p>	<p>Administration, Instructional Guide</p>
<p>Crew Leaders utilize character learning targets to support the HOWLs (STAR).</p>	<p>Crew Leaders and all students</p>	<p>September to June</p>	<p>Administration, Instructional Guide</p>
<p>The Crew scope and sequence will be created, implemented, and, adjusted as necessary, to reflect themes, Design Principles, and CVSR's 15 Words to Live By. This will also include topics and events to reflect college and career readiness.</p>	<p>Crew Leaders and all students</p>	<p>September to June</p>	<p>Administration, Instructional Guide</p>
<p>Incentive trips will be created to provide students with exceptional CVSR character, value and culture.</p>	<p>Crew Leaders and all students</p>	<p>September to June</p>	<p>Administration, Instructional Guide</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>40 minutes per week is devoted to Crew planning and family outreach. During this time teachers meet on Crew teams to review curriculum, share best practices, and facilitate events, as well as communicate with parents and families.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded	In Kind	X	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.

Crew teams will ensure student progress and attendance by evaluating students' growth every three weeks. At the mid-year and year's end Crew leaders will make recommendations for changes to the curriculum. In February Crew leaders will meet and discuss whether or not the curriculum and scope and sequence has met the goals. If it has not, adjustments will be made to improve both documents.

**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.

Channel View believes that professional learning communities that prioritize student learning succeed. According to the Framework for Great Teachers Report, 100% of teachers utilized Reflective dialogue, 98% of teachers indicated that peer collaboration and 93% stated collective responsibility as positive responses. Consequently CVSR will utilize its teacher inquiry teams to assess individual students’ academic needs. CVSR’s Inquiry Teams will follow the inquiry team cycle to ensure rigorous, relevant and engaging instruction that meets the needs of our students and ensures that students are college and career ready by graduation.

College and Career Readiness Index

- Students in the Lowest Third Citywide, College and Career Preparatory Course 46%
  - Students in the Lowest Third Citywide, 4-Year College Readiness Index 0.0%.
  - Students in the Lowest Third Citywide, Postsecondary Enrollment Rate – 6 months 25%.

Strengths:

- All inquiry teams follow the NYCDOE Inquiry Cycle
- All inquiry teams create and maintain inquiry data that highlights instructional adjustments and monitors specific groups of students

Weaknesses:

- Inconsistent opportunities to share instructional adjustments and best practices
- Applying instructional adjustments that have been made by their teachers consistently and without prompting.

### Part 2 – Annual Goal

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

By June 2016 students in the lowest third will improve credit accumulation and their college and career readiness index by 10%.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Inquiry teams will complete at least 5 cycles that focuses on the lowest third of students.	All teachers	September-June	Administration, Instructional Leads Team
Inquiry teams will document data from the cycle as well as student review work products.	All teachers	September-June	Administration, Instructional Leads Team
Instructional adjustments will be displayed on the Inquiry Team PL bulletin board in the PL room.	All teachers	September-June	Administration, Instructional Leads Team
Inquiry teams will share their inquiry cycle with the staff at the end of each cycle	All teachers	September-June	Administration, Instructional Leads Team

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Utilize 35 minutes each week for Inquiry Teams to meet.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
At the end of each cycle data will be monitored and student progress will increase for each of the inquiry students.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### **Part 1 – Needs Assessment**

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

Channel View School for Research Instructional Lead Teacher Teams plays a significant role in planning professional learning to ensure growth for all students and teachers. This growth will be continually and measured by qualitative quantitative data such as student assessments and the Danielson Framework.

Strengths:

- Teachers and administrators met for Initial Planning Conference and established teacher goals
- Post observations included practical and actionable feedback for all teachers within two-weeks
- Teacher growth was measured by Advance data
- Professional Learning opportunities were driven by Advance

Need:

- Redesign Professional Learning Plan to incorporate the 60 hours of Professional Learning Time on Mondays.

### **Part 2 – Annual Goal**

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

The instructional lead team will provide meaningful and enriching professional learning to all teachers and staff in six week inquiry cycles by analyzing data (QR, city and state exams, MOSL and benchmark exams, Danielson Framework, walk-throughs, student work products and other quantitative or qualitative data collected). By June of 2016 growth will be measured for teachers by an increase in two Danielson components.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Instructional Lead Team creates and maintains a data binder for all professional learning, which will include attendance sheets.</p>	<p>Instructional Lead Team</p>	<p>September-June</p>	<p>Administration, Instructional Lead Team</p>
<p>Instructional Lead Team modifies and implements the Inquiry Team Cycle every 6 weeks.</p>	<p>All Teachers</p>	<p>September – June with analysis every 6 weeks</p>	<p>Administration, Instructional Lead Team</p>
<p>Instructional Lead Team ensures growth on Danielson Framework by meeting and discussing specific needs for teachers in groups.</p>	<p>All Teachers</p>	<p>September to June with mid-year analysis</p>	<p>Administration, Instructional Lead Team</p>
<p>Instructional Lead Team ensures student growth by measuring impact of PL on student progress</p>	<p>All Staff and all students</p>	<p>September to June with analysis every 6 weeks</p>	<p>Administration, Instructional Lead Team</p>
<p>PL opportunities will be provided for the staff throughout the year as well as during two staff retreats.</p>	<p>All Staff</p>	<p>September to June and staff retreats in November and February</p>	<p>Administration, Instructional Lead Team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Per session for the Instructional Leads Team Meetings Professional Learning time on a weekly basis Staff Retreats</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Each six week cycle will be monitored by the creation of minutes and collection of evidence of PL meetings, artifacts and student work products. In February the administrators will analyze Advance data to ensure that all teachers are meeting the goals. Adjustments will be made per individual teacher. PL meetings will also be used to monitor progress and revise the cycles.

