



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** CULTURAL ACADEMY FOR THE ARTS AND SCIENCES

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 18K629

**PRINCIPAL:** DIANE VARANO    **EMAIL:** DVARANO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:**    AIMEE HOROWITZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Peter Sacca, Assistant Principal	Designee/Staff	
Deirdre Deloatch	*UFT Chapter Leader or Designee	
Nicole Abrams	Member/Teacher	
Monifa Kincaid	Member/Teacher	
Diane Varano	Member/Principal	
Mary Holloway	*PA/PTA President/Parent	
Ewart Grenville	Member/Parent	
Loveth Onunkwo	Member/Parent	
Klillian Williamson	Member/Parent	
Greg Bovell	Member/Parent	
Chelsie Moore	Student Representative	
Claudio Beckford	Student Representative	
Monique Waterman	CBO Representative, if applicable	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

By the end of the 2011-2012 school year, 90% of our teachers will demonstrate increased teacher effectiveness in key areas through an understanding of a research-based rubric, its domains, components and elements, developed in collaboration with staff and our national partner, the National Educator Program, as measured by Instructional Leader's observations and feedback in addition to team-based planning/mentoring formally and informally.

### **Comprehensive needs assessment**

- State and city assessment data
- School-wide scholarship data
- The development of student portfolios aligned with the Common Core State Standards
- Academic Education Plans that assess individualized student needs

### **Instructional strategies/activities**

#### **a) Strategies/activities that encompass the needs of identified student subgroups:**

- School staff will use the language of the rubric as talking points in our team work, formal and informal observations.
- Weaving the language of the Common Core standards and teacher effectiveness throughout our school community, i.e. print rich environment.
- Faculty schedules will include four hours of team planning blocks to learn the structure, content and language of the teacher-effectiveness rubric, and how it aligns with the Common Core Learning standards in order to make informed decisions regarding the continued development of our instruction and provide support systems that address student academic needs.
- Continuous school-wide conferencing between teachers and students took place in September and is ongoing, to identify student and teacher goals in order to inform instruction.
- Teacher teams will utilize common planning blocks to continue inquiry work and the Academic Education Plan (AEP) system to identify and assess student needs, formulating student goals aligned with the effectiveness rubric and the Common Core State Standards.
- Teachers will employ a multitude of strategies in their instructional practice including, but not limited to: differentiation, scaffolding, homogeneous and heterogeneous grouping, developing a print rich environment, utilizing technology, making use of multiple pathways to represent the diverse needs of students, cognitively challenging students by advancing higher level thinking, and ongoing assessment and reflective practice.

#### **b) Staff and other resources used to implement these strategies/activities**

- Teachers
- Paraprofessionals
- Administrators
- Ongoing professional development with our national partner (NEP) and our CFN

- Continued participation in OELL opportunities for ELLs and PD for Instructional Support students

**c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- Teachers have created customized acuity assessments in mathematics and ELA to be administered twice annually and accurately reflect our curriculum.
- Teachers, in conjunction with our national partner, will continue to work on developing the research based rubric for teacher effectiveness.
- Administrators and staff will use the language of the rubric as talking points in our team work and informal observations.
- Academy grade teams in collaboration with the Inquiry Team, will continue to analyze and assess student work as aligned with the Common Core Standards, and will be measured through rubric assessment.
- Part of the work of the Inquiry Team, which includes data specialist and team leaders, will use assessment results to further align our professional work with teacher effectiveness as defined by our agreed upon rubric.

