



**CULTURAL ACADEMY FOR THE ARTS & SCIENCES  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 18K629**

**ADDRESS: 5800 TILDEN AVENUE, BROOKLYN, NY 11203**

**TELEPHONE: 718-968-6630**

**FAX: 718-968-6635**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 18K629      **SCHOOL NAME:** Cultural Academy for the Arts & Sciences

**SCHOOL ADDRESS:** 5800 Tilden Avenue, Brooklyn, NY 11203

**SCHOOL TELEPHONE:** 718-968-6630      **FAX:** 718-968-6635

**SCHOOL CONTACT PERSON:** Diane Varano/Peter Sacca      **EMAIL ADDRESS:** DVarano@schools.nyc.gov;  
PSacca@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Peter Sacca</u>
<b>PRINCIPAL:</b>	<u>Diane Varano</u>
<b>UFT CHAPTER LEADER:</b>	<u>Deirdre Deloatch</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Marie Mohan</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>Farid Adenuga and Claudio Beckford</u>

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 18      **CHILDREN FIRST NETWORK (CFN):** ICI

**NETWORK LEADER:** Jayne Godlewski

**SUPERINTENDENT:** Amiee Horowitz

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Diane Varano	*Principal or Designee	
Deirdre Deloatch	*UFT Chapter Chairperson or Designee	
Marie Mohan	*PA/PTA President or Designated Co-President	
Kristen Ward	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Farid Adenuga Claudio Beckford	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Peter Sacca	Member/AP/SLT Chair	
Paulette Baptiste	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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*Cultural Academy for the Arts and Sciences (CAAS), a lab school for the National Educator Program, provides increased and comprehensive learning opportunities for all students.* CAAS provides a personalized learning environment that provides equal access to academic success under an umbrella of support. The academic program and the organizational structure of our school are designed to promote building positive and supportive relationships that include advisories, embrace student diversity in learning and culture, and encompass rigorous academic engagement and data-driven instruction, while building bridges to post-secondary education and the world of work. We are committed to the principles of youth development and guiding students to take control of their lives to develop the continued resilience and stamina it takes for students to succeed in college and their future endeavors.

CAAS emulates a college campus with a hierarchy of support that includes college and national partnerships, building upon an academic plan that creates a pipeline to advanced placement, higher education and the job market. In this setting, students will declare a major in their interest and undertake a solid curriculum that will address their academic needs, receive guidance and counseling, take part in career exploration internships and prepare for the responsibilities and opportunities associated with college and career. Our school has an Arts Academy with a beginning career academy in the culinary arts (VTEA) and a Sciences Academy with a beginning career academy in Law (VTEA). The Sciences Academy also has NFTE Entrepreneurship and next year we will offer the Virtual Enterprise Program.

Our classrooms are inviting, motivating student discovery and are designed to include and foster academic vigor and differentiation towards attainable achievement. The classroom design will serve to inspire the free exchange of ideas, thus allowing the students to nurture each other's intellect, immersed in the depth of ideas, and cause a deep bond between peers and their educators. Students take an active leadership role and responsibility in their learning and academic progress. The work will guide students in acquiring the skills of self-monitoring and managing learning.

*CAAS provides expanded choices and educational opportunities for parents and students.*

Consistent with the school's commitment to provide an academically rigorous, college preparatory education to a diverse population, school staff strives to personalize education for each student, their parent or caretaker. All members of the school community get to know one another through an academy model. CAAS has Teacher Action Teams that create Academic Education Plans for each student and works to develop academic and guidance programs, in addition to organizational structures that provide an array of educational opportunities and supports. These include, but are not limited to, "House" (Advisories)\*; College Now Program; Law, Entrepreneurship and Politics, Arts and Culinary Arts; Bright Promise/New Opportunities Program; Wilson Reading; Peer Mediation, clubs and activities, family workshops and gatherings in addition to campus-wide intramurals and activities.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	Cultural Academy for the Arts & Sciences				
<b>District:</b>	18	<b>DBN #:</b>	18K629	<b>School BEDS Code:</b>	331800011629

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> 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 type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K						89%	85.2%		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3							98%		
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7						76%	90.5%		
Grade 8									
Grade 9		84	55	<b>Students in Temporary Housing: Total Number</b>					
Grade 10			105	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11						3	4		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total						3	12		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes		0	0	Principal Suspensions		11	28		
No. in Collaborative Team Teaching (CTT) Classes		12	15	Superintendent Suspensions		1	1		
Number all others		0	13						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
# in Trans. Bilingual Classes		0	0	CTE Program Participants (Currently, we have VTEA)		0	41
# in Dual Lang. Programs		0	0	Early College HS Participants			
# receiving ESL services only		3	12	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs		0	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
<b>Overage Students: # entering students overage for grade</b> (As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b> (As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school		100%	100%
American Indian or Alaska Native		0	1	Percent more than two years teaching in this school		100%	100%
Black or African American		74	135	Percent more than five years teaching anywhere		NA	NA
Hispanic or Latino		8	20				
Asian or Native Hawaiian/Other Pacific Isl.		1	2	Percent Masters Degree or higher		86%	73%
White		0	1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100%	100%
Multi-racial		1	1				
<b>Male</b>		45	77				
<b>Female</b>		39	83				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

### Key: AYP Status

√	Made AYP		Did Not Make AYP		Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
Overall Letter Grade		Overall Evaluation:	Proficient
Overall Score		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit		Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

\*We are a new school and do not receive scores or grades until we have a graduating class.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

- Inquiry Team developed subgroups by grade level, allowing for a more focused approach to address student needs across the curriculum. As a result, CAAS currently has three main Teacher Action Teams: 1 Inquiry Team; 2 Grade Teams and 2 AEP (Academic Education Plan) Teams. Teacher Action Teams worked together, targeting students' needs by grade in order to design and analyze interventions for improvement.
- All staff members participated as part of Academic Educational planning teams by grade in which individual student goals and benchmarks were identified. Students who conferred with members of their AEP teams were twice as likely to reach their academic goals as those students who did not.
- The AEP Teams worked to develop a concrete system for creating the Academic Education Plans for each student at CAAS. This process will be formalized next year where students will be involved in initially setting goals on their AEPs with their teachers. CAAS has also begun a process to triangulate data to verify our educational decisions, goals and benchmarks for each student. This process will be ongoing.
- Towards the latter part of this school year, teachers worked with staff developers on strategies for improving all students' access to academic language.
- All staff are programmed for three common planning blocks each week as part of a comprehensive program of staff development; student analysis, assessment and planning (in addition to Inquiry Team ARIS and Student Intervention Team biweekly). As a result of this system, students have demonstrated academic and maturational progress during this school year.
- Students who receive supplemental services, e.g. Bright Promise, Wilson Reading, etc., have shown improvement in passing grades.
  - Students, who had the opportunity to choose their supplemental class, were more successful than those students who were assigned.
  - Inquiry Team work with staff, using an interdisciplinary approach, has increased literacy potential.
  - 81% of our students either maintained their progress in their new grade or increased their rubric level on the Integrated Algebra Regents exam as compared to their NYC 8<sup>th</sup> grade math test scores.
  - Overall student passing rate for tenth grade increased from 81% at the beginning of the school year to 86% at the end of the school year.
  - Overall student passing rate for ninth grade maintained 62% despite the fact that 80% of incoming freshmen scored below level on their 8<sup>th</sup> grade state exams.

- Student incidents were kept to a minimum, with guidance intervention collaborating with security in order to be more proactive and student involvement in defusing and resolving issues. Most incidents were Level 1 and 2 with the exception of 5 and by February 2010, there were no significant incidents. By April 2010, there were no additional incidents.
- Most students have shown evidence of acclimating to school rules, accountability/expectations and culture.
- Most students demonstrated increased maturation levels, building self-esteem and taking leadership roles in our school.

#### Significant Aids

- The staff has built a strong team and takes ownership of the vision, systems and culture of our school.
- The high level of professional development provided by administration, our national partner, and ICI.
- The provision of leadership opportunities for both students and staff.

#### Barriers/Challenges:

- Our school's poverty rate has increased to 90.5%.
- 80% of our incoming freshmen scored in Level 1 and 2 range in English and Mathematics in the eighth grade.
- 9% of our student population (ESL) scored at the beginner level in language proficiency.
- There is a considerable need for reading comprehension and writing skills support for a large portion of our student population.
- AIS funding is not adequate and not aligned with students' academic needs.
- The need for more parent involvement.

#### **English Language Arts**

##### Performance Trends/Accomplishments:

- In ELA, the in class test passage rate has increased from 60% to 75%.
- Our students' reading comprehension has improved due to an increase in vocabulary knowledge and increased inference skills.
- There has been an increase in essay writing skills based on the periodic assessment exams.
- Student engagement and motivation has increased through cultural projects and interdisciplinary work.
  - Cultural Fair
  - Interdisciplinary work in social studies and English classes.
- Students have learned to self-reflect and critique their work through Multiple Intelligence projects that focus on addressing different learning styles (also based on data from the Kaleidoscope Profile).
- Common planning blocks have enabled our staff to develop support systems for student achievement both academically and socially.