**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.

Strong family and community ties are a foundation to the success of CVSR. The most recent School Quality Guide stated that 96% of parents are satisfied with the education their child receives. As part of our NYC Outward Bound partnership students frequently present their learning to authentic audiences. This formally occurs twice a year at Student led Conferences (6<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and, 11<sup>th</sup> grades) and Passages (8<sup>th</sup> and 12<sup>th</sup> grades). According to the Framework for Great Schools Report on teacher outreach to parents we scored 94% however parent involvement in the school was 59%, which leaves room for much improvement.

Strengths:

- Student presentations of learning are meaningful and successful
- All students work with a Crew leader to prepare for their presentation of learning
- Instituted passages for 8<sup>th</sup> and 12<sup>th</sup> grade students

Weaknesses:

- Improve parent participation and attendance for SLCs and Passages

CVSR will create more opportunities for students to present their learning to authentic audiences.

### 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.

To develop 3-5 additional opportunities for students to present their learning to families and the community. By June 2016 CVSR will increase family and community contact by improving attendance by 10% from the Fall to the Spring through additional school to family communication for Student led Conferences and Passages.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Crew Leaders will follow the Crew Calendar for SLC/Passages timetable for both the fall and spring conferences.</p>	<p>All students, parents and families</p>	<p>Fall: November  Spring: March</p>	<p>Administration, Parent coordinator, Instructional Guide, SLC Coordinator and Crew Leaders</p>
<p>The Parent Coordinator will include announcements about SLCs on the schools website, calendars, Skedula emails, robocalls, and fliers.</p>	<p>All students, parents and families</p>	<p>Fall: November  Spring: March</p>	<p>Administration, Parent coordinator, Instructional Guide, SLC Coordinator and Crew Leaders</p>
<p>Post SLC/Passages, crew leaders will continue to reach out and set up meetings with parents and families who were unable to attend during the scheduled days. Parent coordinator will provide crew leaders with any necessary support to accomplish these meetings.</p>	<p>All students, parents and families</p>	<p>Fall: November  Spring: March</p>	<p>Administration, Parent coordinator, Instructional Guide, SLC Coordinator and Crew Leaders</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Crew Leaders will work to get the most up to date parent contact information, the parent coordinator will assist. The school calendar will include all SLC/Passages information.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

Track and record attendance through sign in sheets and student goal sheets.

Post SLC/Passage Crew meetings will analyze effectiveness of timelines, communication and announcements. At the end of each event we will analyze the attendance and the way in which we communicated to parents. In February administration the PTA and the SLT will meet to analyze data and improve attendance.

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

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

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students will receive written invitation. This will be reviewed every three weeks Grade Team Teachers will recommend based on academic needs and situations PPT Team will recommend based on academic needs and situations	Extended Day Lunchtime Tutoring Saturday Academy After School Tutoring Summer School STARS: at risk resource room Think-Pair-Share Literature Circles Learning Stations Response to Intervention Achieve 3000 QTEL	Small-group Resource room Pairs One-to-one	After school 1, 2-3times/week During the day Saturday After School During the summer
<b>Mathematics</b>	Students will receive written invitation. This will be reviewed every three weeks Grade Team Teachers will recommend based on academic needs and situations PPT Team will recommend based on academic needs and situations	Extended Day Lunchtime Tutoring Saturday Academy After School Tutoring Summer School Test prep: Curriculum Associates STARS: at risk resource room Think-Pair-Share Literature Circles Learning Stations Response to Intervention Achieve 3000 QTEL	Tutoring Resource room Pairs Small-group  One-to-one	After school 1, 2-3times/week Saturday After School During the summer Ongoing During the school day
<b>Science</b>	Students will receive written invitation. This will be reviewed every three weeks Grade Team Teachers will recommend based on academic needs and situations PPT Team will recommend based on academic needs and situations	Extended Day Lunchtime Tutoring Saturday Academy After School Tutoring Summer School STARS: at risk resource room Think-Pair-Share Literature Circles Learning Stations Response to Intervention Achieve 3000 QTEL	Small-group Resource room Pairs Small-group One-to-one	After school 1, 2-3times/week Saturday After School During the summer During the school day

<b>Social Studies</b>	<p>Students will receive written invitation. This will be reviewed every three weeks</p> <p>Grade Team</p> <p>Teachers will recommend based on academic needs and situations</p> <p>PPT Team will recommend based on academic needs and situations</p>	<p>Extended Day</p> <p>Lunchtime Tutoring</p> <p>Saturday Academy</p> <p>After School Tutoring</p> <p>Summer School</p> <p>STARS: at risk</p> <p>resource room Think-Pair-Share Literature Circles Learning Stations</p> <p>Response to Intervention Achieve 3000 QTEL</p>	<p>Resource room Pairs</p> <p>Small-group</p> <p>One-to-one</p>	<p>After school 1, 2-3times/week</p> <p>During the day</p> <p>Saturday</p> <p>After School</p> <p>During the summer</p> <p>During the school day</p>
<b>At-risk services</b> <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<p>Students will receive written invitation. This will be reviewed every three weeks</p> <p>Grade Team</p> <p>Teachers will recommend based on academic needs and situations</p> <p>PPT Team will recommend based on academic needs and situations</p> <p>Support Staff such as the School Building Support Team, Guidance,</p>	<p>Pupil personnel team</p> <p>Group Counseling (Divorce, Mediation, Bullying)</p> <p>SAVE counseling</p> <p>Career Counseling</p> <p>Graduating Students</p> <p>Response to Intervention</p>	<p>One-to-one</p> <p>Small group</p>	<p>During school</p>

