



**CAMBRIA HEIGHTS ACADEMY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 29Q326**

**ADDRESS: 188-04 91<sup>ST</sup> AVENUE, HOLLIS, NY 11423**

**TELEPHONE: 718-776-2815**

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**NOTE: HIGHLIGHTED APPENDICES ARE NOT APPLICABLE TO NEW SCHOOLS**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 326      **SCHOOL NAME:** Cambria Heights Academy

**SCHOOL ADDRESS:** 188-04 91<sup>st</sup> Avenue, Hollis, NY 11423

**SCHOOL TELEPHONE:** 718-776-2815      **FAX:** 718-776-2818

**SCHOOL CONTACT PERSON:** Melissa Menake      **EMAIL ADDRESS:** mmenake@scho  
ols.nyc.gov

**POSITION/TITLE: PRINCIPAL**

**PRINT/TYPE NAME**

**\*SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Michael Beaudry

**PRINCIPAL:** Melissa Menake

**\*UFT CHAPTER LEADER:** Michael Beaudry

**\*PARENTS' ASSOCIATION PRESIDENT:** Earl Robinson

**\*STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Christine Swanarine

**\*ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.**

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29      **CHILDREN FIRST NETWORK (CFN):** Cluster 4/CFN 403

**NETWORK LEADER:** Marisol Bradbury

**SUPERINTENDENT:** Juan Mendez

**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: Once the SLT has been formed, enter the names and positions in the spaces provided. 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
Melissa Menake	*Principal or Designee	
Michael Beaudry	*UFT Chapter Chairperson or Designee	
Earl Robinson	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Christine Swanarine Jillian Lafratta	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kevin Joseph	CBO Representative, if applicable	
Garfield Clark	Member/Parent	
Meisi Lau	Member/Teacher	
Debra Robinson	Member/Parent	
Saby Malary	Member/Teacher	
Mabel Douglas	Member/Parent	

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

**\* Core (mandatory) SLT members.**

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

#### **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, New School Proposal, etc.).

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Cambria Heights Academy is a new small school in which students work at co-constructing curriculum and meaning through the union of Literacy, Ethics, and Design (LEAD). Our school's mission is predicated on the belief that technology is the new literacy, and that students require explicit and strategic technological literacy instruction in order to develop college readiness and achieve post-graduate success. Cambria Heights Academy incorporates technology and project-based learning throughout all content areas. In addition, the school provides students with highly personalized academic and social supports throughout their high school experience, including a rich advisory program and creation of a "Post-Secondary Plan" -- an individualized program developed for all students that monitors their learning progress consistently throughout their four-year enrollment.

We have two main academic goals at CHA and thus our academic program has two main components. First, we use technology and digital media to redefine curriculum and content for our students. Our goal is to use technology as a tool in the content areas to create project-based, hands-on, and experiential learning activities that push our students to meet high academic standards. We believe that a great team of educators and support staff can ensure academic rigor through the creative use of digital media in our students' learning experiences. Our teachers educate our students to learn and grow in an interdependent and electronically-connected world. All students have access to state of the art technologies, be challenged to use them in strategic and creative ways, learn to code switch between academic and social networking sites, identify global problems and take part in finding their solutions, and develop social consciousness in ongoing community service projects. Their learning is documented in the virtual world via digital portfolios, which will follow them throughout their time at our school and ultimately become the platform for their post-secondary lives.

Second, at CHA we aim to create a 21<sup>st</sup> century classroom using online reading, global studies, and mathematics curricula to individualize and differentiate instruction for our students for enrichment and remediation purposes. Our students earn their English and mathematics elective credits in online (virtual) courses. These courses are individualized so that students are able to work on concepts with which they are struggling. Through tutorials and periodic assessments, these programs create individualized learning plans for each of our students. Our teachers use the assessment data from these courses to modify and differentiate instruction during class time and to call in students for extra one-on-one help after school. Thus, our online component directly targets our students' areas of growth in English and math via a virtual classroom.

Currently, we partner with *Purelements: An Evolution in Dance*. Purelements is an arts organization that uses the performing arts to educate students academically, socially, and emotionally. They empower our students to live healthy, creative, and balanced lifestyles, increase their self-awareness and cultural appreciation, and assist them in breaking down barriers of social ignorance. *Purelements'* artists visit our academy and teach our students for a total of three hours per week. Every one of our students has the opportunity to participate in our arts-immersion experience, where they focus on one artistic discipline for an entire semester. Our students choose the art program that meets their interests and they receive academic credit for the course. Finally the semester-long courses culminate in a student performance for the school community.