##### Significant Aids:

- Bright Promise Program
- Wilson Reading Program
- Imagine Learning Computer Program
- Rosetta Stone Computer Program
- Tutoring

- 9<sup>th</sup> and 10<sup>th</sup> grade Inquiry Team work
- Curriculum integration across disciplines

Barriers/Challenges:

- Some of the barriers to success include students who continue to have poor attendance despite interventions.
- Students who do not attend any tutorial services that are offered will hinder their chances of success.
- 90.5% poverty rate
- Deficiencies in literacy and writing skills: 80% of incoming 9<sup>th</sup> grade students scored below level on their 8<sup>th</sup> grade exam in English. An additional 9% were ESL students who scored beginner level in language proficiency.

**Mathematics**

Performance Trends/Accomplishments:

- Students are completing more homework assignments
- The student passing rate has increased in the last semester: 48% improved to 80%.
- The 9<sup>th</sup> grade CTT students' math scores have steadily improved throughout the school year.
- There has been a steady increase in overall 9<sup>th</sup> grade student motivation to learn mathematics and to pass the regents exam.
- Attendance in the after-school tutoring classes has increased by 50%.
- 55% of our student population passed the Integrated Algebra Regent's exam in June despite the fact that 80% of the entering ninth grade population scored Level 1 and 2 on the State Mathematics exam. This includes our special education population and 2/3 of our ELL population.
- Common planning blocks have enabled our staff to develop support systems for student achievement both academically and socially.

Significant Aids:

- Bright Promise Program
- Regents preparatory tutoring
- Staff Commitment

Barriers/Challenges:

- 80% of the incoming 9<sup>th</sup> grade students performed below grade level on their 8<sup>th</sup> grade math exams
- Better funding needed for student academic intervention services, summer school and credit recovery program.
- We need more parental involvement.

**Social Studies/U. S. History**

Performance Trends/Accomplishments

- The work with the 9<sup>th</sup> grade Inquiry Team increased multiple choice test scores to textually-based questions.
- Interdisciplinary work on cultural projects increased student engagement in Global Studies.
- The Cultural Festival increased global awareness among students within our school

- Students came to CAAS with limited literacy skills. Support systems that were put in place have demonstrated a potential for literacy development.
- Students came to CAAS with limited economic literacy skills, including knowledge of our financial and market system; however, by the end of the school year most students developed the foundation of knowledge in economics and demonstrated an 80% passing rate. Our school is the model program for NFTE\*.
- Common planning blocks have enabled our staff to develop support systems for student achievement both academically and socially.

Significant Aids:

- Inquiry Team
- Bright Promise Program
- Cultural Festival
- Regents preparatory classes
- Staff commitment
- Interdisciplinary work across subject areas
- \*NFTE (National Foundation for Teaching Entrepreneurship)
- Teach America Grant

Barriers/Challenges:

- Deficiencies in literacy and writing skills as described above.
- Immigrant students need extra support to understand American history and culture.
- Entering students begin school less motivated to learn social studies.
- Major budget cuts of approximately 80% for the NFTE Program due to the decrease in corporate contributions.

**Science/Living Environment**

Performance Trends/Accomplishments:

- Ninth grade project on studying the human anatomy where students created models of body systems and taught lessons on the systems they mastered increased their motivation and responsibility for learning science.
- Tenth grade work with technology and multiple hands-on class projects, e.g. active role-play of the solar system and ocean study.
- Common planning blocks have enabled our staff to develop support systems for student achievement both academically and socially.
- Our students have demonstrated an increase in maturity and coping mechanisms that enabled them to become more responsible for their science learning and less science phobic.

Significant Aids:

- Bright Promise and tutoring opportunities
- Regents preparatory classes
- Teacher opportunities for professional development both inside and outside of school.

### Barriers/Challenges:

- Deficiencies in literacy and writing skills as described above.
- Entering students begin school less motivated to learn science.

### **Foreign Language/Spanish**

#### Performance Trends/Accomplishments:

- Overall improvement in engagement and passing percentages.
- Focus on writing through tenth grade Inquiry Team.
- Improvement in listening skills throughout the school year.
- Creative class project to promote language acquisition; e.g. want ads.
- Common planning blocks have enabled our staff to develop support systems for student achievement both academically and socially.

#### Significant Aids:

- Inquiry Team work
- Tutoring
- Staff Commitment

### Barriers/Challenges:

- Students are reluctant to speak a new language in class.
- Students are unmotivated to learn a second language.

### **Physical Education**

#### Performance Trends/Accomplishments:

- Teacher designed and implemented Boot Camp Training for students to learn to develop and manage their individual physical fitness programs. Students were motivated to take a leadership role in their physical fitness.
  - Students are taught about their Maximum Heart Rate, Resting Heart Rate, and how to take their Heart Rate after working out.
  - Students are taught about the different fitness zones, such as a healthy workout zone, a dangerously high workout zone, and the zone that is not beneficial at all.
- Students are shown how success comes from teamwork and communication rather than yelling and arguing.
- Interdisciplinary work across various subject areas.
- Common planning blocks have enabled our staff to develop support systems for student achievement both academically and socially.

#### Significant Aids:

- Campus athletic field and track
- Physical Education Equipment

- Fitnessgram
- Heart Rate Charts
- Common planning blocks allow for interdisciplinary planning. Example- Math (scoring), English (activity terms as well as muscle groups).

Barriers/Challenges:

- Some students are physically disabled; their gross motor skills haven't developed fully.
- Some students are so out of shape it's hard for them to walk or jog at a slow pace.
- Some students are not motivated to take physical fitness classes.

**SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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**Overall Annual Goals**

1. Staff will continue to have common planning blocks built into their schedules to further develop the systems for personalization implemented, learning to set SMART goals and benchmarks, analyzing student process and progress and revising when necessary. As a result, 75% of our teaching staff (including 9 additional staff members) will show evidence of their understanding and use of the practice of data-driven planning and implementation as described in our goal. Students will develop an understanding of their learning goals through documented conferencing using individual Academic Education Plans. Students will demonstrate participation in their progress through documented teacher and student steps towards achieving their learning goals. Since our lowest Regents exam statistics were in science, as a result of this work, Regents score in science will improve by 7.6%. This result will also show an improvement in credit accumulation for students who did not previously pass their science exams.
2. CAAS will expand on personalization and support systems from the previous school year that address student academic, social and emotional needs in order to continue to promote student achievement and credit accumulation. As a result of our support programs, which include the Bright Promise Program, New Opportunities Program and Wilson Reading Lab, at least 70% of the students will accumulate a minimum of 10 credits at the end of grade 9, as a result of student support systems in place that address academic, social and emotional needs. 15% will earn at least eight credits by the end of grade 9. At least 75% of the students in grade 10 will accumulate a minimum of 12 credits at the end of grade 10 as a result of the student support and recovery systems in place that address academic, social and emotional needs. 15% will earn at least 10 credits by the

end of grade 10. Additionally, as a result of student support systems, less than 12 level 4-5 incidents will occur as a result of 00RS data for the 2010-2011 school year.

3. Work with newly hired Parent Coordinator to expand communication with parents and increase their participation and capacity to assist in their children's learning and track progress towards attaining goals. The Parent Coordinator will reach out to parents on a regular basis, working to be actively involved at school, parent and student meetings and include discussions about student goals. He will work specifically with parents of CAAS' lower third student population. As a result, this identified target group of students will accumulate the appropriate credits to be promoted to the next grade. If the Parent Coordinator works to improve parent involvement of CAAS's lower third, then student academic outcomes and attendance will improve in ratio to the percentage of parent involvement. The Parent Coordinator will work to inform as many parents as possible about the ARIS Parent Link. As a result, we will see a 5% improvement in parent use of the ARIS Parent Link.
4. CAAS professional development will continue to build collaboration, leadership capacity, as well as promotes mastery of using data analysis systems to drive curriculum planning, determine appropriate learning goals and implement interventions for students who are struggling as well as students who are successful. Staff development will be transferable to various contexts, e. g., parent teacher conferences, disciplinary conferences, teacher-student communication, teacher-teacher communication, etc. School will continue to improve how staff analyzes teaching and learning styles using the Kaleidoscope Learning Profile, which measures sensory styles, perceptual styles and temperament styles. It will be administered to 100% of staff and students to develop insight into staff and students thinking, learning and working styles as a means to differentiate instruction and drive lesson planning. By the end of the school year, new staff will be able to understand and implement this process. As a result of professional development, teacher action teams (academy teams) in collaboration with the Inquiry Team, will analyze and assess student work according to rubrics for the improvement of skills set for this school year, which include inference skills in 9<sup>th</sup> grade, informational writing in the 10<sup>th</sup> grade and persuasive writing skills in the 11<sup>th</sup> grade. As a result, there will be a 70% pass rate for the U.S. History Exam and the upcoming ELA Regents Exam.

### **English Language Arts Annual Goals:**

- 10% more students will have decoding skills over the current number
- 70% ELA Regents passage rate for our third year.
- 5% increase in attendance rate overall
- 10% increase attendance rate individually for those students with below 90% attendance by the end of the 2<sup>nd</sup> year.
- 60% of students needing Wilson Reading will be serviced. Students will be tested to see if they pass to the next Wilson Reading level. The other students who do not take Wilson will receive tutorial services.
- Imagine Learning will be implemented for students to receive reading support in addition to the Wilson Reading Lab.
- Rosetta Stone will be implemented for our ELL students.