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 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).
<p>Channel View's high quality professional learning is targeted for individual teachers and driven by NYCDOE CIE, CCLS and Danielson's Framework. The Instructional Leads Team will develop and implement the professional learning cycles.</p>

### 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.).

N/A

**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.

Instructional Lead Team, UFT members on PL Team, MOSL Team will meet in August/September to analyze last years data and look at this years options. By September the team will identify the assessments for the MOSL.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	275,276.00	x	Section 5
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,619,448.00	x	Section 5

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

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

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

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

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

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

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

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

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

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

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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**Parent Involvement Policy (PIP)**

Channel View School for Research Parental Involvement Policy:

I. General Expectations

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

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

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
  - ♣ that parents play an integral role in assisting their child’s learning;
  - ♣ that parents are encouraged to be actively involved in their child’s education at school;
  - ♣ that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- ♣ The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. Channel View School for Research will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.

2. Channel View School for Research will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

3. Channel View School for Research will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

4. Channel View School for Research will coordinate and integrate Title I parental involvement strategies.

5. Channel View School for Research will take the following actions to conduct, with the involvement of

parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. Channel View School for Research will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. the State’s academic content standards

- ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

- b. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- c. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

## III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other

discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

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

#### IV. Adoption

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

Channel View School for Research School-Parent Compact:

Channel View School for Research, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This schoolparent compact is in effect during school year 2014-2015.

#### School Responsibilities

Channel View School for Research will:

1. Promote the Habits of Work and Learning (HOWLS), which consists of Service, Trust, Accountability and Respect (STAR)
2. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's academic achievement standards.
3. Hold parent-teacher conferences and student led conferences at least four times during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall and spring.
4. Provide parents with frequent reports on their children's progress.
5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents.
6. Provide parents opportunities to volunteer and participate in their children's classes and activities.
7. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
8. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title

I, Part A programs and will encourage them to attend.

10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

11. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math and English Language Arts.

14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

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

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

Student Responsibilities (revise as appropriate to grade level)  
We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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

Principal <b>Denise K. Harper-Richardson</b>	Assistant Principal <b>Craig Dorsi</b>
Coach <b>Keri Walsh</b>	Coach <b>Luz Allesandri</b>
ENL (English as a New Language)/Bilingual Teacher <b>Maxine Rauh</b>	School Counselor <b>Dana Rokeach-That</b>
Teacher/Subject Area <b>Allison Friedman</b>	Parent <b>Kathy Ryan PTA President</b>
Teacher/Subject Area <b>Katherine Morales, ESL</b>	Parent Coordinator <b>DeShawn Mason</b>
Related-Service Provider <b>Brigid Mullin</b>	Borough Field Support Center Staff Member <b>Jocelyn Santana</b>
Superintendent <b>Kathy Refield-Pelles</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>2</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>754</b>	Total number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	12	<b>Newcomers</b> (ELLs receiving service 0-3 years)	9	<b>ELL Students with Disabilities</b>	3
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	9		1				3		2	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE _____																				0	0
SELECT ONE _____																				0	0
SELECT ONE _____																				0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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							2		1	2	3	2		0
Chinese														0
Russian														0
Bengali											1			0
Urdu														0
Arabic											1			0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							2							0
<b>Emerging</b> (Low Intermediate)											1	1		0
<b>Transitioning</b> (High Intermediate)										1	3			0
<b>Expanding</b> (Advanced)									1	1	1	1		0
<b>Commanding</b> (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 AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							1						1	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							1			1	1		1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8		1			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	1								0
7									0
8			1						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	4		2	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	2		1	
Living Environment	5		1	
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	2		1	
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.  
 Students new to the country are assessed using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a performance-based reading assessment. In addition, our ELLs are administered a diagnostic through Achieve3000 that measures their lexile score. The data has shown that the results showed that not all students met literacy goals at equal rates. Many of our ELLs fell in to an at risk category scoring below grade level. As such, we have identified five elements of effective instruction for ELL students: (a) building and using vocabulary as a curricular anchor; (b) using visuals to reinforce concepts and vocabulary; (c) implementing cooperative learning and peer-tutoring strategies; (d) using native language strategically; and (e) modulating cognitive and language demands. Vocabulary development is a critical element of an effective English immersion program where reading instruction occurs in English simultaneously with English language development. Thus, vocabulary development must be integrated with all aspects of the instructional program. Studies have shown that it takes 5-8 years for an ELL after the age of 12 to fully grasp CALP vocabulary. Those students who have been in the US for three years or less will be strongly advised to take their Regents and State tests in their native language. When considering State examinations, the patterns across the proficiencies and grades are that the students would benefit from taking content area tests in their native languages, or having the tests in their native languages available. They are still acquiring the English language; although they may understand the concepts, they do not match their native English language classmates.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 NYSESLAT data shows that our students are performing well on the test. Our students consistently make progress moving up in developmental language levels. Most students are scoring at the Expanding and Transitional levels, one student is scoring at the Emerging level, one student is scoring at the Entering level, and four of our students from 2014-15 have tested out of ENL. All but four ELL students in Channel View made gains in reading and all but five ELLs made gains in listening. The data also shows that all of the ELLs are struggling in writing and all but one ELL is struggling in speaking. As such we are still focusing on using authentic language, reading, and vocabulary to ensure students continue to progress in reading and listening, but we will put greater emphasis on creating opportunities for student writing and speaking. Additionally, we are working with all of the ELLs to increase their academic

