



CITY COLLEGE ACADEMY OF THE ARTS

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 06M293
ADDRESS: 4600 BROADWAY
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 293 **SCHOOL NAME:** City College Academy of the Arts

SCHOOL ADDRESS: 4600 Broadway, New York, NY 10034

SCHOOL TELEPHONE: 212 567-3164 **FAX:** 212 567-3958

SCHOOL CONTACT PERSON: Alyre Osborne **EMAIL ADDRESS:** Aosborn@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Rudelania La Hoz

PRINCIPAL: Dr. Burnedette Drysdale

UFT CHAPTER LEADER: Amy Sims

PARENTS' ASSOCIATION PRESIDENT: James Kelleher

STUDENT REPRESENTATIVE:
(Required for high schools) Stephanie Almanzar

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** 521

NETWORK LEADER: Cass Conrad

SUPERINTENDENT: Geraldine Taylor-Brown

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
Dr. Burnedette Drysdale	*Principal or Designee	
Ms. Amy Sims	*UFT Chapter Chairperson or Designee	
Mr. James Kelleher	*PA/PTA President or Designated Co-President	
Ms. Magaly Velez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Stephanie Almanzar	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Migdalia Torres-Cortes	CBO Representative, if applicable	
Mr. Martin Toomajian	Member/UFT	
Ms. Veronica Colon	Member/Parent	
Rudelania La Hoz	Member/Parent	
Alrye Osborne	Member/CSA	
Fannie Fernandez	Member/Parent	
	Member/	
	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.

City College Academy of the Arts (CCAA) is a 6 through 12 early college school. With City College of New York and the Early College Initiative, our primary partners, we have designed a learning community that is supportive and safe, as well as, rigorous and challenging. CCAA students graduate with as much as two years of college credit. The arts are the conduit through which students develop the skills to become problem solvers, critical thinkers and analytical learners. CCAA is committed to ensuring that our students succeed not only in college but as valued members of their families and community

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					
School Name:	City College Academy of the Arts				
District:	06	DBN #:	06M293	School BEDS Code:	310600011293

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94.8	95.5	95.9		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					98.7	98.7	98.7		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	83	82	85	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	87	85	86		83.9	73.0	85.0		
Grade 8	71	87	87						
Grade 9	0	0	89	Students in Temporary Housing: Total Number					
Grade 10	0	0	67	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		3	1	1		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	241	327	414		3	6	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	0	Principal Suspensions	0	3	3		
No. in Collaborative Team Teaching (CTT) Classes	22	36	49	Superintendent Suspensions	0	2	4		
Number all others	19	25	25						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (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	0	CTE Program Participants	0	0	
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	73	
# receiving ESL services only	41	54	39	Number of Staff: Includes all full-time staff			
# ELLs with IEPs				(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	20	30	33
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals		1	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		4	3
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	20.0	23.3	88.0
Black or African American	5.0	4.6	6.3	Percent more than five years teaching anywhere	20.0	13.3	19.0
Hispanic or Latino	93.4	92.4	90.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	1.8	1.4	Percent Masters Degree or higher	65.0	65.0	66.0
White	1.2	1.2	1.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.4	86.2	100
Multi-racial							
Male	47.3	44.3	41.3				
Female	52.7	55.7	58.7				

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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" 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 type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

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)			

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	√	√	√				
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	√	√					
Limited English Proficient	√	√					
Economically Disadvantaged	√	√	√				
Student groups making AYP in each subject	5	5	3	0	0	0	

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A/NR	Overall Evaluation:	NR
Overall Score	90.7/NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	14.0//NR	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25.0/NR	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.9/NR	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8/0.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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

While CCAA performed extremely well on its School Report Card we have noticed very specific trends among students performance in grades 6-8 and among a small group of our 11th graders. These trends will be used to guide our Inquiry Team for the 2010-2011 school year.

The number of students performing at academic level in ELA has risen and is comprised mainly of special education students in grade 7. While this constitutes approximately 2% of the students, CCAA will target its intervention programs toward this group. As such, we will do the following:

- **Continue to provide reading instruction to students in grades 6-8 four (4) days per week using Junior Great Books, Reading Apprenticeship and Guided Reading. CCAA has observed that we have less students who meet the requirement for reading remediation through Corrective Reading so this program will no longer be offered**
- **Students performing at performance level 1 and low level 2 in grades 6 & 7(≈ 41 students) will be programmed for small group instruction during Arts Block in ELA through the Literary Journal.**
- **Students performing at performance level 1 and low level 2 in grades 6 thru 8(≈ 59 students) will be programmed Saturday Academy which will begin in December for these middle school students only**
- **These students will also received small group pull-out and in push-in support in both ELA and mathematics**

Of the 65 students in grade eleven, 12 did not meet the criteria for attending classes at City College of New York-CUNY in the mornings because they were deficient in meeting their high school credits or did not complete their New York State Regents requirements. These 12 students will also be the focus of our Inquiry Team. Our goal is to determine strategies to motivate them toward becoming successful high school and college students. To do this we have begun to implement the following:

- **The students are programmed for advisory with Ms. Almanzar, the high school guidance counselor, four days per week. The focus of this advisory is high school success and college readiness**

- Each student is mandated for 1 service period to ensure their completion of the community service requirement for graduation
- Small group instruction to address the areas of credit or New York State Regents Examinations deficiencies

CCAA is proud of the academic performance of its students on the New York State Performance Assessments and Regents Examinations. Their scores reflect the time and effort that our teachers have dedicated to ensure that our students will experience a challenge and rigorous academic program. However, the performance of our 10th and 11th graders on New York State Regents Examinations has been outstanding. For example, of the current 10 grade class, approximately 75 or 91% of the 83 students have passed three or more New State Regents Examinations. It is expected that by the end of the 2010-2011 school year, 50% of the 10 graders will have successfully completed the basic requirements for a New York State Regents Examination diploma and will thus be able to attend CCNY four days per week in the fall of 2011-2012 school year.

We are extremely proud of our 11grade legacy class because 80% of them have passed the five New York State Regents Examinations needed for a basic Regents Diploma and 11% have completed the eight Regents needed for an advanced New York State Regents Diploma. We are also proud of the fact that of these 65 students 51 or 78% of the students currently attend CCNY four days per week. By so doing, they have begun to achieve the schools mission of “graduating from CCAA with both a high school diploma and up to 60 credits from CCNY. “

The most significant barrier to our continued improvement continues to be space. CCAA functions as a NY City public secondary school but its students are also college students at the CCNY. CCAA is located in an education campus that houses two other middle school. Currently, CCAA is located on the 4th and 2nd floors of the building. The issue is this, while we will continue to acquire space within the building, the sharing of common spaces such as the GYM, cafeteria and auditorium will become increasingly problematic because CCAA must program a middle school, high school, and college courses into those spaces and ensure that it is not encroaching from the other schools.

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.

1. To improve home-school communication by a 10% increase in the number of parents attending school meetings and using data tools such as SnapGrades for the 2010-2011 school year
2. For the 2011 school year CCAA will reduce class size for students in grade 8 in all subject areas
3. By June 2011, the ELL student group will demonstrate progress toward earning high school credits and college courses at CCNY as measured by a 10% increase in the number of ELLs meeting promotional requirements for grades 9-12
4. To improve the academic performance of students of special education, ESL and students currently performing at level 1 or low level 2 on the New York State assessments by 10%
5. To begin adapting the New York State Common Core State standards and developing a transition plan in order to integrate the evolving state standards across curricula and to develop a transition plan by June 2011.

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.