We also partner with Pencil. Through our Pencil Partnership we have identified three major collaborative initiatives. We have partnered with Harry Krausman from Cassidy/Turley Commercial Real Estate Services. Our initial two goals are to build our school library and to secure sponsorship for our school website.

## **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 City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. 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: New 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 are the most significant aids or barriers to the school's continuous improvement?

**NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.**

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CHA opened in southeastern Queens, New York in September 2010. We are an inclusive school that serves an ethnically, academically, and economically diverse group of students. Approximately 59% of our incoming ninth-graders students read below grade level and 45% of our students score below grade level on the state mathematics assessment. Almost 12% of our students have IEP's and almost 4% of our student population are English Language Learners. Additionally, approximately 80% of our population are eligible for free or reduced lunch (Title 1).

Because nearly 60% of our population reads below grade level and since we understand the high literacy demand in the content areas, our plan is to conduct quarterly Regents-based assessments, not solely in English and math, but in all four disciplines. In developing these quarterly assessments the faculty pulled from previously administered Regents exams. The results of these assessments are analyzed during common planning time.

More specifically, since more than half of our students read below grade level, during our PLC meetings, the team will analyze the results of our mock Regents exams and note the trends in the student essays. Then based on those results, the teachers will develop a plan to differentiate literacy instruction across content areas. Additionally, the results of these mock Regents exams will be entered into a spreadsheet on Google docs and ARIS so that the results can be shared more easily with the faculty and families.

After each quarterly assessment, in Math our team will do an item analysis to analyze the trends and patterns in the student data. After entering the data into a spreadsheet on Google docs and ARIS, our math team will determine which students are ready for the one-year course sequence in integrated algebra and which students are on track for a one-and-a-half or two-year sequence. Then we will schedule the students according to the results of these data and the teachers will plan an individualized curriculum based on that baseline

assessment. Quarterly throughout the year, our math teachers will use the performance based assessment series to continue to assess our students and make programmatic changes as necessary.

## 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.

**You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.**

**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) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **Annual School Goals:**

1. Our team of teachers will use the Common Core State Standards in their curriculum planning in order to increase students' achievement levels in reading and writing.
2. During the 2010-11 school year, teachers will look at student work to identify instructional strategies, measure student progress, and revise and differentiate practice to improve student learning. Teachers will analyze quarterly interim assessments during common planning team meetings in order to plan differentiated lessons and therefore increase student achievement by 5%.
3. In the first year of our school, the students, teachers, staff, and administration will create a positive school climate and culture through a student-centered and student self-selected advisory program.
4. The administrators and academic intervention team will develop a special education program that is personalized and individualized in order to increase the academic performance and support the social-emotional needs of our students with special needs (Phase I).

**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.

**NOTE:** You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

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

<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The teachers will use the Common Core State Standards in their curriculum planning in order to increase all students’ achievement levels by one year in writing across the curriculum.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Participate in ongoing Network PD on the CCSS</li> <li>• Develop a CCSS individualized PD plan for my teachers with my Network Instructional Support Team</li> <li>• Compel teachers to use the CCSS in their planning and instruction</li> <li>• Conduct CCSS lesson studies over the course of the year during our common planning time</li> <li>• Organize learning walks that look for evidence of CCSS in teachers’ planning and instruction</li> <li>• Facilitate focused intervisitations for teachers to look for CCSS across the disciplines and across schools</li> <li>• Organize common planning meetings to focus on planning curriculum and units using the CCSS</li> <li>• Develop a CCSS curriculum map in our English courses</li> <li>• Develop a school-wide writing rubric based on the CCSS</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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</p>	<ul style="list-style-type: none"> <li>• We have hired an English teacher who is dually certified in ESL</li> <li>• We have identified our students with the lowest levels in reading and writing and have programmed them for English Enrichment classes during the school day. These classes have no more than 15 students per class.</li> <li>• We have two Inquiry Teams, one that focuses specifically on creating meaningful</li> </ul>

<p><i>described in this action plan.</i></p>	<p>curricula for the English enrichment classes.</p> <ul style="list-style-type: none"> <li>• We have purchased Study Island – an online curriculum – in all content areas so lower level students can have additional practice in reading comprehension</li> <li>• We are purchasing Rosetta Stone for our beginner ESL students so they can log in virtually and practice their English skills in and outside of school</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• The creation of a CCSS-based curriculum map in our English courses</li> <li>• Regular use of our school-wide writing rubric based on the CCSS across the disciplines</li> <li>• Increased writing proficiency for our students from Quarter 1 to Quarter 4 (as indicated on the DY0 periodic assessments and the school-wide writing rubric)</li> <li>• Increased progress towards teachers’ goals to plan rigorous instruction and push students towards meeting high standards</li> </ul>