**d) Timeline for Implementation**

- Faculty schedules will continue to include four hours of team planning blocks weekly.
- School-wide conferencing between teachers and students took place in September 2011, and will continue as needed in accordance with student needs assessments.
- Academic Education Plans began formulation in October 2011, after school-wide conferencing with students. An AEP for every child is scheduled for completion December 2011. The AEPs will then be revised to reflect new short term goals as a result of student conferencing in February 2011.
- Teachers will employ a multitude of instructional strategies daily. Peer coaching to improve teacher effectiveness began in September 2011 with professional development provided by the NEP, and is ongoing.
- Mathematics and ELA teachers created customized acuity assessments in September, and will create a second assessment for the spring acuity administration.
- Teachers, in conjunction with our national partner, began work on creating the research-based rubric for teacher effectiveness in November 2011.
- Academy grade teams in collaboration with the Inquiry Team will continue to analyze and assess student work as aligned with the Common Core Standards at our weekly meetings.
- The Inquiry Team will use assessment results to further align our professional work with teacher effectiveness as defined by our agreed upon rubric in our monthly inquiry meetings.

**Strategies to increase parental involvement**

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Ongoing professional development in conjunction with our national partner, the NEP.
- Mentoring of all new teachers
- Recruiting teachers from alternative pathways, such as the NYC Teaching Fellows.
- Offering advanced placement classes

**Service and program coordination**

- In conjunction with our national partner, National Educator Program, ongoing professional development is provided in order to develop our Peer Coaching paradigm in order to self-assess on selected components of our teacher effectiveness rubric
- In conjunction with the NEP, we will continue to build our online community so that teachers can share best practices with schools throughout the United States and Afghanistan using Skype.

**Budget and resources alignment**

- Title I SWP will be used for to send teachers for professional development and quality teacher practices and professional growth based on our goal, i.e. conferences, Common Core Standards, state requirements, literacy, etc.
- Contract for Excellence funding will be used to fund on-site coaching with our national partner for teachers and teacher teams in developing individual student academic action plans, work in differentiated instruction/assessment, peer coaching, curriculum integration and academy implementation.
- ARRA RTTT funding will be used for Inquiry Team and Data Specialist per session for planning their work with teacher teams, aligned with city/state initiatives.
- ARRA RTTT funding will be used for per-diem to fund a one-day full planning session for Inquiry Team and Data Specialist.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By the end of the 2011-2012 school year, at least 85% of new 9th grade students will accumulate a minimum of 10 credits and the remaining 15% will earn at least eight credits. In addition, at least 80% of the students in grade 10 will accumulate a minimum of 12 credits for a sum of 22 credits for promotion to grade 11. The remaining 20% of students in grade 10 will earn at least 10 credits. 80% of students in grade 11 will earn the appropriate amount of credits to be promoted to senior status.
- By the end of 2011-2012, we will have a graduation rate of 65%.

### **Comprehensive needs assessment**

- State and city assessment data
- School-wide scholarship data
- Teacher/Student created portfolios aligned with the Common Core State Standards
- Academic Education Plans that assess individualized student needs
- Ongoing Inquiry Team meetings
- Data: Inquiry data, ARIS, HSST, Progress Report

### **Instructional strategies/activities**

#### **a) Strategies/activities that encompass the needs of identified student subgroups:**

- New Opportunities Program will be expanded to include credit accumulation classes in addition to credit recovery as a proactive measure.
- Ongoing academic support through our credit-bearing Bright Promise program.
- Aventa Learning classes will be offered as an additional opportunity for credit recovery. In addition, students will be able to take Advance Placement classes in the Aventa Learning program in order to accrue additional advanced credits.
- School-wide conferencing between teachers and students will take place at the start of the school year to identify student and teacher goals in order to inform instruction.
- School-wide grade team meetings are programmed into the academic day and will continue to include the review of student work to identify gaps in learning, develop instructional strategies based on grade specific needs and set goals in Academic Education Plans.
- Faculty will work with our national partner to build skills and strategies for providing multiple entry points for students, in addition to using the Kaleidoscope Profile as part of their data and to guide instructional practice.
- Parent Coordinator will continue to build relationships with parents and continue to reinforce school expectations. In addition, the Parent Coordinator will continue to address student behavior in a timely fashion with guidance intervention and family support.

- Counseling in Schools will continue to provide a staff member who will continue their work with students in building a peer counseling and mentoring program. This program provides peer support for students both academically and socially.
- CAAS will continue celebrations for student achievement and citizenship.
- Teacher teams will utilize common planning blocks to continue inquiry work and the Academic Education Plan (AEP) system to identify and assess student needs, formulating student goals aligned with the Common Core State Standards.