Subject/Area (where relevant):

School-wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve home-school communication by a 10% increase in the number of parents attending school meetings and using data tools such as SnapGrades for the 2010-2011 school year</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Use Google Gmail Calendar to communicate with parents electronically. Provide training for parents in the use of Google Gmail Calendar Expand the use of SnapGrades to include grades 6-8. Provide training for parents in the use of SnapGrades to track student achievement Include the use of the School Messaging System to communicate with parents. Update the CCAA-CCNY school website as a source of data and information for parents Provide training in the use of Acuity to provide at home academic support workshops that reflect parent need. CCAA will utilize ARRA funds, Title I Parent Involvement funds to support this initiative. CCAA will measure interim progress towards meeting this goal through attendance data, by tracking the number of parents</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>CCAA has purchased SnapGrades accounts for all teachers using funds allocated for Education Software. CCAA's PTA has purchased the Global Connect school messaging system using 2009-2010 Parental Involvement allocation. CCAA will team with the PTA to provide training for parents in the use of technology using some of the funds allocated for Improved Parental Involvement</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- **Increase parent participation in school activities by 10%**
- **Increase the number of parents using Snap Grades and ARIS by 20%**
- **Parents will be able to access Snap Grades and ARIS**

Subject/Area (where relevant):

Grade 8

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	For the 2011 school year CCAA will reduce class size for students in grade 8 in all subject areas.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	CCAA will offer 4 subject classes and will hire additional staff as needed. All grade 8 students will be programmed for Learning Lab twice weekly from 3:15pm to 4:00pm
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	Reduced class size will be funded using the following funds: ARRA, Title I-SWP and Fair Student Funding
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Improvement in 8 grade student academic performance on all assessments

Subject/Area (where relevant):

Grades 9-11

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the ELL student group will demonstrate progress toward earning high school credits and college courses at CCNY as measured by a 10% increase in the number of ELLs meeting promotional requirements for grades 9-12.</p>
<p>Action Plan <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">• Students will take college classes in the mornings at CCNY and high school classes in the afternoon at CCAA. Supervision of students will be conducted by the CCAA-CCNY Liaison and AP from CCAA• Inquiry team, comprised of teachers, the guidance counselor and principal, will focus on students at risk for failure• Students will be taught by the high school guidance counselor to read their high school transcripts to track their credits• Tutoring and Saturday Academy will provide the students with additional academic support• Parent meetings regarding high school and college expectations and performance will be held to ensure parent knowledge of students' progress Students will be able to track their academic progress through Snap Grades and Aris
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>ARRA, Title I-SWP and Fair Student Funding will be used to purchase SnapGrade Licenses, for per session and other resources (such as review books) to support this goal</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>85% of all high school students will take at least 1 college course through CCNY 85% of all 11th grade students will pass up to five New York State Regents Examinations by June 2011 80% of all 10th grade students will pass up to five New York State Regents Examinations by June 2011 60% of all 9 grade students will pass up to three New York State Regents Examinations by June 2011 70% of the students will earn the appropriate number of class credits needed for grade level promotion by June 2011</p>

Subject/Area (where relevant): ESL & Special Education Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the academic performance of students of special education, ESL and students currently performing at level 1 or low level 2 on the New York State assessments by 10%</p>
<p>Action Plan 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"> • 10% of the students that fall into the above categories will improve their performance on New York State assessments • Inquiry team will focus on students in these categories to ensure that instructional strategies and appropriate academic support are provided • Tutoring, Learning Lab and Saturday Academy will focus on instruction in the areas of literacy and mathematics • Students and parents will track their academic achievement using Snap Grades
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>ARRA, Title I-SWP and Fair Student Funding will be used to purchase SnapGrade Licenses, for per session and other resources (such as review books) to support this goal</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students academic achievement on New State Assessments will improve by 10% • 50% of the students will attend academic support activities • Teachers will differentiate instruction and report their impact at Inquiry Team meetings

Subject/Area (where relevant): School-Wide

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To begin adapting the New York State Common Core State standards and developing a transition plan in order to integrate the evolving state standards across curricula</p>
<p>Action Plan 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"> • Realign CCAA’s curriculum maps to reflect the New York State Common Core State standards in Mathematics and ELA • Pilot the use of standards based assessments at the high school level in order to align teaching and assessments with the New York State Common Core State standards • Provide professional development on the New York State Common Core State standards (school based and through PSO-CUNY) • Work with high school teachers to gauge the effectiveness of standards based assessment • Create curriculum maps in mathematics and ELA to ensure that they are aligned with the New York State Common Core State standards
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ul style="list-style-type: none"> • ARRA, Title I-SWP and Fair Student Funding will be used to purchase SnapGrade Licenses, for per session and other resources (such as review books) to support this goal • Allocation from CUNY collaborative programs budget, Gates Foundation and tax-levy funds • Use of staff development Days for ATLAS Curriculum Mapping activities • Allocate 4 network-work E-mapping and CCSS trainings and 3 school based E-mapping and CCSS trainings • Faculty and department meetings to track CCAA’s integration of the CCSS and ATALS Mapping
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • The alignment of school based curriculum maps with the New York State Common Core State standards in Mathematics and ELA • Members of the mathematics teacher team will assessment the effectiveness of standards based assessment with the aim of expanding their use • Students academic achievement in mathematics will improve with the focus on standards based assessments • Completion of a transitional plan beginning in 2010

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 (SURR)

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	58	48	0	0	58			
7	50	45	0	0	55			
8	58	50	0	0	58			
9	31	49	47	0	20			
10	0	15	10	5	30			
11	12	1	7	4	20			
12	NA	NA	NA	NA	NA			

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)	Description: Provide a brief description of each 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.).
<p>ELA:</p> <p>Push-in/Pull-out English instruction</p> <p>Before and After-school Enrichment</p> <p>Reading</p> <p>Saturday & Winter Academies</p> <p>Arts Block</p>	<p>AIS services will be provided for all students in all grade levels and subjects. AIS services are designed to support students' strengths and areas in need of additional support. AIS services are provided by a plethora of individuals from CCAA teachers to ECI tutors to tutors from Manhattan College. AIS is also provided before, during, after school, Saturdays and various academies that are held during school vacations.</p> <ul style="list-style-type: none"> • ECI tutors, English classroom teachers, Reading Specialists, a Speech Therapist and ESL instructor push-in and pull-out students during the school-day for reading comprehension. Skills addressed will be visualizing, clarifying, grammar in context, connecting to text, accountable-talk, shared inquiry, read-alouds, word study decoding, fluency instruction and editing. • Tutors from City College of New York-CUNY and CCAA teachers will provide push-in and pull-out services for students in need of additional academic support • Students also receive enrichment instruction, including tutoring and homework help, through CBO- Children's Aid Society and CCAA teachers • All students in grades 6-8 will be programmed for a dedicated reading period which will cover students' needs. • Students are grouped into reading comprehension levels (small group instruction) for Junior Great Books and Guided Reading based on their reading levels. The Reading Period takes place Monday-Thursday for 45 minutes. • Saturday and Winter Academies provide students with test-taking strategies related to reading and writing compositions (including strategies mentioned above) • Use the arts to provide additional academic support • Students receive instruction in reading aloud, enacting text, analyzing visual art, using dance as a living language, and composing a variety of genres through Exploring the Arts Club, Chorus, Newspaper, Graphic Design, Technology and Webpage, Science and Art Club.

<p>Mathematics: Push-in/Pull-out English instruction Before and After-school Enrichment Saturday and Winter Academies</p>	<ul style="list-style-type: none"> • Support services occur for all students at all levels of math (grades 6-11) and all types of mathematics during the school day, after school for tutoring, and during Saturday, Winter, and Spring Academies. Tutors from CCNY & ECI and CCAA teachers will be pushing-in as well as pulling-out students for small group and 1-1 tutoring. Smartboard, Interactive Online Math Applications such as, Small group tutoring, Laptops with Support Software, Inspiration, Geometer's Sketchpad, Calculators, Math Literacy, and Skill books were also utilized for additional support. • CCAA will seek to increase the integration of the arts in mathematics instruction • 8th grade students will receive accelerated Algebra instruction to meet both the 8th Grade NY State Math Exams as well as the NY State Regents. • Students also receive enrichment instruction, including tutoring and homework help, through CBO- Children's Aid Society.
<p>Science:</p>	<ul style="list-style-type: none"> • Science education at CCAA will continue to focus on the preparation of students for the 8th grade NY State Science Examination and the New York State Living Environment Regents Examination. AIS for students in all grades and in each area of science (including chemistry and physics) will include, tutoring, push-in and pull-out services. Science literacy will focus on the key terms and concepts in science. ALL students will be provided with hands on experiences through their participation in laboratory experiments that are designed to support theoretical instruction. • The overall instructional strategy for ALL students will be to engage in inquiry within science. • CCAA will seek to increase the integration of the arts in science instruction. • Tutors from City College of New York-CUNY will provide push-in and pull-out services for students in need of additional academic support. • Students will also receive enrichment instruction, including tutoring and homework help, through CBO- Children's Aid Society.
<p>Social Studies:</p>	<ul style="list-style-type: none"> • CCAA's social studies instructional strategies will focus on: inquiry based learning, reading and interpreting primary and secondary documents such as cartoons, graphs, quotations and maps, special projects, and reading and writing in the social studies content area. The focus of the middle school social studies curricula will be on the preparation of students for 9th grade American History and 10 Grade Global History and Government Regents Examinations. CCAA will seek to increase the integration of the arts in Social Studies instruction. • Tutors from City College of New York-CUNY will provide push-in and pull-out services for students in need of additional academic support. • Students also receive enrichment instruction, including tutoring and homework help, through CBO- Children's Aid Society.