<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>During the 2010-11 school year, teachers will look at student work to identify instructional strategies, measure student progress, and revise and differentiate practice to improve student learning. Teachers will analyze quarterly interim assessments during common planning team meetings in order to plan differentiated lessons and therefore increase student achievement by 5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will use the following processes/supports to meet this goal:</p> <ul style="list-style-type: none"> <li>• Quarterly Assessment Analysis</li> <li>• Inquiry team</li> <li>• Built in Professional Development during the school day</li> <li>• Weekly interdisciplinary and grade-level team meetings</li> <li>• Intervisitations and learning walks</li> <li>• School Leadership Team Meetings</li> <li>• CFN 403 PD Network support</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>• We have built common planning time into the school day</li> <li>• Each week we meet in our Professional Learning Committees for 80 minutes</li> <li>• We have developed a quarterly schedule for our team meetings that we follow in order to address all the components of teaching and learning (assessment, data analysis, standards, differentiation strategies, planning and implementation, reflection)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The following areas will be used as indicators of accomplishing this goal:</p> <ul style="list-style-type: none"> <li>• Evidence of Common Core State Standards (CCSS) in teacher pedagogy and curriculum development as a result of professional development</li> <li>• Ongoing analysis and discussion around Common Core State Standards at common planning team meetings and action plans developed for a full implementation plan in three years</li> <li>• Increased parent involvement in decision making through the School Leadership Team</li> <li>• Increased parent/family awareness of the academic ongoing through teacher-visits during PTA meetings, distribution of monthly calendar, and informational sessions about ARIS parent-link</li> <li>• Ongoing use of surveys to gather data about student academic competencies, parent/family understanding of academic requirements, and teachers' increased levels of CCSS expertise</li> </ul>

<p><b>Annual Goal #3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In the first year of our school, the students, teachers, staff, and administration will create a positive school climate and culture through a student-centered and student self-selected advisory program.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• All faculty, including the principal ,will lead an advisory class of no more than 15 students</li> <li>• Advisory will meet twice each week for an hour and will be worth one elective credit</li> <li>• CHA Advisors will be our students’ families primary point of contact</li> <li>• Faculty will think up three possible themes for an advisory that would help build a positive school culture and climate</li> <li>• Students will select and receive one of their top three advisory choices through an initial student-interest survey</li> <li>• The Advisory Committee will plan the core advisory curriculum (transitioning to high school, adolescent pressures, etc.) that all advisory teachers will teach</li> <li>• The Advisory Committee will go over the advisory lessons during common planning time that is built within the school day to make sure all advisory teachers understand the advisory goals for the week</li> <li>• After the advisory teachers have finished the core advisory lessons, advisors will focus on their advisory themes (i.e., Student Leadership, Student Spirit, Welcoming Committee, etc.)</li> <li>• Through these theme-based advisories, students will create school programs and events that help build a positive school culture and climate</li> <li>• Students, teachers, and advisories will take an advisory survey three times each year to give/get feedback on progress towards meeting school-wide advisory goals</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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"> <li>• We began our fist week with a student orientation project that introduced the students to our programming goals. During this week they had the opportunity to select an advisory based on their needs and interests.</li> <li>• Each faculty member teaches an advisory twice per week. They function as the primary home-school contact.</li> <li>• Our guidance counselor has/will create 5-6 advisory lessons each quarter that focus on building a positive culture and practicing “Respect for All.” She trained the faculty during our weekly common planning time meetings. She has also observed and pushed in to all of our advisory sessions in order to build consistency from group to</li> </ul>

	<p>group.</p> <ul style="list-style-type: none"> <li>• At the end of the year we are planning an overnight weekend retreat that focuses on community building for our entire student body.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <b>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</b></p>	<ul style="list-style-type: none"> <li>• Increased student attendance</li> <li>• Reduced student lateness</li> <li>• Reduction in the number of student suspensions</li> <li>• Increased student empowerment through managing of events for students and parents</li> <li>• Increased parent/family involvement at academic events/Open School</li> <li>• Increased teacher participation in planning advisory curriculum with the Advisory Committee</li> </ul>