### **Mathematics Annual Goals**

- 5% increase in the number of students that pass the Integrated Algebra Regent's exam in the 2010-2011 school year.
- 5% increase in student passing rate for mathematics.

**Science Annual Goals**

- An increase of 7.6% passing percentage for both grades in the sciences.
- 5% increase in the number of students that pass the Living Environment Regent’s exam in the 2010-2011 school year. (There will be a 20% increase in the time devoted to student support and Regent’s preparatory activities.)

**Social Studies Annual Goals**

- An increase of 10% for the incoming ninth grade cohort in the NYS State U.S. History Regents.
- An increase of 10% passing percentage for both grades in U. S. History and Global History respectively.

**Foreign Language Annual Goals**

- 7% increase in student passing rate for Spanish

**Physical Education Annual Goals**

- Fitnessgram- Students will increase in at least one category by next year.
- Students will be able to successfully communicate with their peers in high and low intensity situations.
- Students will be taught about healthy choice foods and the benefits these foods can have on the body and mind.
- Student will be taught about how to combat various diseases such as diabetes, obesity, cardiovascular diseases and high blood pressure by exercising and eating healthy.
- The number of students that will pass PE will increase by 5% due to knowledge obtained previously.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Overall Goals**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> <li>1. Staff will continue to have common planning blocks built into their schedules to further develop the systems for personalization implemented, learning to set SMART goals and benchmarks, analyzing student process and progress and revising when necessary. As a result, 75% of our teaching staff (including 9 additional staff members) will show evidence of their understanding and use of the practice of data-driven planning and implementation as described in our goal. Students will develop an understanding of their learning goals through documented conferencing using individual Academic Education Plans. Students will demonstrate participation in their progress through documented teacher and student steps</li> </ol>
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towards achieving their learning goals. Since our lowest Regents exam statistics were in science, as a result of this work, Regents score in science will improve by 7.6%. This result will also show an improvement in credit accumulation for students who did not previously pass their science exams.

2. CAAS will expand on personalization and support systems from the previous school year that address student academic, social and emotional needs in order to continue to promote student achievement and credit accumulation. As a result of our support programs, which include the Bright Promise Program, New Opportunities Program and Wilson Reading Lab, at least 70% of the students will accumulate a minimum of 10 credits at the end of grade 9, as a result of student support systems in place that address academic, social and emotional needs. 15% will earn at least eight credits by the end of grade 9. At least 75% of the students in grade 10 will accumulate a minimum of 12 credits at the end of grade 10 as a result of the student support and recovery systems in place that address academic, social and emotional needs. 15% will earn at least 10 credits by the end of grade 10. Additionally, as a result of student support systems, less than 12 level 4-5 incidents will occur as a result of 00RS data for the 2010-2011 school year.
3. Work with newly hired Parent Coordinator to expand communication with parents and increase their participation and capacity to assist in their children's learning and track progress towards attaining goals. The Parent Coordinator will reach out to parents on a regular basis, working to be actively involved at school, parent and student meetings and include discussions about student goals. He will work specifically with parents of CAAS' lower third student population. As a result, this identified target group of students will accumulate the appropriate credits to be promoted to the next grade. If the Parent Coordinator works to improve parent involvement of CAAS's lower third, then student academic outcomes and attendance will improve in ratio to the percentage of parent involvement. The Parent Coordinator will work to inform as many parents as possible about the ARIS Parent Link. As a result, we will see a 5% improvement in parent use of the ARIS Parent Link.
4. CAAS professional development will continue to build collaboration, leadership capacity, as well as promotes mastery of using data analysis systems to drive curriculum planning, determine appropriate learning goals and implement interventions for students who are struggling as well as students who are successful. Staff development will be transferable to various contexts, e. g., parent teacher conferences, disciplinary conferences, teacher-student communication, teacher-teacher communication, etc. School will continue to improve how staff analyzes teaching and learning styles using the Kaleidoscope Learning Profile, which measures sensory styles, perceptual styles and temperament styles. It will be administered to

	<p>100% of staff and students to develop insight into staff and students thinking, learning and working styles as a means to differentiate instruction and drive lesson planning. By the end of the school year, new staff will be able to understand and implement this process. As a result of professional development, teacher action teams (academy teams) in collaboration with the Inquiry Team, will analyze and assess student work according to rubrics for the improvement of skills set for this school year, which include inference skills in 9<sup>th</sup> grade, informational writing in the 10<sup>th</sup> grade and persuasive writing skills in the 11<sup>th</sup> grade. As a result, there will be a 70% pass rate for the U.S. History Exam and the upcoming ELA Regents Exam.</p> <p>5. Continue to build a culture of celebration for achievement and diversity.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1. Continue to build systems put in place the previous school year: Data Inquiry, Teacher Action Teams, Attendance Outreach, and Student Intervention Team. Add an additional Academy Action team and Team Leader for grade 11.</p> <p><u>Data Inquiry Team/Academy Action Teams:</u> Our Inquiry Specialist is responsible for inquiry work/data management and coordinates individual Academy Action Team Inquiry work regarding students' skills in their target groups by grade, as well as, academy work to analyze and revise student plans, when necessary. Grade nine is working on inference skills and justification of inference in the text, grade 10 is working on informational writing skills and grade 11 is working on persuasive writing skills. All teams are building student organization and leadership skills. Teams will meet weekly on Wednesdays for two hours to review student progress, inquiry projects in addition to periodic triangulation of data based on set interim indicators to analyze goals and benchmarks and make necessary revisions to Academy students' AEPs and the grade specific inquiry work. Work to begin the AEP process for all incoming students within 3 weeks of their start date.</p> <p>There will be a new formal structure for setting student goals to measure progress over time. Students will be more actively included in the learning goals process this year. Students will set goals twice this year in all subject areas during their Advisory classes and student conferencing will take place in subject classes with respect to teacher and student goals in both fall and spring. In the future, as we continue to build on this, we want to add more ongoing sessions for goal setting throughout the school year to align with student progress reports and their AEPs. We will continue to provide opportunities for teachers and staff to take leadership roles in design, implementation, analysis and revision of school systems.</p> <p><u>Student Intervention Team:</u> Our Guidance Counselor is responsible for coordinating and conducting the *Student Intervention Team. Our School Psychologist and on-site Social Worker are members of our team.</p>

Attendance Outreach Team: The Pupil Personnel Secretary is responsible for coordinating this team. The team includes the Guidance Counselor, The Records Secretary, and the Parent Coordinator. This team meets once per week to discuss attendance data and make decisions for outreach of students to improve attendance. In addition, the Pupil Personnel Secretary works with the Attendance Teacher on a regular basis to push forward on this aim.

**Schedule for Team meetings each week\*:**

**Monday:** Common planning to discuss planning and social, emotional learning and differentiation for their academy students. My study group for Educational Rounds meets during the Monday block.

**Wednesday:** Academy Teacher Action Team data management and analysis, planning and AEP development twice per month, professional development once per month.

**Friday:** ICT and interdisciplinary common planning the first and third week of the month and doing case studies with the \*Student Intervention Team on the second and fourth week of the month. As we grow in size, we will chose teacher representatives to attend SIT Team meetings or when they have a need to discuss a specific student. This will provide teachers the Friday block for planning each week.

\*In some cases, common meeting times may be used for a current need or situation in our school community.

2. Continue building school support program that offers Bright Promise Program: tutoring, Wilson Reading Lab, Regents' exam skills, ICT supplemental and additional elective classes. This is the responsibility of the entire school staff. Our Guidance Counselor works with administration and teacher teams to insure accurate programming and changes are only made for the Bright Promise Program if with respect to student academic needs.

Expand the New Opportunities Program to include credit accumulation classes in addition to credit recovery as a proactive measure. Mr. Sacca, Assistant Principal, is the coordinator of the New Opportunities Program and responsible for identifying student candidates based on scholarship and credit accumulation data, schedule classes and recruit staff based on student need and track data for the program's success.

Unproductive behavior is addressed in a timely fashion with guidance intervention. We will continue to build opportunities for student voice such as student government, CAAS Student Council and the campus-wide student Council. In future, we will build a judicial panel with staff and students to provide student and staff voice and address concerns in school community.

Implement Virtual Enterprise Program for grade 11.

Beginning this year students will be involved in newly designed learning goals process during the

Advisory class Advisory classes will continue to be offered four times per week. Students who need extra support will be identified and programmed in small groups for Bright Promise classes: two 60 minute periods during the school day each week based on subject specific academic needs. Bright Promise will also include support classes for ICT Supplemental, ESL supplemental and the Wilson Reading Lab. Students will be identified for New Opportunities: credit recovery program for over-aged and under-credited students who articulate to CAAS in addition to providing classes for students who did not accumulate the appropriate amount of credits for promotion. Any identified SIFE and ESL students will be given additional instructional time to explore both the language, reading and writing skills and the core subjects. Currently we have 20 students who are classified to receive mandated ESL services. Those students receive their mandated services on campus each day. There is a campus-wide SIFE grant. Saturday classes are available to all our students should the need arise. Teachers and students will use this process to continue to build skills to analyze individual classroom data, develop and measure interventions for struggling students and use what they've learned in planning for differentiated instruction and assessment. Next year, we will take what we've learned to develop new curriculum maps that build from one grade to the next across the horizontal academies.