At-risk Services Provided by the Guidance Counselors:	<ul style="list-style-type: none"> • Individual Counseling, Group Counseling, Life Skills/Study Skills are provided for students in grades 6-11 • Our CBO - The Children's Aid Society provides additional guidance services on an as-needed basis.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Individual Counseling, Group Counseling, Life Skills/Study Skills and crisis intervention. Evaluation for Special Education. • Our school-based CBO-Children's Aid Society provides services as needed.
At-risk Services Provided by the Social Worker:	<p>CCAA does not have a social worker on staff. However, our CBO - The Children's Aid Society, provides social services and individual counseling is given as needed</p>
At-risk Health-related Services:	<ul style="list-style-type: none"> • Individual Counseling, Group Counseling, Life Skills/Study Skills are provided for students in grades 6-11 • The Children's Aid Society, our CBO, provides health services and individual counseling as needed

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.

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) 6-11 **Number of Students to be Served:** 43 LEP _____ Non-LEP

Number of Teachers 2 **Other Staff (Specify)** 1 School Secretary, 1 Parent Coordinator, 4 Paraprofessionals, 2 Community Assistants

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

The City College Academy of the Arts (CCAA) is a 6-12 school that began in September 2005. With City College of New York and the Early College Initiative, as its primary partners, CCAA is a learning community that is supportive and safe, as well as, rigorous and challenging. CCAA students will graduate with as much as two years of college credit. The arts are the conduit through which students develop the skills to become

problem-solvers, critical thinkers and analytical learners. CCAA is committed to ensuring that its students succeed not only in college, but as valued members of their families and community.

CCAA is located in the Washington Heights section of upper Manhattan where most of the members of the community are immigrants from the Dominican Republic. Of the 512 students, approximately 90 percent are Latinos. According to the **Home Language Report**, 79 percent of the students reside in households wherein Spanish is the primary language.

Services

Approximately nine percent have been identified as English Language Learners (ELLs). All students are served through the Freestanding ESL program. Ninety-eight percent of the ELLs are in the Spanish Language Group and 1 is in the Albanian Language Group. CCAA has a free standing English as a Second Language program (ESL) that provides two types of services (push in and pull out).

- **Push-in:** This service is provided for students who via the NYSESLAT have been identified as being at the beginner, intermediate, advanced and proficiency levels of English. The ESL teacher provides services in content area classes.
- **Pull-out:** This service is provided to students who are at the beginner and intermediate stages of English proficiency.
- **Saturday Academy** is mandated for students in grades 6-10. Saturday Academy focuses on test preparation and other academic support in all academic areas. This year, Saturday Academy will begin in December for students in grades 9 & 10 and for all other students/subjects February 2011.
- **Winter Academy** will occur during Presidents Week and will focus on test preparation for students in grades 6-8
- **Spring Academy** will occur during the Easter Vacation and will focus on test preparation for students in grades 6-8
- CCAA provides before and after school tutoring for students
- **Friday Study** classes are provided for students
- **Homework club** is provided for students who need additional help in all subject areas

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.

CCAA staff will attend NYCDOE designated professional development for ELL students. In addition, the staff will participate in on site professional development activities which will include study groups, lesson study, inter-visitations and analysis of student work.

CCAA follows the mandate to provide five professional development workshops on ESL annually. We provided at least 10 workshops to give all of our teachers 10 hours of instructional the best opportunity for training and reflection, these workshops are designed to provide school personnel with an understanding of effective ESL instructional strategies and methodologies. One important topic of the school’s professional development plan focuses on how data such as the NYSESLAT should be used to inform students, groupings as well as their language needs. Teachers, including the two licensed ESL teachers, also receive professional development at the regional level through QTEL training and workshops provided by the Office of English Language Learners. Additionally the two licensed ESL teachers attend weekly curriculum meetings with the ELL team to understand and implement the mandated Units of Study. These teachers are also trained in AMP. Teachers from CCAA and the IEP paraprofessional have also received training in Great Leaps. Both these programs have proven to be effective in determining and supporting students’ literacy needs.

	CGP Review Book for the Living Environment 20 books (1 Class set)=\$302.10 CGP Review Book Chemistry 20 books (1 Class set)=\$302.10 EXAMgen (Chemistry, Global History, DBQs)= 798.20 405+604.20+798.20=1617.20	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	9 Toner Printers @ 123=\$1107	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) Printing supplies (ink, paper), support students completion of reports in all subject areas
Educational Software (Object Code 199)	8 Dell Computers @ \$500=\$4,000	Computer for tutoring, after school programs, and computer based learning
Travel	N/A	
Other (Parent Activities)	\$1590	<ul style="list-style-type: none"> To promote parental involvement through workshops about the CCAA's academic programs (such as Curriculum Night, and Literacy), and Parent Education Programs
TOTAL	\$15,0000	

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

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.

CCAA relies on data derived from the Home Language Survey, school location and parental requests for translation services to determine the written translation and oral interpretation needs of our families.

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 data, CCAA has concluded that approximately 79% of our families are in need of language translation and interpretation.

The findings were reported to the community in the following manner:

- **Posting of signs regarding the availability of language translation and interpretation**
- **Presence of a translator and interpreter at all meetings**
- **Office staff and personnel are available to provide translation and interpretation services in all offices**

Part B: Strategies and Activities

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 written documents are available to the members of the school community in both English and Spanish. Written translation will be done by school personnel who are bilingual. When necessary, the school will utilize the services of the Department of Education's, Translation and Interpretation Unit.

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.

On-site oral interpretation services are provided to parents through school personnel (Bilingual-Spanish guidance counselors and interns, Bi-lingual Spanish support staff, and Bilingual-Spanish parent coordinator).

- 3.
4. 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>.

Information regarding services and regulations from the New York City Department of Education are posted and provided in both English and Spanish around the school.