<p><b>Annual Goal # 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The administrators and academic intervention team will develop a special education program that is personalized and individualized in order to increase the academic performance and support the social-emotional needs of our students with special needs (Phase I).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Use ARIS to get a snapshot of our entering 9<sup>th</sup> graders’ academic strengths and weaknesses</li> <li>• Gather baseline data in all major subject areas during the first week of school in order to schedule academic enrichment classes according to students’ specific needs</li> <li>• Schedule periodic assessments quarterly in order measure students’ specific areas of growth and target specific areas of weakness</li> <li>• Schedule enrichment class schedules quarterly based on students’ quarterly assessment data in order to account for progress in certain subject areas during the school year</li> <li>• Analyze periodic assessments quarterly during weekly common planning team meetings with the faculty</li> <li>• Plan differentiated and interdisciplinary instruction based on the results of the periodic assessments during common planning time</li> <li>• Use Title 1 funds to purchase online curriculum software in all disciplines to further individualize and differentiate students’ learning</li> <li>• Purchase online grading software in order for students and parents to have instant access to students’ academic progress over time</li> <li>• Schedule time within the school day for my Special Education teacher and English teacher to meet, plan, and debrief their ICT classes</li> <li>• Schedule time for my Special Education teacher to push in to Mathematics and other academic classes depending on the students’ needs</li> <li>• Schedule time for my Special Education teacher to hold individualized one-on-one weekly meetings with all the students with IEP’s, come up with targeted goals that support their IEP goals, and track and monitor their progress towards those goals</li> <li>• Schedule monthly Academic Intervention Team meetings that consists of the Principal, AP, Guidance Counselor, Special Education teacher, and ESL teacher in order to reflect and monitor our students with IEP’s academic and social-emotional</li> </ul>

	<p>progress</p> <ul style="list-style-type: none"> <li>• Support my Special Education teacher with ongoing professional development from my Network and Teachers College</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <b>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.</b></p>	<ul style="list-style-type: none"> <li>• We hired a full time Special Education teacher and a full time ESL teacher</li> <li>• They are team teaching two sections of English. We have chosen to break the 10 students with IEP's into two sections of English instead of one in order to provide them with more one-on-one support. Additionally, because nearly 60% of our population of students read below grade level, we are able to reduce the teacher-student ratio in two of our sections of English rather than in only one.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <b>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</b></p>	<ul style="list-style-type: none"> <li>• Successful ELA ICT model that uses the different forms of co-teaching according to Marilyn Friend</li> <li>• Differentiated curriculum by content, product, and process for both general education students and students with disabilities in all the disciplines</li> <li>• Increased parental involvement for students with disabilities</li> <li>• Increased academic performance of students with disabilities on the ELA and Math periodic assessments</li> <li>• Increased attendance of students with disabilities</li> </ul>

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

*Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4... 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 (NOT APPLICABLE TO NEW SCHOOLS)**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS**

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	12/32	8/26	n/a – Q2	n/a – Q2	5	0	0	0
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

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

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>In addition to our regular English requirement, during the school day we have English enrichment classes that have no more than 15 students per class. The students are programmed based on their 8<sup>th</sup> grade ELA assessments and our initial ELA baseline assessments given in September 2010. Students’ enrichment changes quarterly based on progress in the specific subject area.</b>
<b>Mathematics:</b>	<b>In addition to our regular mathematics requirement, during the school day we have Math enrichment classes that have no more than 15 students per class. The students are programmed based on their 8<sup>th</sup> grade math assessments and our initial math baseline assessment given in September 2010. Like English enrichment, students schedules change quarterly based on progress in the specific subject area.</b>
<b>Science:</b>	<b>Starting Quarter 2, we will offer science enrichment programmed within the school day. There will be no more than 15 students scheduled per class. Students will be scheduled for science enrichment based on two determining factors:</b> <ol style="list-style-type: none"> <li><b>1. Whether or not they made significant progress in ELA and/or math</b></li> <li><b>2. Current progress in their living environment course</b></li> <li><b>3. A survey where they select the enrichment class that most fits their needs</b></li> </ol>
<b>Social Studies:</b>	<b>Starting Quarter 2, we will offer social studies enrichment programmed within the school day. There will be no more than 15 students scheduled per class. Students will be scheduled for social studies enrichment based on two determining factors:</b> <ol style="list-style-type: none"> <li><b>1. Whether or not they made significant progress in ELA and/or math</b></li> <li><b>2. Current progress in their global studies course</b></li> <li><b>3. A survey where they select the enrichment class that most fits their needs</b></li> </ol>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>The guidance counselor meets one-on-one with students who have mandated counseling services as determined by their IEP’s. She also meets with students without IEP’s who have been identified as “at-risk” or in need of extra counseling and support.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>N/A – we do not currently have a school psychologist assigned to our school.</b>

<b>At-risk Services Provided by the Social Worker:</b>	<b>We do not have a school social worker.</b>
<b>At-risk Health-related Services:</b>	<b>We do not currently have any students who require health-related services.</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**  
*NCLB/SED requirement for all schools*