vocabulary and provide the scaffolding needed to complete complex writing assignments with emphasis on citing evidence from the text to support a claim.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. 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?
    - Our students are scoring equally as well on tests in English and in their native language. Most of our students choose to take the tests in English because they are Transitioning or Expanding students. In addition, we have some students that speak languages where there is no translated test available for them.
    - Our school is using the periodic assessment to tailor instruction to meet the ELLs' academic needs. In addition, this information is used to create meaningful professional development for staff so that they will be familiar with instructional practices to help our students academically.
    - Our school is learning that targeted professional learning opportunities yield positive results however strong professional learning opportunities are needed for assistance not only to ENL students for also former ENL students.
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.](#)]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Channel View's ENL program consists of departmentalized ENL classes and content courses that infuse ENL strategies and native language supports. We have arranged students' schedules so that they can be with other students who speak their native language and we create collaborative tasks that target content area material and that can generate interactions in the student's native language with his or her peers. All lessons are enriched with academic English language development. Also, native language resources (libraries, texts, technology, primary resource materials) are available in the content area classrooms. We also provide additional digital resources that can accelerate learning.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - 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).  
We evaluate the success of our ELLs by measuring their academic growth throughout the year. We use Baseline assessments; Aquity results; MS state test results in ELA, Math, and Science; and NYS Regent Exam results. In addition, we use the NYC DOE Tasks, Quarterly Exams, Midterms, and Final Examinations that are created in our school. We track students in our ENL and Grade team Inquiry groups and monitor students using a variety of formal and informal assessments. We also use MOSLs to measure their AYP.

## 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.
- All students who are new to NYC Schools and enroll at Channel View School for Research go through the "Identification and Placement of ELLs" orientation process. This is a process that includes the following procedures. On day 1 the parents/guardians complete the Home Language Identification Survey (HLIS) with the ENL Coordinator or another trained pedagogue. The ENL Coordinator will conduct an informal interview with both the parent and the student. Using the information from both the HLIS and the face to face interview, the ENL Coordinator determines the student's status and eligibility for ENL and/or bilingual screening. If we determine that a language other than English is spoken in the child's home, then the ENL Coordinator will administer the New York State Identification Test for English Language Learners (NYSITELL) and Spanish Lab, if applicable, to the student. The test is administered by the ENL teacher within ten days of the student's enrollment. Those students who score at or below proficiency on the

NYSITELL become eligible for state mandated services for ELLs. Students who speak Spanish at home and score at or below proficiency on the NYSITELL are administered a Spanish LAB to determine language dominance. The test is administered by the ENL teacher with translation assistance from the Spanish teacher. This test will establish the student's English Proficiency level. After the NYSITELL is administered, the ENL Coordinator notifies the parent of their child's eligibility for services. If a student is not eligible for services the parent receives a Non-Entitlement letter. If a student is eligible for services, the parent receives an Entitlement letter, a Parent Survey, a Program Selection form and finally, a Placement letter. The Parent Survey and the Program selection form are completed at the ELL Parent Orientation meeting. If the family does not speak English, translation services will be provided. We have staff members that speak Spanish, Arabic, Polish, Russian, and Haitian Creole. If another language is spoken by the family, the ENL Coordinator will arrange for translation services through the translation unit.

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).  
Our school will ensure that all SIFE students are monitored. The ENL coordinator will utilize assessment data to ensure that progress is being made. This may result in professional learning opportunities by teachers or instructional and program adjustments made by the ENL teacher.
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).  
Our school will ensure that all IEP ELL students are identified and monitored. The ENL coordinator will collaborate with guidance department and IEP coordinator to ensure all of the students needs are met. This may result in professional learning opportunities by teachers or instructional and program adjustments made by the ENL teacher.
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 Coordinator mails the entitlement and/or non-entitlement letters home to each student after receiving the NYSITELL results. The ENL Coordinator keeps the letters on file in the school. Each year's letters are stored in separate files with the ENL Coordinator. In addition, all letters are scanned and saved.
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).  
Our school will follow the policy guide in the 2015 NYCDOE ELL Policy Guide. The ENL Coordinator will work with the Parent Coordinator to ensure that all parents are informed in writing about the ELL appeal process.
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.  
If the student is found eligible for ENL services, a trained pedagogue conducts the Parent Orientation Conference. The meeting takes place within ten days of entering the NYC school system. The parents will watch the Parent Orientation video and be given brochures which are provided in different languages. Being that the parent orientation video is viewed in the parent's/guardian's native language, all three program choices (Transitional Bilingual, Dual Language, and Freestanding ENL) are thoroughly explained. However, our ENL Coordinator is always available to assist in translating or answering any questions for the parents/guardians before or after viewing the video. In addition, Channel View School for Research has several staff members who speak Spanish, Polish, Arabic, Russian and Haitian Creole who are available to assist in translating in order for the parents/guardians to understand the information presented to them. If necessary, a translator can also be provided to facilitate the meeting. After all information is presented to the parents, they complete the Parent Survey and Program Selection form for their child. Channel View School for Research only has a Freestanding ENL program. If a parent chooses one of the other options we will honor the request when we reach the state mandated numbers for a bilingual program as outlined by CR Part 154. The ENL Coordinator will contact the parents both in writing and by phone if enough students are enrolled to meet the requirements for a TBE/DL program. If the parent prefers, we will contact another school that has the appropriate program and will help the parent transfer the child to a school with the program they requested. The ENL Coordinator reviews the HLIS, Parent Survey and the Program Selection Form for accuracy and parent signatures and gives them to the Program Office. The Program Office staff reviews the forms and places the student in the program selected by the parent. A Placement Letter in the parents' preferred language is given to the parents/guardians notifying them of the student's placement.
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.  
Our school will follow the policy as per CR Part 154.2. The ENL Coordinator will work with the Parent Coordinator to ensure that all parents of ENL students receive these letters. The letters are stored in the ELL binder. The ENL Coordinator will ensure this is completed.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our school will follow the policy guide in the 2015 NYCDOE ELL Policy Guide. The ENL Coordinator will work with the Parent Coordinator to ensure that all parents of ENL students receive the Parent Survey and Program Selection. The letters are stored in the ELL binder. The ENL Coordinator will ensure this is completed.