3. Parent Coordinator, Mr. Martin Young, will begin on July 1, 2010 to become a direct contact, reaching out to parents and building parent-school relationships. He will coordinate the parent outreach grant to assist parents in being more actively involved with the ARIS parent link. He will work with the PTA Executive Council to provide workshops for parents and have a designated space for parents in school. He will participate with parents, attendance conferences, grade conferences and individual student academic planning.

Beginning in the Spring 2011, Parent Coordinator will especially target CAAS' lower third, providing opportunities for parents to be informed regarding curriculum and expectations as well as building relationships so that parents will take a more active role in their child's academic improvement and achievement.

4. Build consistency of differentiation of instruction using the Kaleidoscope Profile as a means to this goal. Work with NEP national partner and ICI network to provide professional development for teacher growth in this area and classrooms with multiple entry points. Continue to work with staff and our national partner to build skills and strategies for providing multiple entry points for students. Increase the use of our Kaleidoscope learning profile as part of our data for making decisions regarding differentiated instruction.

School will work with the National Education Program partner to analyze teaching and learning styles using the Kaleidoscope Learning Profile, which measures sensory styles, perceptual styles and temperament styles. It will be administered to 100% of staff and students to develop insight into staff and

	<p>students thinking, learning and working styles as a means to differentiate instruction and drive lesson planning. Our national partner (National Educator Program) spends approximately one week each month in our school and will continue to work with staff on differentiated instruction and assessment, curriculum integration, forensics teaching, peer coaching, and the further development of our academies.</p> <p>This year, our national partner will begin training our teachers in peer coaching and advanced peer coaching off-site so that they can turn key their training to the rest of the CAAS staff. -</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• The Parent Coordinator is centrally funded.</li> <li>• Contract for Excellence funding will be used to fund professional development for teacher teams in developing individual student academic action plans, work in differentiated instruction/assessment, peer coaching, curriculum integration and academy implementation.</li> <li>• The National Education Program partner will provide staff development that is aligned with the work above.</li> <li>• Counseling in Schools partner will continue to work with teams on social/emotional development.</li> <li>• Title I SWP provides the per-session funding for the Bright Promise and New Opportunities Programs.</li> <li>• Title I SWP will be used for professional development and quality teacher practices and professional growth.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Performance results will be measured quarterly using formative assessments created by the Inquiry and Academy teams.</li> <li>• Common planning blocks will be used to develop and monitor AEPs, triangulate student data, analyze student progress and process to drive planning and decisions for academic support.</li> <li>• Formative classroom assessments for learning to coincide weekly with student analysis during common planning blocks.</li> </ul>

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• 10% more students will have decoding skills over the current number</li> <li>• 65% ELA Regents passage rate for our third year.</li> <li>• 5% increase in attendance rate overall</li> <li>• 60% of students needing Wilson Reading will be serviced. Students will be tested to see if they pass to the next Wilson Reading level. The other students who do not take Wilson will receive tutorial services.</li> <li>• Imagine Learning will be implemented for students to receive reading support in addition to the Wilson Reading Lab.</li> <li>• Rosetta Stone will be implemented for our ELLs.</li> <li>• Begin Regent’s exam preparation in September.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Work with staff for early intervention of students who struggle in English so that appropriate support systems can be put in place, e.g. Bright Promise, etc.</li> <li>• Provide opportunities for students to work in the support lab using Rosetta Stone and Imagine Learning based on their academic needs.</li> <li>• Regents preparatory classes</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• The Parent Coordinator is centrally funded.</li> <li>• Contract for Excellence funding will be used to fund professional development for teacher teams in developing individual student academic action plans, work in differentiated instruction/assessment, peer coaching, curriculum integration and academy implementation.</li> <li>• The National Education Program partner will provide staff development that is aligned with the work above.</li> <li>• Counseling in Schools partner will continue to work with teams on social/emotional development.</li> <li>• Title I SWP provides the per-session funding for the Bright Promise and New Opportunities Programs.</li> <li>• Title I SWP will be used for professional development and quality teacher practices and professional growth.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Performance results will be measured quarterly using formative assessments created by the Inquiry and Academy teams.</li> <li>• Common planning blocks will be used to analyze student progress and process biweekly to drive planning and decisions for academic support.</li> </ul>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• 5% increase in the number of students that pass the Integrated Algebra Regent’s exam in the 2010-2011 school year.</li> <li>• 5% increase in student passing rate for mathematics.</li> <li>• 5% increase in 9<sup>th</sup> grade math rubric level as compared to 8<sup>th</sup> grade mathematics scores.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Mathematics and special education teachers will collaborate to provide proper instructional support for CTT students.</li> <li>• Begin Regent’s exam preparation in September so that students have the opportunity to analyze and solve problems and questions as building blocks to their conceptual learning and skill development.</li> <li>• Work with staff for early intervention of students who struggle in mathematics so that appropriate support systems can be put in place, e.g. Bright Promise, etc.</li> <li>• Regents preparatory classes beginning in April to provide students</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• The Parent Coordinator is centrally funded.</li> <li>• Contract for Excellence funding will be used to fund professional development for teacher teams in developing individual student academic action plans, work in differentiated instruction/assessment, peer coaching, curriculum integration and academy implementation.</li> <li>• The National Education Program partner will provide staff development that is aligned with the work above.</li> <li>• Counseling in Schools partner will continue to work with teams on social/emotional development.</li> <li>• Title I SWP provides the per-session funding for the Bright Promise and New Opportunities Programs.</li> <li>• Title I SWP will be used for professional development and quality teacher practices and professional growth.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Four yearly IA predictives to be given at bimonthly intervals.</li> <li>• Common planning blocks will be used to analyze student progress and process biweekly to drive planning and decisions for academic support.</li> <li>• Performance results will be measured quarterly using formative assessments created by the Inquiry and Academy teams.</li> </ul>

**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific,</p>	<ul style="list-style-type: none"> <li>• 5% increase in the number of students that pass the Living Environment Regent’s exam in the 2010-2011. (There will be a 20% increase in the time devoted to student support and Regent’s</li> </ul>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>preparatory activities.)</p> <ul style="list-style-type: none"> <li>• An increase of 10% passing percentage for both grades in the sciences.</li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Work with staff for early intervention of students who struggle in science so that appropriate support systems can be put in place, e.g. Bright Promise, etc.</li> <li>• Provide more opportunities for tutoring to meet the needs of our students.</li> <li>• Begin Regent’s exam preparation in September.</li> <li>• Regents preparatory classes</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• The Parent Coordinator is centrally funded.</li> <li>• Contract for Excellence funding will be used to fund professional development for teacher teams in developing individual student academic action plans, work in differentiated instruction/assessment, peer coaching, curriculum integration and academy implementation.</li> <li>• The National Education Program partner will provide staff development that is aligned with the work above.</li> <li>• Counseling in Schools partner will continue to work with teams on social/emotional development.</li> <li>• Title I SWP will be used for professional development and quality teacher practices and professional growth.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Progress Reports</li> <li>• Short-term and long-term projects throughout the school year.</li> <li>• Performance results will be measured quarterly using formative assessments created by the Inquiry and Academy teams.</li> <li>• Common planning blocks will be used to analyze student progress and process biweekly to drive planning and decisions for academic support.</li> </ul>

**Subject/Area (where relevant):**     Social Studies    

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• An increase of 5% for the incoming ninth grade cohort in the NYS State U.S. History Regents.</li> <li>• An increase of 10% passing percentage for both grades in U. S. History and Global History respectively.</li> </ul>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Students who are struggling in social studies will be identified and receive supplemental academic support in the Bright Promise Program.</li> <li>• Students that need to repeat U. S. History will be programmed for summer school so that there is only one mainstream cohort in Social Studies.</li> <li>• Work with staff for early intervention of students who struggle in social studies so that appropriate support systems can be put in place, e.g. Bright Promise, etc.</li> <li>• Begin Regent’s exam preparation in September.</li> <li>• Regents preparatory classes</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• The Parent Coordinator is centrally funded.</li> <li>• Contract for Excellence funding will be used to fund professional development for teacher teams in developing individual student academic action plans, work in differentiated instruction/assessment, peer coaching, curriculum integration and academy implementation.</li> <li>• The National Education Program partner will provide staff development that is aligned with the work above.</li> <li>• Counseling in Schools partner will continue to work with teams on social/emotional development.</li> <li>• Title I SWP provides the per-session funding for the Bright Promise and New Opportunities Programs.</li> <li>• Title I SWP will be used for professional development and quality teacher practices and professional growth.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Performance results will be measured quarterly using formative assessments created by the Inquiry and Academy teams.</li> <li>• Common planning blocks will be used to analyze student progress and process biweekly to drive planning and decisions for academic support.</li> </ul>