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

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***N/A - We are a new school.***

**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)** 9th Grade    **Number of Students to be Served:**    2    **LEP** 76    **Non-LEP**

**Number of Teachers** 7                      **Other Staff (Specify)** Safety Agent, Parent Coordinator, Community Assistant and School Aide

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

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

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

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

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Cambria Heights Academy is a brand new school that currently serves 79 9<sup>th</sup> graders, three of whom (3.7%) are English Language Learners. This does not include a large number of students who live in homes where Haitian-Creole is the dominant language. Two of our English Language Learners speak Haitian Creole as their native language and one speaks Spanish.

Cambria Heights Academy offers three types of services to our ELL's. First and foremost because literacy is a priority and part of our mission and vision, we have chosen to hire a full time ESL teacher who is dually certified in English. She teaches our students' 9<sup>th</sup> grade standards-based English course. Second, we have programmed our English Language Learners for an additional class called English enrichment. In this setting, our ELL's see the ESL teacher in a smaller environment and learn basic reading and writing skills that support them with English language acquisition and will help them advance in their high school English class.

Finally, we have purchased Rosetta Stone, a language software that teaches students English. By using this technology we are better able to differentiate and individualize instruction based on our ELL's needs. For example, the program starts with a diagnostic exam which levels the students at a particular English language level. Thus, the students are able to work at their own pace and can advance only when they reach 85%-90% proficiency in the English content.

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

First and foremost, we have programmed our Professional Learning Committees within the school day. The entire faculty meets twice per week for 90 minutes at a time. We have a PD calendar that routinely focuses on the results from our interim assessments, future intervention strategies, and specific lesson plan differentiation strategies. We also have dedicated part of this time to studying the Common Core Standards. Additionally, we have "Kid Talk" which periodically focuses on the different populations of the students we serve, from our ELL's to our gifted students. We have ongoing support from our Network. Finally, our ESL/Special Education teachers are participating in an additional PD series through Teachers College that is focused on Collaborative Team Teaching.

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**Section III. Title III Budget**

School: 29Q326 BEDS Code: N/A

*Although we do not currently receive Title III, funding we have dedicated the following monies to the support of our ELLs.*

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - IT Per session	\$5,000	Per session hours for the Inquiry team to focus on creating a meaningful English enrichment curriculum that serves our ELLs
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials.	\$3,500 \$2,000	Rosetta Stone Software Reading software supplements, various
<b>TOTAL</b>	\$10,500	

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

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

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

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

We have a system in place to ensure we know the written translation and oral interpretation needs of our families.

- a. Every new family is required to fill out the Parent / Guardian Home Language Survey.
  - b. Through our Advisory Program, every home is called during September and contact information is confirmed and translation needs are noted.
  - c. The Parent Coordinator keeps records of family meetings and phone conferences that indicate if translation or interpretation was needed. This information is recorded on the Blue Emergency Cards.
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.

This is our first year and so far at our Open Houses and Back-to-School nights, our Parent Coordinator introduced herself to all the families and took notes on the languages and language needs of our family community. So far, no families attending PTA, SLT, or Parent Workshops spoke a language other than English. However, our Parent Coordinator is fluent in Spanish and always attends family events so she can translate if necessary. Our Guidance Counselor and Assistant Principal is fluent in Haitian Creole and she also attends the SLT/PTA events so that she can also translate. This information is sent out to the parents regularly in our family newsletter.

## Part B: Strategies and Activities

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

Written translation services will be provided to the families identified by staff and parent volunteers. Flyers, announcements, and other parent notices created by the school will be translated by the DOE translation and interpretation services. Where appropriate, staff will be paid per session for additional translation services.

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.

As noted before, our Parent Coordinator is fluent in Spanish and always attends family events so she can translate for parents and guardians. Our Guidance Counselor and Assistant Principal is fluent in Haitian Creole and she also attends family events so that she can also translate. This information is sent out to the parents regularly in our family newsletter. As we grow in size, we hope to recruit additional parent and student volunteers to assist in translation services.

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

A copy of the Bill of Rights and Responsibilities will be given out every September at our annual Back-to-school night. Additionally, we will put this regulation on the PTA agenda at one of our early meetings in order to guarantee access for all families early on. The Parent Coordinator will do additional outreach to families where English is not the first language in order to support them in the best way possible.

## 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 Targeted Assistance	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$38,902	0	\$38,902
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$389	0	\$389
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$1,945	*	\$1,945
4. Enter the anticipated 10% set-aside for Professional Development:	\$3,890	*	\$3,890

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:     N/A
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.     N/A

\* 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 **TEMPLATE FOR NEW SCHOOLS - JULY 2010**

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.