**b) Staff and other resources used to implement these strategies/activities**

- Teachers
- Paraprofessionals
- Administrators
- Parent Coordinator
- Ongoing professional development with our national partner (NEP) and our CFN
- Continued participation in OELL opportunities for ELLs and PD for Instructional Support students

**c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- Academy grade teams in collaboration with the Inquiry Team will continue to analyze and assess student work as aligned with the Common Core Standards.
- Vertical team meetings will continue to be utilized for instructional planning, peer coaching, data analysis, and the implementation of curriculum mapping.
- Students will be administered teacher-created acuity assessments in mathematics and ELA twice annually.
- The Inquiry Team, which includes data specialist and team leaders, will use assessment results to further align our professional work with increasing credit accumulation.
- Teacherease has been implemented, and will be used to continue to build teacher-parent relationships, increase parent involvement, and increase student academic awareness.

**d) Timeline for Implementation**

- Academy grade teams in collaboration with the Inquiry Team will continue to analyze and assess student work as aligned with the Common Core Standards at our weekly meetings.
- Vertical team meetings will continue to be utilized bimonthly for instructional planning, peer coaching, data analysis, and the implementation of curriculum mapping
- Mathematics and ELA teachers created customized acuity assessments in September, and will create a second assessment for the spring acuity administration

- The Inquiry team will continue monthly meeting to analyze assessment results.
- Teacherease was implemented in September 2011 and will continue to be used daily by school faculty.
- Continuous school-wide conferencing between teachers and students took place in September and is ongoing, to identify student and teacher goals in order to inform instruction.

**Strategies to increase parental involvement**

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Parent coordinator provides training opportunities for school staff on TeacherEase to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Ongoing professional development in conjunction with our national partner, the NEP.
- Mentoring of all new teachers
- Recruiting teachers from alternative pathways, such as the NYC Teaching Fellows.
- Offering advanced placement classes

**Service and program coordination**

- In conjunction with our national partner, National Educator Program, ongoing professional development is provided in order to develop our Peer Coaching paradigm in order to self-assess, improve instruction, and raise student achievement.
- Our school has received VTEA grant money to begin a CTE Career Academy Program in Culinary Arts, Virtual Enterprise, and Law. We will continue to build on our program and work towards CTE state certification.

**Budget and resources alignment**

- Title I SWP funding will be used for New Opportunities: a credit recovery program for over-aged and under-credited students in addition to providing classes for students who did not accumulate the appropriate amount of credits for promotion.
- Title I SWP funding will also be used to further compensate and support the Bright Promise Program, which is divided into four sections; tutoring, credit acceleration, ICT supplemental and the ELL support.
- Title I SWP will fund Supervisor per session for 4 days per week for after school programs.
- Title I SWP will fund Teacher per session for New Opportunities (credit recovery and accumulation) and Bright Promise (tutoring) for 1-4 days per week depending on students' needs and classes offered.
- Contract for Excellence funds Counseling in Schools social worker who counsels individual students in addition to adding work with students to develop a peer mentoring and counseling program.
- Tax-levy FSF will be used for Aventa Program classes based on students' needs.
- Title I SWP is used to purchase the Teacherease Program.
- ARRA RTTT funding will be used for Inquiry Team and Data Specialist per session for planning their work with teacher teams, aligned with city/state initiatives.
- ARRA RTTT funding will be used for per-diem to fund a one-day full planning session for Inquiry Team and Data Specialist.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- By the end of the 2011-2012 school year, 75% of students will be able to cite strong and thorough evidence to support analysis as aligned with the Common Core Learning Standards as measured by the completion of specific tasks in Mathematics and English Language Arts.