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year’s Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year’s Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	55	55	55	55	19	0	0	0
10	14	14	14	14	4	0	0	0
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><b>Bright Promise: Students are identified and programmed in small groups for two 60 minute periods during the school day each week. Services include tutoring, CTT supplemental, credit recovery and Wilson Reading lab. The Wilson Reading Program is a research-based reading and writing program that teaches the structure of words in the English language so that students can master the coding system for reading and spelling. The after-school reading lab is open each day and includes Imagine Learning and Rosetta Stone for support in reading and writing comprehension. Students can log onto accounts with Rosetta Stone for language acquisition and Imagine Learning for reading/writing support and development and their progress is monitored by the Data Specialist. Teachers, students and parents have access to their progress data. As we grow and obtain funding, the Reading Lab will provide services to additional general education and Instructional Support students.</b></p> <p><b>We will continue to work to differentiate instruction and assessment in all classes. All staff meets three times per week to insure ongoing students’ content and skills, emotional and social needs assessments, planning and goal setting. In addition, professional development is provided to study and develop research-based strategies to provide all students access to academic language and vocabulary development.</b></p> <p><b>Please note: Any identified SIFE and ESL students will given additional instructional time to explore both the language, reading and writing skills and the core subjects. Currently we have 15 students who are classified to receive mandated ESL services. Those students receive their mandated services on campus each day. There is a campus-wide SIFE grant. Saturday classes are available to all our students should the need arise.</b></p>
<b>Mathematics:</b>	<p><b>Students are identified and programmed in small groups for two 60 minute periods during the school day each week and 60-minute after-school classes for Mathematics tutoring, and CTT supplemental.</b></p> <p><b>In addition, we will continue to work to differentiate instruction and assessment in all classes. All staff meets three times per week to insure ongoing students’ content and skills, emotional and social needs assessments, planning and goal setting.</b></p> <p><b>Please note: Any identified SIFE and Bilingual students will given additional instructional</b></p>

	<p>time to explore both the language, reading and writing skills and the core subjects. Currently we have 15 students who are classified to receive mandated ESL services. Those students receive their mandated services on campus each day. There is a campus-wide SIFE grant. Saturday classes are available to all our students should the need arise.</p>
<p><b>Science:</b></p>	<p>Students are identified and programmed in small groups for two 60 minute periods during the school day each week and after-school classes for Science tutoring, and CTT supplemental.</p> <p>In addition, we will continue to work to differentiate instruction and assessment in all classes. All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting.</p> <p>Please note: Any identified SIFE and ESL students will given additional instructional time to explore both the language, reading and writing skills and the core subjects. Currently we have 15 students who are classified to receive mandated ESL services. Those students receive their mandated services on campus each day. There is a campus-wide SIFE grant. Saturday classes are available to all our students should the need arise.</p>
<p><b>Social Studies:</b></p>	<p>Students are identified and programmed in small groups for two 60 minute periods during the school day each week and after-school classes for Social Studies tutoring, CTT Supplemental and credit recovery.</p> <p>In addition, we will continue to work to differentiate instruction and assessment in all classes. All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting.</p> <p>Please note: Any identified SIFE and ESL students will given additional instructional time to explore both the language, reading and writing skills and the core subjects. Currently we have 15 students who are classified to receive mandated ESL services. Those students receive their mandated services on campus each day. There is a campus-wide SIFE grant. Saturday classes are available to all our students should the need arise.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>We share a school counselor who will provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in all grades. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p>

<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><b>Our campus has a school psychologist who will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services. In addition, our campus has an on-site counseling agency, the Interborough Developmental and Consultation Center that provide counseling services to students and their families based on need.</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><b>Our campus has a school social worker who will offer clinical services, educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups.</b></p>
<p><b>At-risk Health-related Services:</b></p>	<p><b>We have a nurse on staff at the Tilden Campus who provides health-related services.</b></p>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: 18K629\*\*

BEDS Code: 3318000629

**\*\* Please Note: We do not receive any Title III funding because we only have 15 students who need mandated services and they receive their instruction in 18K563 on our school campus. Title III funding is provided through 18K563 based on a Title III campus grant we put together for these services.**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>

<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

**When a student arrives with their parents for registration, they begin their intake transition in the Parent Support Center run by the new Parent Coordinator, Mr. Martin Young. In order to determine the primary language spoken by each parent if the language is not English, Mr. Young administers the Home Language Identification Survey (HLIS), including the informal oral interview in English and in the native language of the parent with translators provided if necessary (Ms. Grisetta Medrano, Bi-Lingual Para/Spanish, Ms. Salamanca/Spanish Teacher and Mr. Sterlin Emile, Bilingual Teacher/Haitian Creole). The Home Language Identification Survey is kept in the students' cumulative records file in the main office. Parent data on language needs is kept on file using the most current ATS UPPG report. In addition, our new Parent Coordinator discusses the needs for written translation and oral interpretation with staff, students and during our PTA meetings. In addition, all correspondence is translated according to parents' language needs.**

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

**Based on the Home Language Survey and the most current ATS report update on parents preferred languages (UPPG), we found that the languages needing translation for our school at this point are Haitian-Creole, Spanish, Mandarin and Arabic. We put a system in place to accommodate those parents who need translation. We have staff members that are able to translate in written and oral forms for Spanish and Haitian Creole. The DOE website also provides materials in Mandarin and Arabic so that we can disseminate important information to parents. The following is a breakdown of our parents' language needs:**

<b>Number of Parents</b>	<b>Language Spoken other Than English</b>	<b>Need for Written Translation</b>
14 (Spanish)	14	14
10 (Haitian Creole)	10	10
1 (Mandarin)	1	1
2 (Arabic)	2	2

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

**All letters and related correspondence to parents will be translated in Haitian-Creole and Spanish in-house. Phone calls and meetings with parents are conducted with teacher translators.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

**Spanish, Haitian-Creole and French speaking teachers and staff are available at our school campus to do oral translations as needed.**

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**Notification will be provided through letters and email correspondence and discussed at PTA meetings. The PTA Executive Council will support our efforts and will do parent outreach to insure parents have been notified. In addition, we will have a Parent Coordinator for the 2010-2011 school year who will assist in these efforts with the help of staff, the PTA Executive Council and the ARIS Parent Grant.**

**Interpretation notice signs are posted in the main office and in the middle corridor as parents enter the school. Mr. Young, our new Parent Coordinator keeps the Parents Bill of Rights in all needed languages in the Parent & Student Support Center. Our new Parent & Student Support Center administered by the Parent Coordinator, is a place for new incoming parents and students and for all parents to receive more personalized translation support, have access to ARIS Parent Link and the support and use of computers.**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$185,680.00	\$36,313.00	\$221,993.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,857.00	\$363.00	\$2,220.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,284.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$18,568.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  - **Student data will be collected, including performance indicators, formative classroom assessment, math and reading assessments, and Learning Styles using Kaleidoscope Inventory. This data will be consolidated, triangulated and analyzed, measured against State standards, school vision and teacher professional performance to develop a needs assessment and an Academic Education Plan (AEP) for each student. From there, broad based and statistical instructional decisions will be made; benchmarks will be developed and individualized for each student to insure mastery aligned with the Student Academic Achievement standards.**
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.
- 
- **The funding is used for New Opportunities: a credit recovery program for over-aged and under-credited students in addition to providing classes for students who did not accumulate the appropriate amount of credits for promotion. Per session funding is provided to staff to supervise and teach in our program. Mr. Sacca, Assistant Principal coordinates this program.**
  - **The funding will also be used to further compensate and support the implementation of the Bright Promise Program, which is divided into four sections; tutoring, credit acceleration, CTT supplemental and the Wilson Reading Program. This program is offered for two 60 minute periods during the school day and after-school. Per session funding is provided to staff to teach in the program. Bright Promise includes courses in the core subject areas, a Reading and Writing Lab that includes but is not limited to the Wilson Reading Program and opportunities for students to take advanced classes if funding permits.**
  - **The programs described above and in the AIS section extend the learning time for our students. In addition, our school has a summer bridge program for the first incoming students and plans to continue this each summer to prepare students for the upcoming new school year. Because of the support periods build into the school day for two days each week, students are not pulled out of their classes. Support for students is also included in CTT classes and using push in rather than pull out methods.**
  - **We keep current with respect to services and programs offered through our network. In addition, the principal is active on executive boards and the campus has community based organizations, e.g. Counseling in Schools that work and partner with the school. We also have college partnerships, such as Kingsborough Community College and will offer College-Now classes next year.**
  - **We have begun two career academies with a newly acquired VTEA grant, Law and Culinary Arts. We will continue to develop these programs in order to apply for state certification in Career Technical Education (CTE).**

3. Instruction by highly qualified staff.

- **Staff was hired by committee using criteria that aligned with the vision and goals of the school. New teachers receive mentors as well as support from administrative and experienced staff in addition to team collaborative work. Additional**

opportunities, such as inter-visitation, network professional development and conferences to learn about current and best practices aligned with State standards will be offered to all staff.