### School Expectations

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of children. At Cambria Heights Academy, we value and encourage meaningful participation through active involvement with the School Leadership Team, Parent Teacher Association, Back-to-School night, Parent Teacher Conferences, and other volunteer activities such as school-wide extra-curricular trips.

Collaboration between parents and the school is the key ingredient for fostering academic success. In order to make the most effective use of Title I funds, parents are involved in the school's long-range strategic planning and in the analysis of school data through our School Leadership Team. In this forum, school policies are discussed and created regarding the use of Title I Targeted Assistance funds. This assures that the funds are being used to properly serve all eligible members of the Cambria Heights Academy community.

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

### Parent Involvement Activities

Cambria Heights Academy will put into operation programs, activities, and processes for the involvement of parents. Those will be planned with meaningful consultation of parents with participating children, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The Parent Coordinator guides the efforts to increase the capacity for strong parental involvement, by offering the following activities and workshops:

- Getting to Know the Accountability Measures of NY State and City.
- How to Monitor the School and Your Child's Progress
- Closing the Achievement Gap and What it Means for Title 1 Parents and Children
- Defining Achievement and Standards – looking to the future and planning for the Common Core Standards
- The Academic and Content Standards of New York State: Why Are They Important?

Other examples of ways in which parents have access to the school community include:

- Parent school-trip chaperone volunteers
- Parent volunteer outreach
- Parent Contact Committee/School Leadership Team
- Parent volunteers for clerical assistance in various offices
- Participation in career night and other school-wide special events

At our school parent involvement strategies included in Title I, Part A will be coordinated and integrated with parent involvement strategies under other programs such as the our monthly parent involvement workshops geared towards helping our parent community familiarize themselves with the technology used at the school level.

Materials and facilitation will also be provided to support parents in becoming more involved and engaged in the school community by:

- Maintaining a monthly calendar of community events
- Offering evening and weekend workshops
- Supplying materials and resources for parental empowerment
- Providing access to technology within our school building for parents and community members
- Fall and Spring Open School Week, access to classroom visits by parents and community members.

The Title I School Parental Policy includes all of the ideas, efforts and concerns of the school-parent community. It will be revisited yearly, and be filed in the Principal and Parent Coordinators office for the purview of parents and/or community members.

**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.

Cambria Heights Academy along with the parents, teachers and students receiving Title I services, and the programs funded by Title I, will share in the responsibility for improved academic performance, and high achievement on the State standards.

Our school agrees to:

- Make staff accessible to parents through appointments, drop in meetings, e-mail, and/or phone calls.
- Keep parents informed by sending a monthly newsletter, and contacting parents via phone and / or email.
- Hold parent teacher conferences twice per year on two days each semester.
- Provide academic feedback six-eight times per year.
- Work to provide standards-based instruction in a supportive environment by working to develop curriculum and providing professional development to help achieve that goal.
- Hold an annual meeting with the PTA to inform parents of the schools involvement with Title I.
- Provide parents with information in multiple formats and in multiple languages.

Parents agree to:

- Monitor their child’s daily attendance.
- Monitor completion of daily assignments through Snapgrades
- Play a role in the school community, and participate in school activities, events, and school-wide committees.
- Participate in parent learning walks throughout the school year.

Students agree to:

- Attend school each day.

- Complete all assignments and projects.
- Read at least 30 minutes a day.
- Give parents all school notes and information.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE TO NEW 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.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.

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

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

### ***Explanation/Background:***

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose
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**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.

		Schoolwide Program ( <i>R</i> )			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <i>R</i> )	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new schools**

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

1. Use program resources to help participating children meet the State standards.

*Please see Section IV – Needs Assessment, Section VI – Action Plan and Appendix 1 – Part B*

2. Ensure that planning for students served under this program is incorporated into existing school planning.

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**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.

*Please see Section IV – Needs Assessment, Section VI – Action Plan and Appendix1 – Part B*

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;

*Please see Section IV – Needs Assessment, Section VI – Action Plan and Appendix1 – Part B*

4. Coordinate with and support the regular educational program;

*Please see Section IV – Needs Assessment, Section VI – Action Plan and Appendix1 – Part B*

5. Provide instruction by highly qualified teachers;

All of our teachers are teaching in their subject areas. Additionally they all have their Masters degree.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

*Please see Section IV – Needs Assessment, Section VI – Action Plan and Appendix1 – Part B*

7. Provide strategies to increase parental involvement; and

*Please see Appendix 4 Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT*

8. Coordinate and integrate Federal, State and local services and programs.

Currently we are using our SLT to address these needs.