9. Describe how your school ensures that placement parent notification letters are distributed.  
The ENL Coordinator mails the placement letters home to each student after the ELL Orientation. The ENL Coordinator keeps the letters on file in the school. Each year's letters are stored in separate files with the ENL Coordinator. In addition, all letters have been scanned and saved.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL Coordinator mails the entitlement and non-entitlement letters home to each student at the beginning of the year. The ENL Coordinator keeps the letters on file in the school. Each year's letters are stored in separate files with the ENL Coordinator. In addition, all letters have been scanned and saved. The ENL coordinator also keeps the Home Language Surveys on file in the 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.  
Using the RLAT report, all students eligible for the NYSESLAT are identified. To ensure that the NYSESLAT is administered to all eligible students in accordance with NYS testing regulations, the Testing Coordinator and ENL Coordinator hold a meeting to plan the testing procedures for each part of the NYSESLAT. Following the NYSESLAT administration manual, the Speaking, Listening, Reading and Writing part of the NYSESLAT is administered within the assigned dates. The Testing Coordinator follows the timeline required for NYSESLAT administration and schedules blocks of testing time for each section of the exam for both middle school and high school. Licensed ENL and English teachers administer the NYSESLAT to all eligible students. To ensure safety of the exam, each teacher returns their material daily and they are locked in the Testing Office. Also, every teacher signs when they pick up and return their material as advised in the administration manual. Finally, our students are given a report after the NYSESLAT is scored so they can see how they performed on each skill. These reports are given to the students by their teachers. A copy of each student's score is also mailed to the parents in order for them to see if their child is still eligible to receive ENL services.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ENL Coordinator mails the continued entitlement letters home to each student at the beginning of the year based on the NYSESLAT results. The ENL Coordinator keeps the letters on file in the school. Each year's letters are stored in separate files with the ENL Coordinator. In addition, all letters have been scanned and saved.
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).  
Over the years, all Channel View School for Research parents of ELLs have all selected ENL as their program choice. Our program is aligned with all parent requests for the years.

## 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.  
Channel View School for Research has a Departmentalized Educational program with both a Standalone and Integrated Freestanding ENL program. For Middle School, Entering and Emerging ELLs receive at least 360 minutes of Standalone and Integrated ENL instruction per week, Transitioning ELLs receive at least 180 minutes of Integrated only or Integrated and Standalone ENL instruction per week, and Expanding ELLs receive at least 180 minutes of Integrated ENL Instruction per week. For High School, Entering ELLs receive at least 540 minutes of Standalone and Integrated ENL instruction per week, Emerging ELLs receive at least 360 minutes of Standalone and Integrated ENL instruction per week, Transitioning ELLs receive at least 180 minutes of Integrated only or Integrated and Standalone ENL instruction per week, and Expanding ELLs receive at least 180 minutes of Integrated ENL instruction per week. Standalone ENL instruction is delivered by a K-12 certified ESOL teacher and Integrated ENL instruction is delivered by a K-12 certified ESOL teacher with a 7-12 certified content area teacher. The students are grouped homogeneously in their ENL classes based on age (Middle School or High School) and their proficiency levels.
  - 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)?  
The ENL teacher creates a program for each student ensuring that the mandated minutes of instruction are met. Classes meet for approximately 45 minutes during the 5 day school week. ELLs also receive Integrated ENL instruction in their Regents level English class. In addition, the students can attend a 50 minute extended day program five days a week and a Saturday Academy Program that meets for four hours.
3. Describe how 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.  
Content area subject matter is taught by licensed teachers. Teachers use performance data to gauge student progress and plan instruction. The content area teachers use this data to group like students for tailored learning activities or to pair students at different proficiency levels in class. Teachers employ many ENL techniques to scaffold content. All four modalities Reading, Writing Speaking, and Listening are emphasized. All teachers use Core Standards as a guide to assessment. This year the emphasis is on reading informational text and writing argumentative essays Teachers use the SIOP model to scaffold not only content objectives but also language objectives. ENL strategies that are used to deliver comprehensible input include sentences starters, sequencing, various vocabulary building strategies, word walls, activating prior knowledge and SQ3R. Beginner English students are allowed to use their native language as a means of accomplishing a task. The ENL teacher helps support the content area teacher by using the content area textbooks, notes, and review materials and supplements them with a variety of graphic organizers tailored to the lessons, hands on material, realia, visuals, flash cards, and computer programs to help the ENL students better understand the content area material and vocabulary. The Channel View School for Research staff uses a variety of strategies to meet the needs of our ELL students. The teachers use modeling, bridging, contextualization, schema building, text re-presentation, and metacognition to deliver sound a educational program that fosters both ENL and academic development and success.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Students are provided with testing materials in both English and their native language when available.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Channel View School for Research uses a variety of formal and informal evaluations throughout the year including Acuity, MOSLs, benchmark assignments, and NYSESLAT and Regents examinations. The ENL students also take the NYSESLAT acuity test. Students are evaluated both formally and informally in all content area classes and by the ENL teacher weekly. The ENL teacher and the ELA teacher also monitor student progress using data from Achieve3000. Listening and Speaking evaluations are done in ENL with the ENL teacher. Students are given regular opportunities to practice these skills and are evaluated both informally or formally on a weekly basis.
6. How do you differentiate instruction for 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