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:	384,622	110,156	494778
2. Enter the anticipated 1% set-aside for Parent Involvement:	3846	1102	4948
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	19231	*	
4. Enter the anticipated 10% set-aside for Professional Development:	5416	*	

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. **Please see pages 11 and 12 of this CEP**
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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities - **CCAA has an extended school day and year (Sept.-July), before and after school tutoring, Saturday Academy and Holiday Academics. Students also receive push-in and pull-out services**
 - o Help provide an enriched and accelerated curriculum - **Students are programs according to their academic needs. As such, it is not unusual to find 6th grade student taking 8th grade math or 9th grade students taking chemistry. CCAA students are accelerated in that students begin taking NY State Regents Examinations in the 8th grade and college courses in the 9th.**

- Meet the educational needs of historically underserved populations - **CCAA was created specifically to meet the needs of historically underserved population. As such, we offer smaller class sizes, and before, during and after school enrichment programs**
 - 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. CCAA has an extended school day and year (Sept.-July), before and after school tutoring, Saturday Academy and Holiday Academics. Students also receive push-in and pull-out services. Students are programs according to their academic needs. As such, it is not unusual to find 6th grade student taking 8th grade math or 9th grade students taking chemistry. CCAA students are accelerated in that students begin taking NY State Regents Examinations in the 8th grade and college courses in the 9th. CCAA has partnerships with organizations such as Carnegie Hall and Theater Development Fund which provides opportunities for our students to engage with the arts in different ways, for example, through residences such as Perlman American Roots, performances such as those provided through Harlem Stage at CCNY and the Metropolitan Museum of the Arts.**
 - **CCAA is a member of the Early College Initiative, a consortium wherein students are expected to graduate from high school with up to 60 college credits. In grade 8, students participate in the Bridge to College Program and beginning in grade 9, students take courses through CCNY**
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff. **To maintain the high quality of our staff, teachers are provided with many opportunities for professional development. New Teachers are mentored and work with colleagues in Grade and Subject Area Meetings. CCAA participates in the Writing Project developed for members of the CUNY-PSO by Lehman College, and reading teachers are also supported by professional consultation with JP Associates, the creator of Corrective Reading. Coaching services have also been purchased through the DOE and is available not just for new teachers, but teachers who request it. CCAA social studies teachers are also working with Professor Lisa Simon of CCAA and math teachers are working with CCNY's Math in the City Program.**
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. **To maintain the high quality of our staff, teachers are provided with many opportunities for professional development. New Teachers are mentored and work with colleagues in Grade and Subject Area Meetings. CCAA participates in the Writing Project developed for members of the CUNY-PSO by Lehman College, and reading teachers are also supported by professional consultation with JP Associates, the creator of Corrective Reading. Coaching services have also been purchased through the DOE and is available not just for new teachers, but teachers who request it. CCAA social studies teachers are also working with Professor Lisa Simon of CCAA and math teachers are working with CCNY's Math in the City Program.**

CCAA's principal and assistant principals will receive professional support through the NYC Leadership Academy, ECI and PSO-CUNY. When available and appropriate, the principal and assistant principal will attend workshop and conferences offered through ASCD.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **CCAA will rely on the recommendation of current staff members, referrals from professors at the CCNY School of Education, postings on the DOE Open Market and the school's reputation as a warm supportive environment and Report Card Grades**
6. Strategies to increase parental involvement through means such as family literacy services. **The Parent Coordinator and PTA President will work together to provide workshops for parents on a variety of topics such as Immigration, Aris Parent Link, and opportunities for volunteering. The Parent Coordinator will also, in conjunction with another school within the education campus, offer workshops on Talking with Teens, preparing children for the NY State Assessment and CCAA's school-wide curriculum.**
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.
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. **Teachers will participate through Grade Level and Subject Area Meetings, PPT, Inquiry Team, and professional development activities such as Curriculum Mapping.**
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. **In inquiry team, PPT, Grade Level and Subject Area Meetings CCAA teachers and staff will use data (qualitative and quantitative) to determine the academic progress of students, identify students who are experiencing difficulties and implement strategies (pedagogical and enrichment) to provide assistance. There will be periods of "check in" wherein teachers will report on the success of the intervention and determine changes, use of the ongoing strategy and students' progress toward success or mastery.**
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. **CCAA staff and CBO will ensure the coordination of all programs supported by NCLB to ensure that students and parents needs are identified and were possible, addressed.**

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” ¹ 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 ² 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	✓			384,622	✓	14-19
Title I, Part A (ARRA)	Federal	✓			110,156	✓	14-19
Title II, Part A	Federal	✓			N/A	N/A	N/A
Title III, Part A	Federal	✓			15,000	✓	26-28
Title IV	Federal	✓			N/A	N/A	N/A
IDEA	Federal	✓			30,937	✓	21-24
Tax Levy	Local	✓			89,343	✓	14-19

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.

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 is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

1. Use program resources to help participating children meet the State standards. **Pages 14-19, 21-24 & 26-28**
2. Ensure that planning for students served under this program is incorporated into existing school planning. **Pages 14-19, 21-24 & 26-28**
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;

See Pages 14-19, 21-24, 26-28 & 32-33

4. Coordinate with and support the regular educational program; **Pages 14-19, 21-24 & 26-28**
5. Provide instruction by highly qualified teachers; **Page 32-34**
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; **Pages 32-34**

Provide strategies to increase parental involvement; and **Pages 14 & 27-30**

7. Coordinate and integrate Federal, State and local services and programs. **Page 34**

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: _____ **SURR³ 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.

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.

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

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>

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.) **1**
2. Please describe the services you are planning to provide to the STH population.
 - Opportunities to attend extended day programs and all other AIS programs
 - Metro card for travel to and from school in order to ensure school attendance
 - Arrange for transportation through the office of OTPS
 - Counseling
 - Opportunities to complete all assignments at CCAA

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

School Name:	City College Academy of the Arts					
District:	6	DBN:	06M293	School		310600011293

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		94.8	95.2/	95.0 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.7	96.6	98.8
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	82	85	95	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	85	86	87		83.9	85.0	85.3
Grade 8	87	87	88				
Grade 9	73	89	95	Students in Temporary Housing - Total Number:			
Grade 10	0	67	83	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	65		3	7	6
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	327	414	513	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	6	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	0	0	0	Principal Suspensions	0	3	1
# in Collaborative Team Teaching (CTT) Classes	36	49	60	Superintendent Suspensions	0	2	7
Number all others	25	25	20				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	73	0
# receiving ESL services only	54	39	TBD				
# ELLs with IEPs	8	22	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	20	30	34
Number of Administrators and Other Professionals	5	6	4
Number of Educational Paraprofessionals	0	1	3

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	0	13	% fully licensed & permanently assigned to this school	100.0	100.0	87.9
				% more than 2 years teaching in this school	10.0	23.3	44.1
				% more than 5 years teaching anywhere	20.0	13.3	23.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	65.0	50.0	61.8
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	91.4	86.2	83.8
Black or African American	4.6	6.3	6.0				
Hispanic or Latino	92.4	90.8	91.2				
Asian or Native Hawaiian/Other Pacific	1.8	1.4	0.6				
White	1.2	1.4	1.6				
Male	44.3	41.3	40.2				
Female	55.7	58.7	59.8				

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	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		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:	v	ELA:
Math:	v	Math:
Science:	v	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**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	75.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	45.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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



City College Academy of the Arts
"An Early College School"
4600 Broadway
New York, NY 10040
Phone 212.567.3164 Fax 212.567.3958
Dr. Burnedette Drysdale, Principal
Ms. Alrye Osborne, Assistant Principal
Ms. Alxa Candanosa, Assistant Principal

Title I Parent Involvement Policy

Section I: Title I Parent Involvement Policy

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

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

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

of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a 2dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

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

City College Academy of the Arts will further encourage school-level parental involvement by:

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

**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

Network Cluster Children's First Network	District <input type="checkbox"/> 6 <input type="checkbox"/>	School Number M 293 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	School Name City College Academy of the Arts
Principal Dr. Burnedette Drysdale		Assistant Principal Ms. Alry Osborne and Ms. Alaxa Candanosa	
Coach Marlen Pike		Coach Mr. Kinney	
Teacher/Subject Area Mrs. Salvitti/ELA		Guidance Counselor Ms. Almanzar and Ms. Merino	
Teacher/Subject Area Mrs. Landron/Spanish		Parent type here	
Teacher/Subject Area Mrs. Nunez/Special Education		Parent Coordinator Manuela Cebullos	
Related Service Provider Ms. Nunez		Other type here	
Network Leader PSO-CUNY		Other type here	

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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	32

C. School Demographics

Total Number of Students in School	512	Total Number of ELLs	47	ELLs as Share of Total Student Population (%)	9.18%
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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

1. CCAA identifies possible ELLs by having an initial interview with the family given by a licensed pedagogue. During this oral interview and with a bilingual translator, if necessary, the Home Language Identification Survey (HLIS) is administered to the family. After the HLIS is filled out and assessed, those possible ELLs who need further evaluation are administered the LAB-R. In addition to the LAB-R, native Spanish speakers are administered the Spanish Lab to determine first language proficiency. The LAB-R is then graded and the student is either identified as an ELL or a non-ELL. If the parents chose CCAA's ESL program, then the students receive ESL services and are annually evaluated using many classroom assessments and large-scale assessment, such as, the New York State English as a Second Language Achievement Test (NYSESLAT). After the NYSESLAT scores are analyzed, the ESL teacher incorporates ESL methodologies that address specific language skills that need to be enhanced. The people who are part of this initial identification process and are there for continued support are Dr. Burnedette Drysdale (principal and ESL teacher) Laura Shockley (ESL coordinator/teacher), Manuela Cebullos (parent coordinator), Ms. Almanzar (high school guidance counselor), and Ms. Merino (middle school guidance counselor).