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

**NOT APPLICABLE**

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

**NOT APPLICABLE**

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

We currently only have on student in temporary housing.

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

Title I funds are used to provide special intervention and supplementary programs to aid the STH population. These services include after-school programs. Students also are provided with free transportation to and from school as well as free lunch. Additionally, we provide students in temporary housing with counseling services.

### **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)**

# Attach New School Proposal

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	CAMBRIA HEIGHTS ACADEMY					
<b>District:</b>	29	<b>DBN:</b>	29Q326	<b>School</b>		342900011326

**DEMOGRAPHICS**

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

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

  

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

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
			60.0

  

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

  

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

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes			0	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			7	Superintendent Suspensions			
Number all others			5				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants			
Early College HS Program Participants			

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes			TBD	Number of Teachers			
# in Dual Lang. Programs			TBD	Number of Administrators and Other Professionals			
# receiving ESL services only			TBD				
# ELLs with IEPs			TBD				

These students are included in the General and Special Education enrollment information above.

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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			3.8	% core classes taught by "highly qualified" teachers			
Black or African American			79.5				
Hispanic or Latino			12.8				
Asian or Native Hawaiian/Other Pacific			2.6				
White			1.3				
<b>Male</b>			55.1				
<b>Female</b>			44.9				

#### 2009-10 TITLE I STATUS

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

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

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

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 403</b>	District <b>29</b>	School Number <b>326</b>	School Name <b>Cambria Heights Acad</b>
Principal <b>Melissa Menake</b>		Assistant Principal <b>Saby Malary</b>	
Coach <b>Bob Lubetsky</b>		Coach	
Teacher/Subject Area <b>Meisi Lau/ESL/English</b>		Guidance Counselor <b>Saby Malary</b>	
Teacher/Subject Area <b>Bethany Sallesse/Special Ed.</b>		Parent <b>Earl Robinson/Co-President PTA</b>	
Teacher/Subject Area <b>Saby Malary/Living Environment</b>		Parent Coordinator <b>Dilcia Medina</b>	
Related Service Provider		Other	
Network Leader <b>Marisol Bradbury</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>6</b>

### C. School Demographics

Total Number of Students in School	<b>76</b>	Total Number of ELLs	<b>2</b>	ELLs as Share of Total Student Population (%)	<b>2.63%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Currently we are a brand new school in our first year.

As part of Cambria Heights Academy’s intake process, all parents/students complete a Home Language Identification Survey (HLIF). There is also an oral interview with the parents/guardians and students to explain the purpose of the survey and to answer any questions and/or concerns. For our Spanish speaking parents who speak little or no English, our Parent Coordinator, who is fluent in Spanish, conducts the interview. For our Haitian Creole speaking parents, this interview is conducted by one of our two teachers who speak Haitian Creole. If the HLS indicates that the student speaks little or no English and that the native language is used in the home setting, the LAB-R is administered and the student is programmed in an ESL class. A letter is sent to the parent informing of the child’s ESL identification and enrollment in the relevant program. We have hired a full-time ESL teacher who is dually certified in English. She is the primary point person for this process.

Our Parent Coordinator and teachers who are fluent in the native language of the family schedule a follow-up meeting with the family after the LAB-R is administered. The faculty and support staff explain the difference between the three ESL programs (Transitional Bilingual Education, Dual Language, and Free Standing ESL). Additionally, the parents are provided with the informational brochure “Guide for Parents of English Language Learners”, which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language, where possible. The Guidance Counselor also does outreach to the neighboring schools in the area if the parent/family feel/s that a different setting would be more suitable.

Our Parent Coordinator is responsible for the administration of the Home Language Identification Survey. The ESL teacher is informed if there is an indication that a student has a native language other than English. All of the information is entered into ATS. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										2				2
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	0	0	0	2

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	0
SIFE	1	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	2				
<b>Total</b>	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	2				

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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
Spanish										0				0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										2				2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

CHA opened in southeastern Queens, New York in September 2010. We are an inclusive school that serves an ethnically, academically, and economically diverse group of students. Approximately 59% of our incoming ninth-graders students read below grade level and 45% of our students score below grade level on the state mathematics assessment. Almost 12% of our students have IEP's and almost 4% of our student population are English Language Learners. Additionally, approximately 80% of our population are eligible for free or reduced lunch (Title 1).