The ENL program at Channel View School for Research is provided with a comprehensive core curriculum and a balanced approach to literacy, including high quality instructional practices that facilitate academic excellence for ELLs. Data is used to improve teaching and learning. In addition, research based coaching and teaching strategies are used to support the students' learning.

a. The goal for the educational program for SIFE students is to help them gain the literacy and academic skills they need to be successful in school. The SIFE students focus on literacy skills, English language acquisition, and content area knowledge. The students acquire this information through small group instruction throughout the day, ENL services, and an extended day program.

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

c. For developing ELLs, we offer Credit Recovery classes, and Academic Intervention through tutoring after school, on Saturday, and during the school day. We also program with flexible scheduling in mind. Some classes are offered before the regular school day and after the regular school day. We also program identified students for Regents Preparation classes to help them graduate on time.

d. Long Term ELLs receive differentiated teaching strategies to support their access to the content. Planning for each lesson includes analysis of the language demands of the content being taught, which leads to precise language objectives. Active student engagement and oral academic vocabulary is a focus in classrooms with LTEs.

e. Our former ELLs receive at least one period of transition services and receive time and half testing accommodations for 2 years.

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.

The school will follow the 2 phases in the 2015 NYCDOE ELL Policy Guide. Upon receipt of a written request the school must initiate a review of the ELL status determination and make a decision. This will be done within ten days of receipt of the letter. The law requires that between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review 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 a qualified staff member 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 must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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?

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

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?

All ELLs are given a differentiated curriculum to meet their specific needs. The goals of the ENL program are to provide academic content area instruction using ENL methodology and teaching strategies by using native language support to make content comprehensible. The ENL teacher teaches ENL strategic instruction, and helps ELLs meet or exceed state standards. A plethora of strategies and techniques are utilized to make language and content-based learning comprehensible to learners. These strategies include using differentiated and integrated instructional techniques. Teachers have content, as well as linguistic, objectives for each class, using scaffolding concepts (graphic organizers, writing templates, pre-learning, during-learning, and post-learning activities, small group and pair work), activating prior knowledge, linking new learning to past, reinforcing key terms and vocabulary (word walls, note-taking techniques, keeping journals), highlighting functional language in context, adapting materials to make them more comprehensible, promoting critical thinking skills, providing summaries of lessons, using

Chart outlines, bringing realia to class, using technology in the classroom (the Internet, SmartBoards, overhead projectors), and using collaborative and cooperative learning activities (including various forms of group work). Strategies are also used to provide students with opportunities to use the language for meaningful exchange and negotiation of meaning. Some of these strategies are using hands-on activities, using technology and visual as well as aural materials, using demonstrations, practicing language, encouraging student participation and presenting information in class (presentations), completing projects (project-based and thematic activities), doing Constructivist type reading and writing activities (using reading strategies, e.g., prediction, questioning the text, making connections, visualizing, predicting, summarizing) and other meaningful, relevant, and engaging tasks. The free-standing ENL program classes are taught by certified ESOL teachers who are trained in using an array of second language teaching methods and techniques as mentioned above. An important teaching goal is to have students pass the NYS Regents in English. Therefore, instruction is guided by the NYS standards and aimed at passing the English Regents as well as other Regents exams. For example, students are taught how to read and write critically, analyze data, discuss literary elements, read a text and take a position and defend it using evidence from a text or elsewhere, and so forth in all content area classes as well as the English classes. Language Arts is taught using both English and ENL methodologies.

**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*
Chart					
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