2. To ensure parents understand the ESL services offered at CCAA, the school hosts two orientation meetings for the parents. At the meetings, the ESL coordinator, Parent Coordinator, and translator are in attendance. Whenever parents need translations, a native language translator is present. All written communication is also translated into students' and parents' native language. Program Entitlement letters are mailed prior to each of the scheduled meetings indicating whether their child is entitled to English as a Second Language instruction, and parents are called to ensure their attendance. At the meetings, the parents are shown the orientation video For Parents of English Language Learners from the ELL Parent Information Case (EPIC) explaining the three language programs (Transitional Bilingual, Dual Language, Freestanding ESL) available to English language learners in New York City. They are informed that CCAA offers a push-in program that is geared mainly for advance or proficient students and a pull-out program for students who are at the intermediate and beginner levels of English proficiency. The pamphlet, A Guide for Parents of English Language learners is reviewed and each parent is given a copy. Parents are then given Parent Survey and Program Selection forms. Forms are completed at the orientations. After parents are offered the 3 choices and chose, CCAA keeps Parent Option letters on file. If there are 15 to 20 parents that chose transitional bilingual CCAA will follow the correct procedures to implement a transitional bilingual program. If new students arrive during the school year, the initial interview, HLIS, and the LAB-R are administered. After reviewing all of the information, if students are determined to be ELLs, parents are notified and attend a meeting where all the information from the orientations are obtained. The parents of ELLs who have already been in the NYC public school system receive copies of the Program Continuation Letter which state that their child is entitled to continued English as a Second Language services.

3 & 4. To ensure that all program selection forms are returned the parent coordinator provides outreach and calls parents who do not return the forms. Parents are strongly encouraged to return the forms to school as soon as possible. If parents have not returned the forms by the third week of September the parent coordinator begins to call, email, and encourages parents to hand in the forms. The parent coordinator ensures that all forms are returned. Parental Involvement is the participation of parents in regular, two-way, and meaningful communication involving student learning and other school activities. A special ESL curriculum night will be held to discuss all programs, interventions, and additional services available for ELL students and parents. The Parent-Coordinator will hold hands-on workshops with the teacher of the free-standing ESL Program to simulate an actual lesson and discuss the program with parents. The parent coordinator will look at the parent need surveys and plan enrichment accordingly. Parents will be invited for an overview of all programs, program choice, and will be able to use the program to have the opportunity to see the benefits of the program firsthand. Additional parent support would be available through workshops provided by the parent coordinator based on the interest and needs of parents. Parent surveys have already been done to determine needs, surveys and questionnaires will be ongoing to determine needs, evaluations of programs will be handed out at the end in Spanish and English throughout the year.

5. The programs offered by CCAA are aligned with the requests of our parents. Parents were informed of their child's score on the NYSESLAT and were informed as to how the scores were used to determine the type of ESL service that their child would be receiving. Parents in CCAA have selected free standing ESL for the last four years. The parents are informed that the default choice is TBE. The trend of parent choice is freestanding ESL. None of the ELL parents have requested TBD.

6. The programs offered by CCAA are aligned with the requests of our parents. Most of our children come from Freestanding ESL programs and program continuity is highly valued at CCAA. Parents were informed of their child's score on the NYSESLAT and were informed as to how the scores were used to determine the type of ESL service that their child would be receiving. The school reviews all parent choice letters during ESL content area meetings with

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
X6 X7 X8 X9 X10 X11 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 #
Transitional Bilingual Education <small>(60%.40% → 50%.50% → 75%.25%)</small>	<input type="checkbox"/>	0												
Dual Language <small>(50%.50%)</small>	<input type="checkbox"/>	0												
Freestanding ESL														
Self-Contained	<input type="checkbox"/>	0												
Push-In	<input type="checkbox"/>	3	4	<input type="checkbox"/>	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	12					
Total	0	0	0	0	0	0	3	4	0	0	5	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	20
SIFE	2	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	19

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				
	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	Total
TBE	<input type="text"/>	0								
Dual Language	<input type="text"/>	0								
ESL	13	2	3	15	0	6	19	0	11	47
Total	13	2	3	15	0	6	19	0	11	47

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	<input type="text"/>	0												
Chinese	<input type="text"/>	0												
Russian	<input type="text"/>	0												
Bengali	<input type="text"/>	0												
Urdu	<input type="text"/>	0												
Arabic	<input type="text"/>	0												
Haitian	<input type="text"/>	0												
French	<input type="text"/>	0												
Korean	<input type="text"/>	0												
Punjabi	<input type="text"/>	0												
Polish	<input type="text"/>	0												
Albanian	<input type="text"/>	0												
Yiddish	<input type="text"/>	0												
Other <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
TOTAL	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	<input type="text"/>	0	0																	
Chinese	<input type="text"/>	0	0																	
Russian	<input type="text"/>	0	0																	
Korean	<input type="text"/>	0	0																	
Haitian	<input type="text"/>	0	0																	
French	<input type="text"/>	0	0																	
Other <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	0
TOTAL	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								
Spanish	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Chinese	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Russian	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Korean	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Haitian	□□	□□	□□	□□	□□	□□	□□	□□	0	0
French	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Other □□□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
TOTAL	0									

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.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): □□	Number of third language speakers: □□
Ethnic breakdown of EPs (Number):	
African-American: □□	Asian: □□
Hispanic/Latino: □□	Other: □□
Native American: □□	White (Non-Hispanic/Latino): □□

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

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	□□□	□□□	□□□	□□□	□□□	□□□	□□□	16	9	9	5	3	4	46
Chinese	□□□	□□□	□□□	□□□	□□□	□□□	□□□	1	□□□	□□□	□□□	□□□	□□□	1
Russian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Bengali	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Urdu	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Arabic	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Haitian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
French	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Korean	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Punjabi	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Polish	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Albanian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Other	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
TOTAL	0	47												

Part IV: ELL Programming

A. Programming and Scheduling Information	
1.	How is instruction delivered? <ol style="list-style-type: none"> What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> Describe your instructional plan for SIFE. 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. Describe your plan for ELLs receiving service 4 to 6 years. Describe your plan for Long-Term ELLs (completed 6 years). Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. Instruction Delivery

a & b. At CCAA, Freestanding ESL services are provided either through push-in and pull-out services for the student who have been identified via the NYSESLAT as ELLs. Students are grouped via instructional minutes (homogeneous) and the type of services that are appropriate for student at each of the English language proficiency levels. The NYSESLAT is the primary data via which students English language proficiency levels are determined. To that end, students at the beginner and intermediate levels of English language proficiency receive, at a minimum, 360 minutes English language instruction and students at the advanced proficiency level receive at a minimum, 180 minutes of English language instruction and ELA instruction. Once the proficiency levels have been ascertained, then the students are grouped accordingly to ensure appropriated instructional differentiation, MGI tutorial support, appropriate academic intervention services and other instructional support services.

2. Explicit ESL, ELA, and NLA

To ensure that the instructional program offered at CCAA meets needs and mandated number of instructional minutes of the all proficiency levels of ESL students, content area instruction is monitored to ensure that lessons are explicit, concrete and interactive. Students are grouped by level with advanced ESL students receiving push-in services and beginner and intermediate ESL students receiving both push-in and pull-out services.