#### **Comprehensive needs assessment**

- State and city assessment data
- School-wide scholarship data
- Teacher/Student created portfolios aligned with the Common Core State Standards
- Academic Education Plans that assess individualized student needs
- Ongoing Inquiry Team meetings
- Data: Inquiry data, ARIS, HSST, Progress Report
- Teacher observation

#### **Instructional strategies/activities**

##### **a) Strategies/activities that encompass the needs of identified student subgroups:**

- Faculty will work with our national partner to build skills and strategies for providing multiple entry points for students, in addition to using the Kaleidoscope Profile as part of their data and to guide instructional practice.
- Teachers will employ a multitude of strategies in their instructional practice including, but not limited to: differentiation, guided practice, graphic organizers, modeling in mathematics, journal writing, project based learning, scaffolding, homogeneous and heterogeneous grouping, developing a print rich environment, utilizing technology, making use of multiple pathways to represent the diverse needs of students including our ELL and Instructional Support students, cognitively challenging students by advancing higher level thinking, and ongoing assessment and reflective practice.
- School wide grade team meetings will continue to include the review of student work to identify gaps in learning, develop instructional strategies based on grade specific needs and set goals in Academic Education Plans.
- Continuous school wide conferencing between teachers and students will take place at the start of the school year and be ongoing, to identify student and teacher goals in order to inform instruction.
- Teacher academy and vertical teams will utilize common planning blocks to continue inquiry work and the Academic Education Plan (AEP) system to identify and assess student needs and to formulate student goals aligned with the Common Core State Standards.
- Integrated Co-Teaching teams continue to collaborate to plan units as well as daily instruction and discuss the modifications and differentiation necessary for their students' academic success.
- Certified ELL teacher works closely with both the general education and special education teachers to provide ongoing support for ELLs students.

**b) Staff and other resources used to implement these strategies/activities**

- Teachers
- Paraprofessionals
- Administrators
- Parent Coordinator
- Ongoing professional development with our national partner (NEP) and our CFN
- Continued participation in OELL opportunities for ELLs and PD for Instructional Support students

**c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- Academy grade teams in collaboration with the Inquiry Team will continue to analyze and assess student work as aligned with the Common Core Standards.
- Vertical team meetings will continue to be utilized for instructional planning, peer coaching, data analysis, and the implementation of curriculum mapping.
- Students will be administered teacher-created acuity assessments in mathematics and ELA twice annually.
- The Inquiry Team, which includes data specialist and team leaders, will use assessment results to further align our professional work with increasing credit accumulation.
- Teacherease has been implemented, and will be used to continue to build teacher-parent relationships, increase parent involvement, and increase student academic awareness.

**d) Timeline for Implementation**

- Academy grade teams in collaboration with the Inquiry Team will continue to analyze and assess student work as aligned with the Common Core Standards at our weekly meetings.
- Vertical team meetings will continue to be utilized bimonthly for instructional planning, peer coaching, data analysis, and the implementation of curriculum mapping
- Mathematics and ELA teachers created customized acuity assessments in September, and will create a second assessment for the spring acuity administration
- The Inquiry team will continue monthly meeting to analyze assessment results.
- Teacherease was implemented in September 2011 and will continue to be used daily by school faculty.

**Strategies to increase parental involvement**

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Parent coordinator provides training opportunities for school staff on TeacherEase to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Ongoing professional development in conjunction with our national partner, the NEP.
- Mentoring of all new teachers
- Recruiting teachers from alternative pathways, such as the NYC Teaching Fellows.
- Offering advanced placement classes

**Service and program coordination**

- In conjunction with our national partner, National Educator Program, ongoing professional development is provided in order to develop our Peer Coaching paradigm in order to self-assess, improve instruction, and raise student achievement.
- In conjunction with the NEP, we will continue to build our online community so that teachers can share best practices with schools throughout the United States and Afghanistan using Skype.
- Our school has received VTEA grant money to begin a CTE Career Academy Program in Culinary Arts, Virtual Enterprise, and Law. We will continue to build on our program and work towards CTE state certification.