- Each year, CAAS has a staff retreat on school premises where staff members receive professional development and set goals for the new school year based on our collaborative work in writing the CEP and our school initiatives. Sessions are given by and include but are not limited to the Principal, Assistant Principals, our National Partner, Counseling in Schools, Interborough Developmental and Consultation Center.
- Our national partner from the National Educator Program works with staff monthly on professional development and is available by email for any further support. We are working on an online community so that teachers can share best practices with schools across the country.
- Our Assistant Principal, Peter Sacca, will work to insure that we are achieving our CEP goals, setting interim benchmarks throughout the school year that align with our data analysis and triangulation. He will also work closely with our NEP partner, our LSO team (*ICI*) and Counseling in Schools with respect to appropriate professional development.
- Our Assistant Principal, Peter Sacca, will be in charge of insuring that staff receives the adequate professional development both in school and outside of school in order to maintain a highly qualified staff. This is a school-wide initiative where all stake-holders are involved. This includes learning walks and ongoing analysis of professional goals and development.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- We have built into our school program, three common planning blocks, where teachers look at the quality of our instruction, student work and data, inquiry-based learning, etc. in order to make informed decisions regarding the continued development of our instruction and providing support systems that address student academic needs. In addition, we work with our national partner for depth and differentiation of instruction, interdisciplinary curriculum and peer coaching.
- Our national partner from the National Educator Program works with staff monthly on professional development and is available by email for any further support. We are working on an online community so that teachers can share best practices with schools across the country.
- We are developing a teacher center that will implement the peer coaching methodology and build leadership capacity for professional growth.
- Our ICI LSO provides professional development that is aligned with State standards and our school goals.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Recruitment has not been a challenge because I work with teachers on best practices and am sought out for apprenticeships, etc. I have relationships and partnerships with Universities as an adjunct professor and other related work.

6. Strategies to increase parental involvement through means such as family literacy services.

**Our PTA Executive Council works collaboratively with staff to increase parent outreach and involvement. My staff makes phone calls each day in addition to our PTA Executive Council. We invited parents to various activities, e.g. Thanksgiving Gathering, Cultural Celebration Festival, Honors Ceremonies and student performances. We planned collaboratively to provide dinner meetings to meet and greet the PTA Executive Council during parent/teacher conferences. We make ourselves available to assist parents when needed and act as a resource of information wherever applicable. In addition, we will have a Parent Coordinator for the 2010-2011 school year who will assist in these efforts with the help of staff, the PTA Executive Council and the ARIS Parent Grant. He will also work to provide parent workshops based on need and interest. Our Assistant Principal, as SLT Chair, will coordinate with the PTA and the Parent Coordinator to provide parent workshops.**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **NA**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
  - **We have built into our school program, three common planning blocks, where teachers look at the quality of our instruction, student work and data, inquiry-based learning, etc. in order to make informed decisions regarding the continued development of our instruction and providing support systems that address student academic needs. In addition, we work with our national partner for depth and differentiation of instruction, interdisciplinary curriculum and peer coaching.**
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - **The continued implementation of the New Opportunities Program: a credit recovery program for over-aged and under-credited students in addition to providing classes for students who did not accumulate the appropriate amount of credits for promotion. Per session funding is provided to staff to supervise and teach in our program. Mr. Sacca, Assistant Principal coordinates this program.**
  - **The continued implementation of the Bright Promise Program, which is divided into four sections; tutoring, credit acceleration, CTT supplemental and the Wilson Reading Program. This program is offered for two 60 minute periods during the school day and after-school. Per session funding is provided to staff to supervise and teach in our program. Bright Promise includes courses in the core subject areas, a Reading and Writing Lab that includes but is not limited to the Wilson Reading Program and opportunities for students to take advanced classes when funding permits.**

- In addition, we provide our students with two computer programs for language acquisition (Rosetta Stone) and literacy skills (Imagine Learning). Each program monitors students' progress and provides data for teachers, students and parents on students' needs, progress and process.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- Our school has received VTEA grant money to begin a CTE Career Academy Program in both Culinary Arts and Law. We will continue to build our program for next year and work towards CTE state certification for the next two years. We currently have a college partner and are working towards identifying a corporate sponsor for our programs.
  - We are a NFTE (National Foundation for Teaching Entrepreneurship) Model School.
  - In the 2010-2011 school year, we will implement the Virtual Enterprise Program in our school beginning with the junior class and planning for starting in the ninth grade in year 2011-2012 when we have a full cohort of grades 9-12.
  - Our New Opportunities Program provides students with academic support and counseling so that academic, social and emotional issues are addressed in a timely fashion. Mr. Peter Sacca, our Assistant Principal coordinates this program.
  - Our Bright Promise Program also supports our students' academic needs and includes extra CTT supplemental classes.

## Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$155,971*	✓	<b>Virtual Enterprise</b> Page 37, Item 10 <b>Assistant Principal</b> Pps. 34-36, Items 3, 6, 9, 10
Title I, Part A (ARRA)	Federal	✓			\$ 32,682*	✓	<b>Assistant Principal</b> Pps. 34- 36, Items 3, 6, 9, 10 <b>Retreat</b> Page 34-35, Item 3
Title II, Part A	Federal			✓			
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	✓			\$ 92,718	✓	<b>Teacher, Para-professional, Counselor</b> Pps. 32-34, Items 1, 3, 9
Tax Levy	Local				\$1,391,764		

**\*Minus Mandates**

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

**We have four students in Temporary Housing.**

2. Please describe the services you are planning to provide to the STH population.

**We provide uniforms for our students in Temporary Housing. All school supplies, trips and activities that incur a cost are paid for. Their lunch forms are coded correctly to insure they receive free lunch. We provide all related services, e.g. face-to-face letters, attendance outreach, etc.**

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Cultural Academy for the Arts and Sciences					
<b>District:</b>	18	<b>DBN:</b>	18K629	<b>School</b>		331800011629

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			87.2	85.2
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	78	99	111				
Grade 10	0	53	68				
Grade 11	0	0	47				
Grade 12	0	0	0				
Ungraded	1	0	0				
<b>Total</b>	<b>79</b>	<b>152</b>	<b>226</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		76.2	83.8

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		78.2	90.5

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		8	7

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		1	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	3	0	0	Principal Suspensions		10	28
# in Collaborative Team Teaching (CTT) Classes	11	28	43	Superintendent Suspensions		1	1
Number all others	0	0	4				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	1	14	TBD
# ELLs with IEPs	0	0	TBD
These students are included in the General and Special Education enrollment information above.			
		7	12
		4	4
		0	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	17	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		57.1	58.3
<b>Ethnicity and Gender - % of Enrollment:</b>							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		86.0	75.0
American Indian or Alaska Native	0.0	0.7	0.9	% core classes taught by "highly qualified" teachers		100.0	97.6
Black or African American	82.3	82.2	85.0				
Hispanic or Latino	15.2	14.5	11.1				
Asian or Native Hawaiian/Other Pacific	1.3	1.3	2.2				
White	0.0	0.7	0.9				
<b>Male</b>	53.2	48.0	49.1				
<b>Female</b>	46.8	52.0	50.9				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	v		
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>3</b>	<b>3</b>	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>			<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR		<b>Overall Evaluation:</b>	P		
<b>Overall Score:</b>			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>			Quality Statement 1: Gather Data	P		
School Environment:			Quality Statement 2: Plan and Set Goals	P		
<i>(Comprises 15% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals	P		
School Performance:			Quality Statement 4: Align Capacity Building to Goals	P		
<i>(Comprises 25% of the</i>			Quality Statement 5: Monitor and Revise	P		
Student Progress:						
<i>(Comprises 60% of the</i>						
Additional Credit:						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



NEP Lab School

## CULTURAL ACADEMY FOR THE ARTS & SCIENCES

TILDEN EDUCATIONAL CAMPUS

5800 Tilden Avenue

Brooklyn, NY 11203

718- 968-6630 FAX: 718-968-6635

DIANE VARANO, PRINCIPAL

# SCHOOL/PARENT INVOLVEMENT PLAN

## **School wide policy statement addressing the school's Parent Involvement Policy and Goals.**

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. CAAS is a new school that supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team; various planned family activities, Parent Teacher Conferences, and all sub-committee meetings of all of these bodies.

### **CAAS Activities for Parent Involvement include:**

- A summer Bridge Program for new parents and students that offers classes and workshops for being successful in high school, coordinated by administration in partnership with the Parent Coordinator.
- Parent-Teacher Conference dinner for parents to network, meet and talk with the PTA Executive Council and the school community with their families in an informal setting to build positive and productive relationships before the parent-teacher conferences.
- Thanksgiving Feast: Students, Staff and Parents gather to share culture, food and various activities.
- Cultural Festival
- Family night to discuss high school expectations.

- College Awareness Night to discuss the application and financial aid process coordinated by the Guidance Counselor.
- This year, with the addition of a Parent Coordinator, Mr. Martin Young, we have created a Parent and Student Support Center that is coordinated by Mr. Young where parents can discuss their child's progress, academic plan and any concerns. The Center provides parents with the opportunity to learn how to use the ARIS Parent Link, create their own account and have computer access at school. In addition, Mr. Young is working to develop a Saturday Program that will be open from 8:30 a.m. to 1:30 p.m. This will be another opportunity to provide workshops and opportunities for parents to work with their children for academic improvement.

**How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.**

The administration has arranged for the Principal to be available on any morning by appointment as early as 7 am and as late as 6 pm in the evening. The Principal and other support staff conduct meetings with parents when there is a need to develop a plan for student success. The school has staff members on site who speak Spanish and Haitian Creole for parent outreach, providing vital information to all parents.

In addition, in the 2010-2011 school year, we now have a Parent Coordinator who will work to support parents and build a strong partnership between our parents and school community. All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community. The Parent Coordinator will work to provide parents with his cell phone and email address so that they can contact him at any time when a need arises. He will make himself available to assist parents in keeping informed about their child's progress and academic plan.

**Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.**

The administration regularly distributes to every child all bulletins from the district in English, Haitian-Creole and Spanish when available to

take home to parents. There are also people on staff who translate in Haitian-Creole and Spanish to make outreach phone calls to provide important information to parents. The PTA will also prepare bulletins and the school will arrange for the distribution of these flyers to every child. Full school mailings may be conducted at least four times a year. This school year, we have added Phone Messenger so that every parent is notified of school events and important information based on their language preference. School Messenger calls homes, sends texts and emails to provide parents with a number of options for communication.

**How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.**

The PTA Executive Board and School Leadership Team members were elected and meet with the Principal at regular monthly meetings and through phone calls and email if a particular issue arises. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies. Additionally, the PTA distributes parent surveys to identify parent needs or concerns. PTA also works to provide various activities to encourage parent involvement, e.g. dinner meet and greet meetings.

**How we will assess the efficacy of our involvement plan.**

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well. Mr. Young has direct communication with parents.

**How we will involve parents in the development and approval of the School/Parent Compact.**

The Compact is developed after consultation with the Executive Board, other involved parents and the administration. A meeting will be held

over the summer with the outgoing executive board. Subsequently, a general Parent Teachers Association meeting will be held to elect a new executive board. The first PTA meeting each year will be an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There will be another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

**How we will involve parents in the development and approval of the School/Parent Involvement Plan.**

The School/Parent Involvement Plan will evolve in the same manner as the School/Parent Compact, through a series of general and executive board meetings wherein the parents' voices are heard. This work will also be supported by the new Parent Coordinator.



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**DIANE VARANO, PRINCIPAL**

**School/Parent Compact for 18K629**

The school and parents of The Cultural Academy for the Arts & Sciences will work cooperatively to provide for the successful education of the children agree:

**The School Agrees**

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs, taking into consideration the home language preferences.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

1. Parent Coordinator
2. Parent-teacher conferences at least annually
3. Frequent reports to parents on their children's progress
4. Reasonable access to staff
5. Opportunities to volunteer and participate in their child's class
6. Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies. This will be coordinated by the Parent Coordinator and the Assistant Principal.

### The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy each school year.

To become involved in the decisions made for use of Title I funding in support of student achievement.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Computer/internet usage
4. Video Games
5. Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers and the Parent Coordinator about their educational needs.

To as parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

Respectfully,

Diane Varano  
Principal, 18K629

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 206</b>	District <b>18</b>	School Number <b>629</b>	School Name <b>CAAS</b>
Principal <b>DIANE VARANO</b>		Assistant Principal <b>HALLEY TACHE and PETER SACCA</b>	
Coach		Coach	
Teacher/Subject Area <b>MR. STERLIN EMILE/SCIENCE</b>		Guidance Counselor <b>MR. KENNETH TANZER</b>	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator <b>MR. MARTIN YOUNG</b>	
Related Service Provider <b>MR. KENNETH TANZER</b>		Other <b>MS. GRISETTE MEDRANO</b>	
Network Leader <b>JAYNE GODLEWSKI</b>		Other <b>MS. NATALIE COMEAU/ESL/18K569</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>0</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>234</b>	Total Number of ELLs	<b>20</b>	ELLs as Share of Total Student Population (%)	<b>8.55%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

When a student arrives with their parents for registration, the administrative assistant consults with ATS in order to insure proper placement of the student. She is able to see if the LAB-R was administered and at what level the student has tested. If the Lab-R has not been administered for a student that has arrived here from their country to this school system for the first time, the LAB-R is administered by Ms. Halley Tache, AP, within the the first ten days of the students' arrival to school. The Home Language Identification Survey (HLIS), including the informal oral interview in English and in the native language is administered to the parent by CAAS staff, Ms. Jill Klinofsky (licensed pedagogue) or Parent Coordinator, Mr. Martin Young on intake (translator provided Ms. Grisette Medrano, Bi-Lingual Para/Spanish, Ms. Salamanca/Spanish Teacher and Mr. Sterlin Emile, Bilingual Teacher/Haitian Creole). Presently, CAAS ESL students receive their mandated hours of ESL instruction with Ms. Natalie Comeau, certified ESL teacher at ITAVA, another small school on campus. We are working towards two teacher ESL certifications at this time. Ms. Tache, Assistant Principal Supervision, has been trained to administer the NYSESLAT exam and will now be administering the NYSELAT in the spring 2011 school term at the appropriate time. The NYSESLAT exam, as well as, student work and academic scholarship are used to make informed decisions on further support for ESL students. Students received their mandated hours according to their current NYSESLAT score.

The structures that are in place to insure that parents understand all program choices are individual orientation sessions held for each parent as he/she brings a student to CAAS at intake. When an ELL parent and student arrives at CAAS, they are brought to the Parent Support Center and meet with the Parent Coordinator. Parents are made aware at intake that CAAS only offers an ESL program so that they can make an informed choice regarding the type of program they would like for their children's needs. In the Parent Support Center, parents and students view the video provided by the DOE on this topic so that they are informed about ESL programs (provided by CAAS) in addition to other options, e.g. Dual Language or Bilingual Education so that they can make a more informed choice.

Program selection letters are then distributed after parents view the video and all questions have been addressed. They are then asked to make a program selection in the Parent Coordinator's office and return their paperwork before they leave the school. The parent letters are kept in the students' cumulative school records in the main office. Parents then meet with the Parent Coordinator where they are informed about the PTA and other pertinent information.

Our Guidance Counselor along with our Parent Coordinator and available translators (Ms. Grisette Medrano, Bilingual Para/Spanish, Ms. Salamanca/Spanish Teacher, Mr. Strerlin Emile/Bilingual Teacher Haitian Creole) work to support the parents in their program selection. Our Guidance Counselor then programs the student, aligned with parental choices, as well as, students' LAB-R results and previous academic data. If the student has not taken the LAB-R, a preliminary program based on parental choice and previous academic record is used as criteria for programming. Once the student takes the LAB-R, any revisions needed to their program are imlemented by the Guidance Counselor. As explained above, returned HLIS and parent entitlement letters/forms are stored in the students' cummulative records school file in the mail office.

The Cultural Academy for the Arts & Sciences is a new small school and because of its small ELL population, ELL students receive their mandated services and supports through ITAVA, another small school on campus. CAAS also provides additional support for ELL students with our Bright Promise program, Wilson Reading Program, New Opportunities Program, computer instruction using Rosetta Stone and Imagine Learning programs for reading, writing and language proficiency.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</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					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	1
SIFE	3	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	16			2			2			20
<b>Total</b>	<b>16</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>20</b>

Number of ELLs in a TBE program who are in alternate placement:

**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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

**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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	1			5
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										6	5	2		13
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>12</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>20</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

The instruction for ELL's follows the New York State ESL Standards and incorporates strategies such as graphic organizers, whole language, reading and writing skills. Currently we have 20 students who are classified to receive mandated ESL services. Those students receive their mandated services at ITAVA by Natalie Comeau, a certified ESL teacher, on campus each day. The campus has a SIFE grant that is campus-wide. Saturday classes are available to all our students in all subject areas. ELL students are programmed in Integrated Co-Teaching classes for extra support (see explanation below). CAAS also provides additional support for ELL students with our Bright Promise program, Wilson Reading Program, New Opportunities Program, computer instruction using Rosetta Stone and Imagine Learning programs for reading, writing and language proficiency as needed. CAAS personalizes instruction for all students and teachers meet regularly in academy teams to develop individual academic education plans.

CAAS delivers instruction for ESL students using the integrated co-teaching model. Our ESL students travel by cohort daily. Because these classes are team-taught, there is more support for language proficiency. At least three teachers on our staff have had Q-TEL training and their strategies are used in the classroom. The content areas are delivered in the ICT program model through various forms. Teachers differentiate their instruction based on the students' needs and what type of learners they are. English is the language of instruction. In order to promote language development, teachers try to utilize visual aides to enrich their learning. All ELL students are provided with these supplemental supports in order for them to work towards achieving language proficiency on the NYSESLAT, passing the ELA and testing out of ESL. The following are available at CAAS: Rosetta Stone, Imagine Learning software, Two Bilingual Paraprofessionals, and our Foreign Language teachers that provide instructional support during our Bright Promise Program on Tuesdays and Thursdays.

The content areas are delivered in the ICT program model through various forms. Teachers differentiate their instruction based on the students needs and what type of learners they are. English is the language of instruction. In order to enrich language development, teachers try to utilize visual aides in order to enrich their learning. All ELL students are provided with these supplemental supports in order for them to work towards testing out of ESL. The following are available at CAAS: Rosetta Stone, Imagine Learning software, Two Bilingual Paraprofessionals, and our Foreign Language teachers that provide instructional support during our Bright Promise Program on Tuesdays and Thursdays.