Explicit ESL Intervention

Teachers have received professional development focusing on English language learners. Teachers then plan lessons that are differentiated to meet needs of English language learners. In the case of the push-in and pull-out programs, the content area teachers and the ESL teachers collaborate on the instructional plan. Lessons incorporate the use of visual aids, grammar usage, word walls, and adapted texts that are age and level appropriate. In all content area classes, lessons are planned and delivered via the Workshop Model. The goal is that through meaningful conversations, Accountable Talk, teachers will build students' comprehension, fluency, and vocabulary skills in English.

Explicit ELA Intervention

All English language learners are exposed to explicit English language instruction from a licensed ELA teacher daily. Lessons are planned for students based on need with emphasis on language acquisition and academic rigor that will promote English language learning. Finally, CCAA follows the Susan Radley Accelerated Curriculum instructional methodology in ELA and the Workshop Model in structure of all lessons in each content area. Teachers are also trained in QTEL methodologies.

Delivery of Explicit NLA in the Classroom:

Native Language Arts Programs are provided after school and in college courses. The eighth and ninth graders have native language arts everyday for at least 45 minutes that is differentiated to meet the needs of English Language Learners. The goal is to build English fluency through the use of Spanish language instruction. The language of instruction for Native Language Arts is Spanish because it is the primary language of all but two of the ESL students.

3. Content Area Instruction

ELA: CCAA's curricula are aligned with NY State and those of New York City. Susan Radley's Accelerated Literacy Learning is the core of the ELA program. The units of study are implemented in the monolingual ELA classes. Listening centers are used in ELA and ESL classes to build students' literacy skills. The tapes purchased for the listening center are age and level appropriate. They also represent different genres and disciplines.

Social Studies: As in ELA, the Workshop Model is the instructional methodology followed in social studies. When possible, interdisciplinary lessons are planned with teachers from other content areas. Student texts are available in both Spanish and English. Students also engage in historical research and have been required to complete projects on medieval times and the renaissance.

Social studies instruction at CCAA is grounded in literacy and guided by the school's mission, which is to prepare students to begin taking college level courses while in high school. To that end, the social studies curriculum focuses on integrating reading and writing strategies. Push-in services are provided for students in the social studies content area to ensure students understanding of the content area language and classroom activities.

Science: The workshop model is the instructional methodology followed in science.

Science at CCAA follows inquiry based. This means that the curriculum emphasizes a "hands-on" approach which focuses on scientific observation, investigations and making real-life connections to science. For example, students in science have incorporated the study of animals such as a turtle, Charlie; worms, snails and a guinea pig, Charlie Nibbles in their studies. The students complete laboratory experiments and are required to complete laboratory reports. Instruction is differentiated through the use of work stations that provide the "hands on" experience that is crucial to students' understanding of science. As in social studies, push-in services are provided for students in the social studies content area to ensure students understanding of the content area language and classroom activities.

Math: The workshop model is the instructional methodology followed in math. Teachers model problems and then support students during independent practice. The math classes illustrate important functions and vocabulary throughout the classroom, so ESL students can be exposed to math language in a print rich environment.

Art: Art instruction is an important aspect of the curriculum of CCAA. Apart from experiencing a wide variety of art genres, students also study the history of the genres. As such, literacy is also a feature of the schools arts program. As a part of their art education, students are required to use a sketch pad daily as a means of recording their growth as artists. CCAA incorporates the arts across content areas. Special projects that are provided through the schools partnerships with Lincoln Center, Aaron Davis Hall and Hostos College and Community Works, are conducted through the art class. For example, the students were involved in a project on Blues music. They wrote their own blues song and drew story boards that reflected the main ideas of the song.

AIS: Academic intervention services are provided based on students needs as determined by their scores on the NYSESLAT, interim assessments and teachers' recommendations. CCAA offers a wide variety of AIS that allow for small group instruction and one on one tutoring. Theses services include, Learning Lab, the 37.5 minutes of Extended Time, Saturday Academies, Holiday Institutes, small group pull-out instruction, tutoring through the Middle Grades Initiative, after school and early morning tutoring provided by content area teachers. Students in AIS are grouped by need. The focus of each service is either ELA or mathematics. Teachers have received training in a variety of AIS programs such as AMP and Great Leaps that can be utilized to provide additional academic support for English language learners.

3a. Plan for SIFE students:

Should CCAA receive SIFE students, instructional support will focus on providing a maximum level of English language instruction that will support the student (s) English language acquisition. CCAA does not have self contained ESL classes. However, CCAA would ensure that SIFE students are programmed to receive, at a minimum, the mandated 360 minutes of English language instruction. As such, ESL instructional for SIFE students would be provided via push-in or pull-out services. These students would also be targeted for additional support from a variety of sources including, the MGI tutors, Learning Lab, Extended Time and for math and ELA, via the school's Saturday and Holiday Academies.

b. Plan for Newcomers:

The plan for newcomers, ELLs in U. S. school less than three years, will mirror the one outlined for SIFE students. Also, parents of newly arrived students will be introduced to the ESL services provided at CCAA and informed how their child will be placed for ESL instruction. Based on the four modalities of the NYSESLAT, newcomers will receive instruction with emphasis on language acquisition and literacy. Additionally, we will focus on connecting language acquisition to the other content areas including social studies and science. Newcomers language acquisition will also be enhance through classroom libraries that provide age and level appropriate texts in their native language as well as English.

C. Plan for ELLs receiving 4 to 6 years

ELLs receiving 4 to 6 years will receive their mandated minutes with a focus on strengthening their academic language. The main focus will be for ELLs to receive content-driven instruction, using ESL methodologies, so students can have meaningful interactions with the content. This will increase all language modalities, while strengthening their academic language.

d. Plan for Long Term ELLs:

For long term ELLs in New York City schools for six years or more, the goal of CCAA is to provide on going ESL instruction through a variety of programs. These include pull-in and push-in services, academic intervention services, Learning Lab, Extended Time and Saturday and Holiday academics.

Students at CCAA are required to attend a weekly schoolwide enrichment program via which they are provided with additional opportunities to practice English. Children's Aid Society, the I. S. 218 Educational Campus' community based organization, also supports student learning through the various programs that they offer.

Research by Cummins, et al, indicates that it takes between five to seven years for language learners to gain proficiency in a second language. At CCAA, English language learners receive rigorous instruction in English across all content areas. Given that 25 percent of the school's population is comprised of English language learners, all teachers have received professional development in instructional strategies and methodologies. As such, language instruction is embedded into the school's curriculum through a wide variety of instructional sources. These include, journals, hands on activities in science, art & mathematics, word walls are visible throughout the school, helping to scaffold learning for English language learners. Finally, ESL instruction is provided by two licensed ESL instructors.

e. Plan for ELLs with Special Needs:

Students with special needs will receive those services as mandated by their IEP or by content area teachers through services provided by CCAA. This will include pull-out and push-in ESL instruction, academic intervention programs such as Learning Lab, the 37.5 minutes of Extended Time, Wilson, Great Leaps, and counseling.

1. 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.
2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
3. What new programs or improvements will be considered for the upcoming school year?
4. What programs/services for ELLs will be discontinued and why?
5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
7. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
8. Do required services support, and resources correspond to ELLs' ages and grade levels?
9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
10. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. Targeted Interventions

ELA: CCAA's curricula are aligned with NY State and those of New York City. Susan Radley's Accelerated Literacy Learning is the core of the ELA program. The units of study are implemented in the monolingual ELA classes. Listening centers are used in ELA and ESL classes to build students' literacy skills. The tapes purchased for the listening center are age and level appropriate. They also represent different genres and disciplines. For our ELL's who scored at a beginning level on the writing we have a writing center staffed with an ELA teacher who is trained in providing writing interventions.

Social Studies: As in ELA, the Workshop Model is the instructional methodology followed in social studies. When possible, interdisciplinary lessons are planned with teachers from other content areas. Student texts are available in both Spanish and English. Students also engage in historical research and have been required to complete projects on medieval times and the renaissance. Social studies instruction at CCAA is grounded in literacy and guided by the school's mission which is to prepare students to begin taking college level courses while in high school. To that end, the social studies curriculum focuses on integrating reading and writing strategies. Push-in services are provided for students in the social studies content area to ensure students understanding of the content area language and classroom activities.