**Budget and resources alignment**

- Title I SWP funding will also be used to further compensate and support the implementation of the Bright Promise Program, which is divided into four sections; tutoring, credit acceleration, ICT supplemental and the ELL support.
- Title I SWP funding is used for Supervisor per session for 4 days per week for after school programs.
- Title I SWP funding is used for Teacher per session for New Opportunities (credit recovery and accumulation) and Bright Promise (tutoring) for 1-4 days per week depending on students' needs and classes offered.
- Contract for Excellence funding will be used to fund on-site coaching with our national partner for teachers and teacher teams in developing individual student academic action plans, work in differentiated instruction/assessment, peer coaching, curriculum integration and academy implementation.
- Title I SWP will be used for to send teachers for professional development and quality teacher practices and professional growth, i.e. conferences, courses related to literacy and mathematics in addition to subject areas, Common Core Standards, state requirements, etc.
- ARRA RTTT funding will be used for Inquiry Team and Data Specialist per session for planning their work with teacher teams, aligned with city/state initiatives.
- ARRA RTTT funding will be used for per-diem to fund a one-day full planning session for Inquiry Team and Data Specialist.
- Title I SWP is used to purchase the Teacherease Program.

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- By the end of the 2011-2012 school year, the performance gap in ELA and Mathematics between the bottom 1/3 and the remaining students of each cohort will narrow by at least 10% as measured by their performance in the ELA and Algebra regents' exams.
- By the end of the 2011-2012 school year, teachers will be able to identify and implement multiple strategies for students to increase performance as measured by instructional leaders' observations, inquiry team work and conferences with teachers.

### **Comprehensive needs assessment**

- State and city assessment data
- School-wide scholarship data
- Teacher/Student created portfolios aligned with the Common Core State Standards
- Academic Education Plans that assess individualized student needs
- Ongoing Inquiry Team meetings
- Data: Inquiry data, ARIS, HSST, Progress Report
- Teacher observation

### **Instructional strategies/activities**

#### **a) Strategies/activities that encompass the needs of identified student subgroups:**

- Inquiry specialist and school leaders will work with academy grade teams in inquiry-based work to more effectively identify student needs in the lower third target group and set achievable goals for improvement.
- Faculty will work with our national partner to build skills and strategies for providing multiple entry points for students, in addition to using the Kaleidoscope Profile as part of their data and to guide instructional practice and engage struggling students.
- Teachers will employ a multitude of strategies in their instructional practice including, but not limited to: differentiation, guided practice, graphic organizers, journal writing, project based learning, scaffolding, homogeneous and heterogeneous grouping, developing a print rich environment, utilizing technology, making use of multiple pathways to represent the diverse needs of students including our ELL and Instructional Support students, cognitively challenging students by advancing higher level thinking, and ongoing assessment and reflective practice.
- School wide grade team meetings will continue to include the review of student work to identify gaps in learning, develop instructional strategies based on grade specific needs and set goals in Academic Education Plans.
- Continuous school-wide conferencing between teachers and students took place in September and is ongoing, to identify student and teacher goals in order to inform instruction.
- Teacher academy and vertical teams will utilize common planning blocks to continue inquiry work and the Academic Education Plan (AEP) system to identify and assess student needs and to formulate student goals aligned with the Common Core State Standards.
- Integrated Co-Teaching teams will continue to collaborate to plan units as well as daily instruction and discuss the modifications and differentiation necessary for their students' academic success.
- Certified ELL teacher will continue to work closely with both the general education and special education teachers to provide ongoing support for ELLs students.

**b) Staff and other resources used to implement these strategies/activities**

- Teachers
- Paraprofessionals
- Administrators
- Parent Coordinator
- Ongoing professional development with our national partner (NEP) and our CFN
- Continued participation in OELL opportunities for ELLs and PD for Instructional Support students

**c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- Inquiry specialist and school leaders will work with academy grade teams in inquiry-based work to more effectively identify student needs in the lower third target group and set achievable goals for improvement.
- Academy grade teams in collaboration with the Inquiry Team will continue to analyze and assess student work as aligned with the Common Core Standards.
- Vertical team meetings will continue to be utilized for instructional planning, peer coaching, data analysis, and the implementation of curriculum mapping.
- Students will be administered teacher-created acuity assessments in mathematics and ELA twice annually.
- The Inquiry Team, which includes the data specialist and team leaders, will use assessment results to further align our professional work with increasing performance amongst our lowest third in each cohort.
- Teacherease has been implemented, and will be used to continue to build teacher-parent relationships, increase parent involvement, and increase student academic awareness.