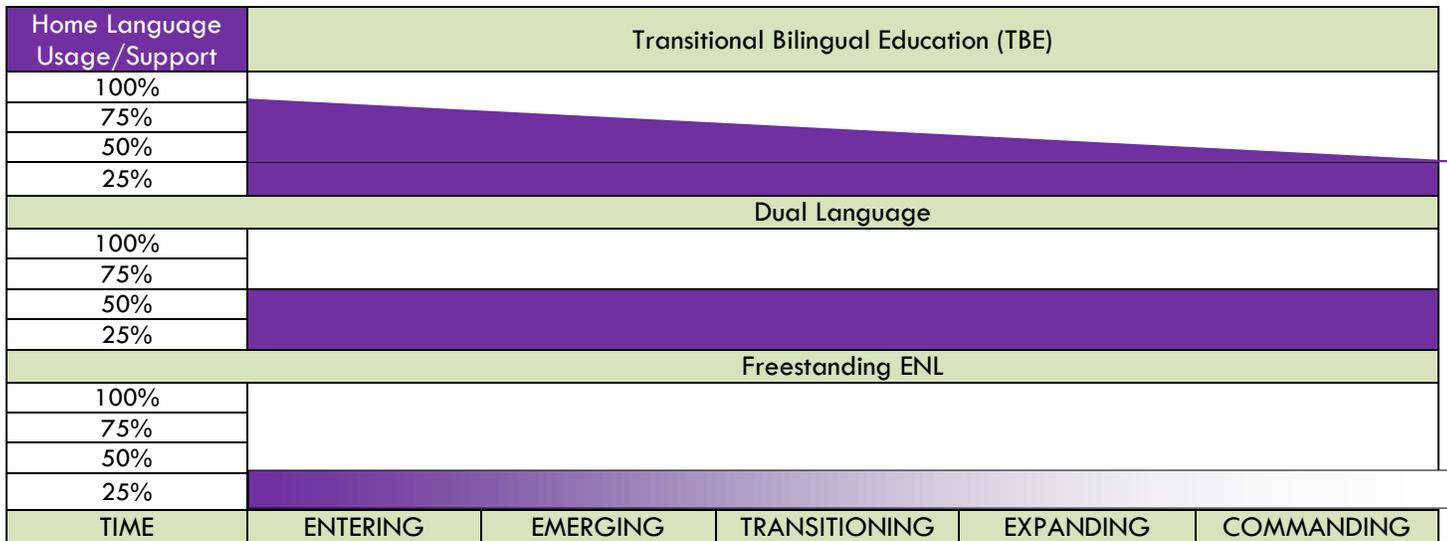


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Channel View School for Research has a number of different intervention services. Teachers use academic data to determine the needs of students. This includes state tests, aquity, formal and informal assessments, and classroom observations. Teachers in all subject areas offer interventions within the classroom setting by grouping, small group instruction, and scaffolding the material to meet individual students needs. In addition, Channel View School for Research offers students the opportunity to attend lunch tutoring, and small group AIS instruction in all subject areas. We also offer Extended Day instruction and a four hour Saturday Academy. Students also receive literacy instruction using the Achieve3000 program in both ENL and ELA. We are an Expanded Success Initiative School that creates culturally responsive education programs to increase black and latino males' success in school. Channel View continues to give transitional support for ELLs reaching proficiency on the NYSESLAT. We offer College Preparation and College Application classes to assist them in getting ready for college. They are given extended time during Regents exams and are allowed to use bilingual glossaries. In addition, students at this level often take Colllege Now classes which give them a head start and allow them to become better prepared when they get to college.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our program is very effective. Our students are showing improvement in both their reading and listening skills as evidenced by Achieve3000 data, improvement on the NYS Middle School tests, NYS Regents Examination results, NYSESLAT scores, and our ELL graduation rate.
12. What new programs or improvements will be considered for the upcoming school year?  
We are continuing to create culturally responsive educational programs in conjunction with our ESI initiative.
13. What programs/services for ELLs will be discontinued and why?  
We have not discontinued any programs this 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 access to all school programs. Our Student Government, Athletic teams, and CFO programs are comprised of ELLs, former ELLs, and non ELL students.
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.  
A variety of instructional materials are used to support ELLs. The students use print material such as novels, short stories, poetry, plays, newspaper and magazine articles, the Milestones ENL leveled textbook series and workbooks, computer programs for language acquisition, the Internet, realia, flash cards, and graphic organizers. All ENL students are enrolled in the Achieve3000 reading program. Each of these instructional materials are chosen at the appropriate level for each subgroup and ENL level. Many of the materials are designed on multiple levels (such as the Milestone textbook series and Achieve3000), if the materials aren't leveled, the ENL teacher chooses both teaching and support materials that are appropriate for each student's individual needs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Textbooks, newspapers, Internet, laptops, language translators, Smartboards, and Elmos are all use to support ELLs. In the content ara, teachers use textbooks in English and bilingual textbooks and workbooks. They also use bilinugal glossaries, wordwalls, and visuals to make the content accessible and enhance English language learning.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Students are scheduled for content area classes according to their grade level. ENL classes are based on the student's proficiency level and grade level.
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).  
Channel View School for Research offers a Summer Bridge Program and orientation program to help students prepare for middle and high schoool. They meet other students, teachers and other Staff as well as recieve academic instruction in Math and ELA, as well as time with an advisory group to deal with the socvial and emotional challenges of entering a new school. Throughout out the year they are provided with an advisory poeriod where they will be programmed with other ELLs and FELLs in their language. The Parent Coordinantor, DeShawn Mason will reach out to the parents of ELLs andd FELLs to ensure everyone is kept up with the students progress. Tuesday mornings the staff will enage in parent/guardian communication. The ENL Coordinator, Maxine Rauth will moinitor this.
19. What language electives are offered to ELLs?  
Channel View School for Research offers Spanish as a foreign language.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The plan for professional development for all ELL personnel at Channel View School for Research includes the following:  
The ENL teacher attends quarterly ENL training and attends monthly CFN 611 network meetings for ENL. The ENL teacher also attends various Professional Development sessions that are offered by the NYC DOE Office of English Language Learners. The ENL consultant from the CFN conducts monthly visits and provides professional development on ELL practices.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Channel View School for Research offers Professional Development and Common Planning every Monday afternoon where rigorous, research based professional development is provided that includes strategies to support ELL and special education students. One aspect of these meetings is to provide all the staff, including guidance counselors and para-professionals, with the opportunity to review regulations, student achievement data, and to implement the best practices for our ELL students. In addition, all teachers participate in interdisciplinary teacher teams that also meet every Thursday. Teachers discuss student work and utilize data in order to make necessary adjustments in pedagogical strategy so all students can move forward. Teachers use the teacher teams to collaborate and share strategies and methodologies exclusively for the ENL student. Also, our staff attends weekend institutes and outside workshops. Much of our ELL professional development has focused on learning about the best scaffolding techniques and strategies for significant ENL and academic development. The staff has received training on Common Core, the new teacher evaluation system, and teacher effectiveness. On Professional Development days, teachers are trained on how to gather and use data to guide them into differentiating instruction in the classroom. They also participate in various workshops that foster English language learning including:
  - supporting teachers in facilitating the incorporation of the media center as an instructional tool
  - the Sheltered Instruction Observation Protocol (SIOP Model)
  - creating curricular maps and units embedded with the Common Core Standards
  - incorporating technology (Elmos and Smartboards) in the classroom
  - turnkey and implementation of the strategies of the Interdisciplinary Committee
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Channel View School for Research offers a Summer Bridge Program and orientation program to help students prepare for middle and high school. They meet other students, teachers and other Staff as well as receive academic instruction in Math and ELA, as well as time with an advisory group to deal with the social and emotional challenges of entering a new school. Throughout the year they are provided with an advisory period where they will be programmed with other ELLs and FELLs in their language. The Parent Coordinator, DeShawn Mason will reach out to the parents of ELLs and FELLs to ensure everyone is kept up with the students progress. The ENL Coordinator, Maxine Rauth will monitor this.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
The school provides training to staff members to gain an understanding of how to differentiate instruction to meet the needs of the ELL population using the SIOP model and gives information on current bilingual educational research for effective bilingual practices. There is also training provided for pedagogues interacting directly with parents during the orientation process. Through professional development, staff members need to deeply understand the programs offered by the school and the options that the parents have for their youngsters. Non-ENL teachers participate in various workshops to learn strategies to incorporate English acquisition methodologies into their daily lessons. This data, agenda, sign in sheets and other documents will all be logged in our professional development binder.