The number of ELL students is relatively small with only 3 students in 9th grade. We use collaborative team teaching in English and math and/or push-in of ESL and SETSS teachers in the majority of our classrooms. We have capped the class size at around 27 students, and where possible have reduced that number even further. Currently our ELL students are also programmed for enrichment classes in English where they further learn the language in a class that has the reduced class size of fifteen students. Our ESL teacher takes their attendance in the attendance booklet to ensure that they meet the mandated requirements each week. We believe this is fundamental in providing support



## B. Programming and Scheduling Information--Continued

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

Because we are in our first year and our ELL population is small our school currently only offers a push-in English as a Second Language (ESL) program. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade exams as well as English for basic everyday communication and interaction in society at large.

The instruction and distribution of time for compliance to CR Part 154 for ELL students will be achieved in the following ways:

- Dedicated ESL teacher who pushes-in, pulls-out, and follows groups of ELL students within their general education classrooms
- Strategic hiring of a dually certified English/ESL teacher
- Scaffolding instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imagining the Text, and so on.
- After-school and before-school ELL enrichment programs, particularly during the 37½ minutes small group instruction time.
- Regular conferencing between ESL and Content Area teachers on challenging material, especially in Math and Science, and how we may simplify concepts to increase comprehension.
- Use of bilingual and ESL dictionaries and glossaries in the content area and ESL classrooms
- Conferencing with ELLs in and out of classroom
- Assessment through formal and informal assessments, and running records.
- Use of a variety of high interest texts, vocabulary workshop, listening and speaking activities as well as free and guided writing exercises.
- Use of material to familiarize ELLs with the state assessments formats.
- Extended time opportunities for students such as after-school classes in ELA and Math content area classes.

There is no dedicated text book used in the ESL classes. Instead, the students work with a variety of challenging texts related to many areas of interest, including those associated with topics in the Social Studies and Science content areas. Vocabulary building is an integral part of the classes. Students also become familiar with the state assessment formats through past exam papers and the text "Empire State NYSESLAT".

All ELLs (intermediate and advanced) in the Free Standing ESL classroom are fully served according to the mandated number of

instructional minutes to be provided. This is done through use of the mandated 37½ during the zero periods, after-school classes and push-in in content area classes as well as pull-out of students, in accordance with content teacher's request, for individual attention.

### C. Schools with Dual Language Programs

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

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

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

CHA PD for teachers is provided by the administrative staff as well through the network.

Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Scaffolding instruction in Math and Science through experiments and the use of manipulatives.
- Sessions on sharing of how to strategically integrate technology in the content areas
- Differentiation of instruction as a general rule but more especially with ELLs.
- How to use ARIS and ACUITY Periodic Assessment to gather relevant data.
- Item analysis and use of data gained from ARIS and ACUITY to inform instruction.

### E. Parental Involvement

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

Parent volunteers are encouraged to spend time and assist in school.

Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs and are supported by the SLT and the PTA.

At our monthly PTA meetings we provide onsite translation services.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														L

Beginner(B)											1				1
Intermediate(I)											1				1
Advanced (A)															0
Total	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

Our ESL program aims to assisting students to become proficient in the English language after at least 3 years. Evaluation is done by way of the NYSESLAT which is administered once a year. This examination provides information on the students’ ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT of May 2010, the ESL students are at the intermediate and advanced levels. Also, they show that the ELLs are weakest in the writing skill while their greatest strength is in listening and speaking. Although their reading skill is generally good, there is room for improvement.

There will implications on the ESL instructional program based on the assessment of the NYSYSLAT 2010 as well as other assessment such as ACUITY, classroom exams, formal and informal observations, and the New York State tests in Mathematics, ELA, Social Studies and Science.

- Rigorous targeting of the language skills, especially that of reading and writing in ESL and the content areas through meaningful activities.
- Close collaboration between the ESL teacher and Content Area teachers on identifying and correcting specific deficiencies in individual students.
- Rigorous practice in improving the writing skills, through journal writing, vocabulary exercises, sentence and paragraph construction and sequencing.
- Use of ESL dictionaries (The American Heritage English as a Second Language Dictionary), and glossaries in a print-rich classroom environment.
- P.M. school and Saturday Academy to provide as much practice as possible in the weak modalities.
- Academic intervention as required to foster students’ academic development and progress.
- Thorough practice in problem-solving strategies and justifying answers in Mathematics.
- Providing opportunities for negotiating academic language in Mathematics and Science.

All subsequent support activities will focus on helping the students acquire progress in their language skills so as to promote academic progress.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive Regents testing accommodations for such as extra time, testing in a separate location, and use of glossaries and dictionaries. This will continue for as long as the students need such accommodations, but for not more than an additional two years.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		