Since CAAS is a small school, ELL students are provided their mandated minutes of ESL instruction primarily by Ms. Natalie Comeau, a certified ESL teacher, at ITAVA (18569) on the Tilden Campus. Ms. Comeau follows the state mandated curriculum for ELL students. All ELL students receive 420 minutes of ESL instruction in combination with both Ms. Natalie Comeau in the morning and during Bright Promise classes with Ms. Salamanca twice per week in the afternoon. Beginner students who need additional support have access to Rosetta Stone, Imagine Learning and tutoring as needed. All ELL students' classes are programmed using the ICT model to provide them with additional academic support and equal access to the curriculum. In addition, all students have 240 minutes of ELA per week. All classes at CAAS focus on literacy including deconstructing and reconstructing text and the use of academic language. Saturday classes are offered as part of a campus-wide SIFE grant and are available to all ELL students.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Since CAAS is a small school, ELL students are provided their mandated minutes of ESL instruction primarily by Ms. Natalie Comeau, a certified ESL teacher, at ITAVA (18569) on the Tilden Campus. Ms. Comeau follows the state mandated curriculum for ELL students. All ELL students receive 420 minutes of ESL instruction in combination with both Ms. Natalie Comeau in the morning and during Bright Promise classes with Ms. Salamanca twice per week in the afternoon. Beginner students who need additional support have access to Rosetta Stone, Imagine Learning and tutoring as needed. All ELL students' classes are programmed using the ICT model to provide them with additional academic support and equal access to the curriculum. In addition, all students have 240 minutes of ELA per week. All classes at CAAS focus on literacy including deconstructing and reconstructing text and the use of academic language. Saturday classes are offered as part of a campus-wide SIFE grant and are available to all ELL students. We also have the New Opportunities Program, which is offered after school for tutoring, credit recovery and credit advancement.

There are no programs being discontinued this year.

CAAS offers ELL students equal access to all school programs including the New Opportunities Program (after school) and after-school tutoring. As mentioned above CAAS also has the Bright Promise Program on Tuesday and Thursday. In addition, our ICT model is designed to support equal access for all students to academic success. Through the Integrated Co-teaching model or team-teaching, ELL students receive instruction using a model similar to push-in support in their academic classes. We have a campus-wide SIFE program that offers academic classes and support on Saturdays.

CAAS uses the following instructional materials: smart board technology, over head projectors, Imagine Learning Software, Rosetta Stone, dictionaries, textbooks, maps and diagrams. Native Language support is provided to the best of our ability. Currently, we have two bilingual paraprofessionals, one certified bilingual science teacher, and two foreign language teachers.

Required services and resources do correspond to ELL's ages and their grade levels. CAAS uses a personalized instructional model where academy teachers meet in teams weekly to discuss, analyze and revise student academic plans, providing interventions for students as needed. ELL students are assessed based on their current level and planned for accordingly in academy teams. Students are made aware of their goals and are involved in their learning process. As students grow in language proficiency, their plans are revised. If additional support is needed, it is provided. We have one ELL who needs SETSS. Students who required special support services are given support classes, such as Bright Promise, Wilson Reading if necessary, ( as described above) etc.

As described above in this LAP, our intervention services include, Bright Promise which provides support for students in particular classes as needed and includes an ESL component, New Opportunities Program for credit recovery, accumulation and tutoring, Wilson Reading Lab, Rosetta Stone and Imagine Learning Programs for language and literacy proficiency, and ICT to provide additional support in all core classes. We also have a campus-wide SIFE program held on Saturdays from 9:00 a.m. to 1:00 p.m.

Students who reach proficiency on the NYSESLAT, will continue to receive ESL services as needed in addition to any other related support from our intervention services, e.g. Bright Promise, New Opportunities, SIFE, etc. In addition, students will have opportunities for advancement in our College Now Program for writing.

CAAS offers a summer Bridge Orientation prior to the beginning of the new school year. It takes place in August. All students are invited to attend. CAAS offers Spanish and presently French electives to all ELL students. We also have a VTEA grant for Culinary Arts and Law in addition to nursing classes.

As stated above, our intervention services and ICT classes provide students with equal access to the curriculum based on their academic needs. Since our school personalizes instruction, teacher teams make instructional decisions based on student needs and revise them based on their process and progress. Students also may join teams through PSAL, drama through Opening Act and chorus. SIFE program which provides academic classes with language proficiency support are offered on Saturdays.

### **C. Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

CAAS is one of three schools located on Tilden Campus. As mentioned, It Takes A Village Academy has provided support for our ELL Students. In addition, ITAVA also provides Q-Tel training open to the campus on Election Day. Teachers have also been trained in Q-TEL on the outside and are provided opportunities for further professional development. The previous school year, teachers worked with network specialists in the area of ESL in a study group for language and literacy. They will continue this study group beginning in November of this school year. In addition, Ms. HalleyTache, Assistant Principal, has been attending ESL training and professional development. CAAS provides ongoing training and professional development on a weekly basis that includes turn-key information that staff has received from outside of the school. For example, Ms. Tache will be attending a workshop on The Common Core Standards: Preparing Teachers of ELLs for the Long View grades 6-12. The following teachers have been trained in Q-tel: Ms. Marie Petit-Blanc, Mr. Sterlin Emile. In addition, Ms. Salamanca has attended training in The Common Core Standards on Friday, October 29, 2010. Our ICI network provides professional development for ELLs: our staff has worked with Maryann Cucchiara and Larry Gelb on deconstruction and reconstruction of text and the development of academic language.

As we are a new school, we are still working on providing the 7.5 required hours of ELL training as new staff joins our school. We currently have one bi-lingual teacher and two teachers who are close to completing their ESL requirements. Both Ms. Petit-Blanc and Mr. Emile have been trained by Q-tel. Our staff worked with Maryanne Cucchiara and Larry Gelb regularly for ELL training during the previous school year and will work with Larry Gelb during this school year. Maryanne provides professional development through ICI throughout the school year and we will send teachers for training as needed. Ms. Marina Vinitzkaya also can provide ELL training. Ms. Tache, as ESL coordinator, keeps agendas and materials of the workshops attended.

## E. Parental Involvement

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

Paste response to questions 1-4 here

Parent involvement at CAAS includes communication via phone, emails and text correspondence. The information that parents receive on a weekly basis includes current and up-to-date information of their child's progress and we also supply this information in their native language, when necessary.

At this time, we are not presently involved with an outside agency that provides workshops to our ELL parents due to our small program. However we have invested in Rosetta Stone software which is available in the Parent Coordinators office for parental use. We invite our parents of ELL students to be part of our culture and community and will provide them with as much support as possible.

As a new school, this is the first year we have a Parent Coordinator. We evaluate the needs of our parents during their initial conference with the new Parent Coordinator and have a translator available, if necessary. Our Parent Coordinator maintains an ongoing dialog with parents in order to address needs and concerns. Parents reach him by cell, text and email in addition to coming directly to our school. On average, he speaks to 30 or more parents weekly and works with parents ongoing to discuss academic needs and support for students. All documentation, letters and correspondence from our school is provided in all the languages of our parent and student population. His newest program for parents and students will be begin on Saturday, February 5 and ongoing to include workshops for parents and their children, PTA meetings and to expose more students to our campus-wide SIFE program.

This year CAAS is embarking on a series of workshops related to healthy living for all of our parents to attend. In addition, Mr. Young, the Parent Coordinator, provides ARIS training workshops for all of our parents in order for them to be able to use it effectively to help their children.

## Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0									2				2
Intermediate(I)										2				2
Advanced (A)										3				3
Total	0	0	0	0	0	0	0	0	0	7	0	0	0	7

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										2	1	0	
	I										4	5	2	
	A										2	1	0	
	P										0	0	0	
READING/ WRITING	B										2	1	0	
	I										4	5	2	
	A										2	1	0	
	P										0	0	0	

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0		0	
Math <u>Algebra</u>	11		2	
Math <u>Geometry</u>	3		2	
Biology	0			
Chemistry	0			
Earth Science	3		0	
Living Environment	12		2	
Physics	0			
Global History and Geography	0			
US History and Government	12		5	
Foreign Language	0			
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

CAAS has created an Academic Education Plan (AEP) for every student. The AEP includes anecdotal data based on teacher observations, a Kaleidoscope Profile that outlines thinking, learning and processing styles, goals and interim benchmarks. Students conference with their teachers based on their learning goals and are actively involved in developing goals and steps for success. In addition we have implemented the Slosson Sort -R as an early literacy assessment. We have begun to use this data in order to support the ELL students with their decoding skills and be able to work with them on their "frustration" level of literacy. This enables our teachers to create lesson plans that are differentiated for these students as well as others in need of the extra support.

The Data Patters are as follows: Total number of ELL Students: 20 with scores for 19.

9<sup>th</sup> Grade NYSESLAT 2010: 2 students scored beginner  
 4 students scored intermediate  
 2 students scored advanced

heterogeneous groupings in their classes. This supports all of the ELL students and is not a cookie cutter method of teaching. When homogeneous groups are created and used, all participants in these groups are at the same level and require extra guided support. This enables teachers to strengthen a particular skill for those students. In addition, many teachers at CAAS use oral presentation as part of their project culmination in order for students to practice their oral skills.

CAAS only has a small ESL program at this time that includes twenty students. We are able to reach our mandates, paying per-session for a licensed pedagogue at ITAVA as stated above. However, upon review of the latest June 2010 Regents scores we have noted the following: Two out of 11 students have passed the Algebra Regents, 2 out of 3 students have passed the Geometry Regents, 2 out of 12 students have passed the Living Environment Regents and 5 out of 12 students have passed the US History and Government Regents.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10

	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		