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Science at CCAA follows is inquiry based. This means that the curriculum emphasizes a "hands-on" approach which focuses on scientific observation, investigations and making real-life connections to science. For example, students in science have incorporated the study of animals such as a turtle, Charlie; worms, snails and a guinea pig, Charlie Nibbles in their studies. The students complete laboratory experiments and are required to complete laboratory reports. Instruction is differentiated through the use of work stations that provide the "hands on" experience that is crucial to students' understanding of science. As in social studies, push-in services are provided for students in the social studies content area to ensure students understanding of the content area language and classroom activities.

Art: Art instruction is an important aspect of the curriculum of CCAA. Apart from experiencing a wide variety of art genres, students also study the history of the genres. As such, literacy is also a feature of the schools arts program. As a part of their art education, students are required to use a sketch pad daily as a means of recording their growth as artists. CCAA incorporates the arts across content areas. Special projects that are provided through the schools partnerships with Lincoln Center, Aaron Davis Hall and Hostos College and Community Works, are conducted through the art class. For example, the students are currently involved in a project on Blues music. They have written their own blues song and are currently drawing story boards that reflect the main ideas of the song.

AIS: Academic intervention services are provided based on students needs as determined by their scores on the NYSESLAT, interim assessments and teachers' recommendations. CCAA offers a wide variety of AIS that allow for small group instruction and one on one tutoring. Theses services include, Learning Lab, the 37.5 minutes of Extended Time. Saturday Academies, Holiday Institutes, small group pull-out instruction, tutoring through the Middle Grades Initiative, after school and early morning tutoring provided by content area teachers. Students in AIS are grouped by need. The focus of each service is either ELA or mathematics. Teachers have received training in a variety of AIS programs such as AMP and Great Leaps that can be utilized to provide additional academic support for English language learners.

6. Ongoing Support for Proficient Students:

Ongoing support for students identified as reaching proficiency on the NYSESLAT, will be provided. These students will receive push-in services. Their academic progress will also be assessed through Acuity and GRADE interim assessments. This small group of students will also receive at least 180 minutes of ESL instruction weekly. Also, the students will be entitled to participate in all enrichment/AIS activities offered by CCAA. They will also receive all testing accommodations they are entitled to. The goal is to ensure that the students transition from their ESL program into the monolingual program.

7. New Programs or Improvements being considered for the upcoming year:

CCAA hopes to receive more technology so students will have more means to acquire information for inquiry based instruction. Also, the focus to use multicultural literature for ELLs will allow them to have more authentic interactions and connections with literature.

8. Discontinued Programs/Services

N/A. CCAA has not discontinued any programs or services.

9. School Programs (After School and supplemental services)

AIS: Academic intervention services are provided based on students needs as determined by their scores on the NYSESLAT, interim assessments and teachers' recommendations. CCAA offers a wide variety of AIS that allow for small group instruction and one on one tutoring. Theses services include, Learning Lab, the 37.5 minutes of Extended Time. Saturday Academies, Holiday Institutes, small group pull-out instruction, tutoring through the Middle and High school Grades.

10. Instructional Materials: Schoolwide: CCAA is increasing its use of technology within the classrooms. Many classrooms have smart boards and projectors. All classrooms have student computers. Student Portfolios are maintained in all content area classes. The portfolios contain a variety of examples of students' work. Classroom libraries are a

Paste response to questions 5-14 here

5. Targeted Interventions

ELA: CCAA's curricula are aligned with NY State and those of New York City. Susan Radley's Accelerated Literacy Learning is the core of the ELA program. The units of study are implemented in the monolingual ELA classes. Listening centers are used in ELA and ESL classes to build students' literacy skills. The tapes purchased for the listening center are age and level appropriate. They also represent different genres and disciplines. For our ELL's who scored at a beginning level on the writing we have a writing center staffed with an ELA teacher who is trained in providing writing interventions.

Social Studies: As in ELA, the Workshop Model is the instructional methodology followed in social studies. When possible, interdisciplinary lessons are planned with teachers from other content areas. Student texts are available in both Spanish and English. Students also engage in historical research and have been required to complete projects on medieval times and the renaissance. Social studies instruction at CCAA is grounded in literacy and guided by the school's mission which is to prepare students to begin taking college level courses while in high school. To that end, the social studies curriculum focuses on integrating reading and writing strategies. Push-in services are provided for students in the social studies content area to ensure students understanding of the content area language and classroom activities.

Science: The workshop model is the instructional methodology followed in science.

Science at CCAA follows is inquiry based. This means that the curriculum emphasizes a "hands-on" approach which focuses on scientific observation, investigations and making real-life connections to science. For example, students in science have incorporated the study of animals such as a turtle, Charlie; worms, snails and a guinea pig, Charlie Nibbles in their studies. The students complete laboratory experiments and are required to complete laboratory reports. Instruction is differentiated through the use of work stations that provide the "hands on" experience that is crucial to students' understanding of science. As in social studies, push-in services are provided for students in the social studies content area to ensure students understanding of the content area language and classroom activities.

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B. 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 1-3. CCAA follows the mandate to provide five professional development workshops on ESL annually. We provided at least 10 workshops (up to 10 hours altogether) to give all of our teachers the best opportunity for training and reflection. These workshops are designed to provide school personnel (assistant principals, ESL Coordinators, common branches teachers, subject area teachers, paraprofessionals, bilingual teachers, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapist, speech therapists, secretaries, and parent coordinator) with an understanding of effective ESL instructional strategies and methodologies. One important topic of the school's professional development plan focuses on how data such as the NYSESLAT should be used to inform student groupings as well as their language needs. Teachers, including the two licensed ESL teachers, also receive professional development at the regional level through QTEL training and workshops provided by the Office of English Language Learners. Additionally, the two licensed ESL teachers attend weekly curriculum meetings with the ELL team to understand and implement the mandated Units of Study. Teachers from CCAA and the IEP paraprofessional have also received training in Junior Grade Books and a Guided Reading program developed by City College for struggling readers. Both these programs have proven to be effective in determining and supporting students' literacy needs.

The mathematics teachers at CCAA are a part of the group of teachers that is being trained in Quality Teaching of English Language Learners (QTEL). The focus of the program is on the following.

- Developing awareness of schooling that values students native language and culture
- Understanding processes that have proven successful for groups of English language learners
- Introducing pedagogical strategies that can be successfully used with English language learners to develop deep understanding of mathematical language and content
- Introducing ways for scaffolding the teaching and learning of mathematics for adolescent English language learners
- Understanding structured processes that scaffold the teaching of content and learning
- Understanding principles of how students learn mathematics
- Learning several scaffolding tasks to support students' conceptual understanding of functions
- Understanding three phases of learning mathematics content and language
- Understanding the structure and purpose of a scaffolding task
- Introducing pedagogical strategies for using mathematical language
- Designing scaffolding tasks

Paste response to questions 1-4 here

1. Workshops are held for all parents in all different areas to keep the communication strong between the parents and their child's education. Workshops on Snap Grades, ARIS and Data allow parents to understand how they can access student information whenever necessary. Public Interest workshops held provide parents important information about their child's wellbeing. Specifically for ELLs' parents, ESL workshops have been held. CCAA is working towards providing ESL workshops for ELLs' parents on a bimonthly basis.
2. CCAA has partnerships with Student Aid Society, CUNY, and Early College Initiative. These agencies hold parent workshops to ensure parental involvement and understanding.
3. CCAA evaluates the needs of parents by communicating with parents. The communication is between parents and teachers, parents and administrations, and parents and parent coordinator. Recently CCAA had a curriculum night, so parents understand the expectations of each teacher and content area. During these interactions, parents voice questions or concerns that help CCAA understand the needs of our parents.
4. There are many ways that the parental involvement activities meet the needs of our parents. Curriculum night gives parents insight to the expectations of their children in their education. Workshops provided by CCAA address important issues that concern their children in their development. Also, workshops provide access to assess student learning--snap grades and Aris allow parents to always have knowledge about their child's academic standing. CCAA plans to have a cultural night, so ELLs and their families will feel more connected with the school. In conjunction with establishing a multicultural environment, ESL parent workshops will be held more regularly for all parents still learning English.