### C. Parental Involvement

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

The ENL coordinator will plan and meet with parents of all ELL and FELL students annually. This information will be disseminated through phone calls and mailings.

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.

These meetings agendas and results will be logged into the ENL binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

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

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

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

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

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

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

### D. Additional Information

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

Paste response here:

## **Part VI: LAP Assurances**

School Name: Chan

School DBN: 27Q262

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)
Denise K. Harper-Richardson	Principal		1/1/01
Craig Dorsi	Assistant Principal		1/1/01
DeShawn Mason	Parent Coordinator		1/1/01
Maxine Rauh	ENL/Bilingual Teacher		1/1/01
Kathy Ryan	Parent		1/1/01
Allison Friedman	Teacher/Subject Area		1/1/01
Katherine Morales	Teacher/Subject Area		1/1/01
Keri Walsh	Coach		1/1/01
Luz Allesandri	Coach		1/1/01
Dana Rokeach-That	School Counselor		1/1/01
Kathy Refield-Pelles	Superintendent		1/1/01
Jocelyn Santana	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **27Q262**

School Name: **Channel View School for Research**  
Superintendent: **Kat**

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

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

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

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

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

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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.

Upon registration parents are provided the Home Language identification Survey. The Pupil Accounting Secretary goes over the form and if the parent does not speak English and doesn't understand the form the ENL teacher is contacted. The ENL teacher remedies this by having the survey interpreted. Once the form is filled out ATS is updated and translation and interpretation services are provided.

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.

The following families need translation and interpretation services: 10 Spanish, 1 Bengali and 1 Arabic.

### Part B: Creating a Communications Calendar

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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.)

Mission Statement, Vision Statement, Outward bound Design Principles, CVSR 15 Words to Live By, Student Led Conference and Passage Information, Trip and Fieldwork Information, Parent Notices, Lunch Forms, Student and Family Handbooks, The Discipline Code, Parents Bill of Rights, Parents Guide to Language Access, Parent Engagement Meetings on Tuesday mornings, and Other Parent Meeting Information

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.

Back to School Night, Student Led Conference Information, Passages Information, Parent/Teacher/Guidance/Dean Meetings, Attendance Meetings

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

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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.

All documents and conversations that will need translation and or interpretation will go through the ENL teacher. The ENL teacher will coordinate within the school, and with The Translation and Interpretation Unit if necessary.

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.

Spanish and Arabic translation and interpretation is on site as well as any phone conversations. Any Bengali translation has to be done through the Translation and Interpretation Unit.

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

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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.)

The ENL teacher will provide professional learning opportunities to the entire staff as well as parents and families during a PTA meeting.

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

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

### Checklist of Notification Requirements

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

All parents that require language assistance will be provided the following documents: Welcome Poster, Parents Bill of Rights, Parents Guide to Language Access, Language ID Guide.

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

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

The Parent Survey as well as informal data collection tools will help CVSR provide the best language and interpretation services to our families. Weekly meetings with the ENL teacher and the Assistant Principal will ensure that all necessary services are being provided in the best and most meaningful way.