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: 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 all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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)	<input type="text"/>		<input type="text"/>	0										
Intermediate(I)	<input type="text"/>	3	2	5	3	3	1	<input type="text"/>	17					
Advanced (A)	<input type="text"/>	14	7	3	0	0	2	<input type="text"/>	26					
Total	0	0	0	0	0	0	17	9	8	3	3	3	0	43

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	<input type="text"/>												
	I	<input type="text"/>	1	2	<input type="text"/>									
	A	<input type="text"/>	6	4	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
	P	<input type="text"/>	9	3	7	3	3	3	<input type="text"/>					
READING/W RITING	B	<input type="text"/>												
	I	<input type="text"/>	3	<input type="text"/>	5	3	3	1	<input type="text"/>					
	A	<input type="text"/>	12	8	3	<input type="text"/>	<input type="text"/>	2	<input type="text"/>					
	P	<input type="text"/>	2	1	<input type="text"/>									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0

Part V: Assessment Analysis

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6	7	9	1	□□□	17
7	4	5	□□□	□□□	9
8	4	5	□□□	□□□	9
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	1	□□□	10	□□□	6	□□□	□□□	□□□	17
7	1	□□□	4	□□□	4	□□□	□□□	□□□	9
8	2	□□□	2	□□□	4	□□□	1	□□□	9
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	6	□□□	18	□□□	9	□□□	□□□	□□□	0
8	□□□	□□□	2	□□□	3	□□□	4	□□□	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	12	□□□	10	□□□	11	□□□	□□□	□□□	0
8	□□□	□□□	3	□□□	1	□□□	□□□	□□□	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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	□□□	□□□	□□□	□□□
Math □□□ALG□□	6	□□□	3	□□□
Math □□□Geo□□	1	□□□	0	□□□
Biology	□□□	□□□	□□□	□□□
Chemistry	□□□	□□□	□□□	□□□
Earth Science	□□□	□□□	□□□	□□□
Living Environment	5	□□□	4	□□□
Physics	□□□	□□□	□□□	□□□
Global History and Geography	□□□	□□□	□□□	□□□
US History and Government	6	□□□	6	□□□
Foreign Language	□□□	□□□	□□□	□□□
Other □□□□□	□□□	□□□	□□□	□□□
Other □□□□□	□□□	□□□	□□□	□□□
NYSAA ELA	□□□	□□□	□□□	□□□
NYSAA Mathematics	□□□	□□□	□□□	□□□
NYSAA Social Studies	□□□	□□□	□□□	□□□
NYSAA Science	□□□	□□□	□□□	□□□

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. CCAA uses Junior grade books and Guided Reading to assess the early literacy skills of our ELLs. While using these programs, teachers assess students based on their reading fluency and reading comprehension by using many different assessment tools-anecdotal records, reading records, questioning, reading quizzes and tests. These classroom measure assessments provide data for teachers to meet language needs of ELLs. Through these classroom measures, it is clear that CCAA ELLs are struggling with writing skills, reading fluency and reading comprehension. Instructional strategies CCAA uses to help address these literacy struggles is guided reading, shared reading, read alouds, questioning, authentic interactions with text, and intense vocabulary instruction.

2. CCAA has 43 students who are mandated to receive English as a Second language. In the 6th grade we have three students at the Intermediate level and fourteen students at the advanced level. In the 7th grade we have two student at the intermediate level, and seven at the advanced level. In the 8th grade we have five students at the intermediate level, and three at the advanced level. In the 9th grade we have three at the intermediate level. In 10th grade we have three at the intermediate level. In 11th grade, we have one at the intermediate level and two at the advanced level. Data derived from the spring 2010 results of the NYSESLAT examination indicate that the students' strength is in the area of speaking. Aggregated performance results from the NYSELAT data shows most ELLs scored advanced or proficient in listening/speaking. This is not surprising since research has shown that in language acquisition, students typically learn to speak the language before mastering the skills of reading and writing. However, their reading and writing modalities remain areas of concern. The data also reveals that our high school level students who are mostly long-term ELLs are intermediate, with the exception of two newcomer ELLs. Their writing and reading skills are the areas they struggle with the most, therefore, in their ESL instruction rigorous writing and reading instruction will be a primary focus.

3. Based on NYSESLAT patterns, to ensure that all modalities are being strengthened, ESL strategies are used throughout all content classes. For students who receive language support, City College Academy of the Arts (CCAA) has a free standing English as a Second Language Program (ESL) that provides push-in and pull-out services to English Language Learners (ELLs). Students who have struggled in the language acquisition area of reading will receive additional services through the school's school-wide literacy program that occurs Monday –Thursday and through small group ESL instruction. Reading activities include developing fluency through timed readings, reader's theatre, and partner work. Comprehension is developed through the modeling of reading strategies (making inferences, predicting, questioning, summarizing, and connections) and conferences. Students are given reading selections based on their reading levels and strengths to address their weaknesses, through the Guided Reading Program. To strengthen writing skills students engage in play writing, poetry composition, and arts enriched writing activities. Students use graphic organizers, peer to peer tutoring, and conferences to support their writing. Additional writing support will be provided to the students who have been so identified, through the school's Writing Center. To strengthen listening skills students will use drama, choral reading, discussions (with scaffolding), accountable talk, books on tape, and field trips. Additional support in the area of speaking will be provided through the schools ESL program and academic support services. Some strategies used for strengthening speaking skills are turn and talks, poster-walks, debates, accountable talk, use of scaffolding to prepare students for conversations, and grand conversations.

4. a &c. An analysis of our New York State ELA scores shows a direct correlation between the students' scores on the NYSESLAT. Students who performed at the intermediate level on the reading and writing modalities of the NYSESLAT also scored at performance levels 1 and 2 on the New York ELA examination. This means that these students are not fully meeting the NYS ELA learning standards. Since ELA results will inform the students' promotion, CCAA will continue to provide AIS services via its Learning Lab and the 37.5 minutes of Extended Time. AIS will also be provided through Saturday Academies, Holiday Institutes, and small group pull-out instruction and tutoring through the Middle Grades Initiative and those provided by content area teachers. These AIS services will incorporate the use of such AIS programs as AMP Reading system and Great Leaps. These programs are offered to all students not just student who are struggling.

The analysis of the schools NYS Math scores indicates that the English language learners indicate that while most of the schools English language learners fall within performance level 2, many have scored within performance level 3. Still, much must be done to move these students to the next performance level. For Through our use of the Princeton Review Interim Assessment, we have learned that many of our students are weak in the areas of computation skills, mathematics literacy which interferes with their problem solving skills, and mathematics reasoning. To strengthen students' skills in mathematics, CCAA follows the Impact Mathematics instructional methodology. Students are provided with textbooks in both English and Spanish. This provides for the transference of skills from their native language, Spanish, to English. AIS services for mathematics mirrors the programs offered for ELA.

b. As a result of the data gathered via interim assessments such as Acuity in ELA and Math, GMADE and GRADE, along with the NYSESLAT scores has helped to inform students' placement in language groups and allowed us to focus on differentiating instruction to meet the language needs of our students. At data inquiry teams teachers and school leadership target and plan interventions based upon the interim assessments.

5. N/A

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Burnedette Drysdale	Principal		□□□□
Alrye Osborne	Assistant Principal		□□□□
Manuela Cebullos	Parent Coordinator		□□□□
Laura Shockley	ESL Teacher		□□□□
	Parent		□□□□
Ana Landron/Spanish	Teacher/Subject Area		□□□□
Nicole Salvitti/ELA	Teacher/Subject Area		□□□□
Joseph Kinney	Coach		□□□□
Marlene Pike	Coach		□□□□
Deice Merino	Guidance Counselor		□□□□
PSO-Cuny	Network Leader		□□□□
	Other □□□□		□□□□
	Other □□□□		□□□□
□□□□	Other □□□□		□□□□
□□□□	Other □□□□		□□□□