**d) Timeline for Implementation**

- Inquiry specialist and school leaders will meet monthly to evaluate the progress of the lower third target group and make necessary modifications to raise student achievement.
- Academy grade teams, in collaboration with the Inquiry Team, will continue to analyze and assess student work as aligned with the Common Core Standards at our weekly meetings.
- Vertical team meetings will continue to be utilized bimonthly for instructional planning, peer coaching, data analysis, and the implementation of curriculum mapping
- Mathematics and ELA teachers created customized acuity assessments in September, and will create a second assessment for the spring acuity

administration

- The Inquiry team will continue monthly meetings to analyze assessment results.
- TeacherEase was implemented in September 2011 and will continue to be used daily by school faculty.

#### **Strategies to increase parental involvement**

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Parent coordinator provides training opportunities for school staff on TeacherEase to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Ongoing professional development in conjunction with our national partner, the NEP.
- Mentoring of all new teachers
- Recruiting teachers from alternative pathways, such as the NYC Teaching Fellows.
- Offering advanced placement classes

#### **Service and program coordination**

- In conjunction with our national partner, National Educator Program, ongoing professional development is provided in order to develop our Peer Coaching paradigm in order to self-assess, improve instruction, and raise student achievement.
- In conjunction with the NEP, we will continue to build our online community so that teachers can share best practices with schools throughout the United States and Afghanistan using Skype.
- Our school has received VTEA grant money to begin a CTE Career Academy Program in Culinary Arts, Virtual Enterprise, and Law. We will continue to build on our program and work towards CTE state certification.

#### **Budget and resources alignment**

- ARRA RTTT funding will be used for Inquiry Team and Data Specialist per session for planning their work with teacher teams, aligned with city/state initiatives.
- ARRA RTTT funding will be used for per-diem to fund a one-day full planning session for Inquiry Team and Data Specialist.
- Contract for Excellence funding will be used to fund on-site coaching with our national partner for teachers and teacher teams in developing individual student academic action plans, work in differentiated instruction/assessment, peer coaching, curriculum integration and academy implementation.
- Contract for Excellence funds Counseling in Schools social worker who counsels individual students in addition to adding work with students to develop a peer mentoring and counseling program.
- Title I SWP funding will be used for New Opportunities: a credit recovery program for over-aged and under-credited students in addition to providing classes for students who need addition academic support and appropriate amount of credits for promotion.
- Title I SWP funding will also be used to further compensate and support the Bright Promise Program, which is divided into four sections; tutoring, credit acceleration, ICT supplemental and the ELL support.
- Title I SWP funding for Supervisor per session for 4 days per week for after school programs.
- Title I SWP funding for Teacher per session for New Opportunities (credit recovery and accumulation) and Bright Promise (tutoring) for 1-4 days per week depending on students' needs and classes offered.

- Title I SWP will be used for to send teachers for professional development and quality teacher practices and professional growth related to our goal, i.e. conferences, strategies for working with struggling students, Common Core Standards, etc.

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	76	68	61	32	12	0	3	0
<b>10</b>	3	11	36	24	14	0	10	0
<b>11</b>	0	1	8	1	1	0	4	0
<b>12</b>	16	0	24	9	0	0	5	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p><b>Bright Promise:</b> Students are identified and programmed in small groups for two 60 minute periods during the school day each week. Services include tutoring, SETSS, credit recovery and ESL. The after-school reading lab is open each day and includes Imagine Learning and Rosetta Stone for support in reading and writing comprehension. Students can log onto accounts with Rosetta Stone for language acquisition and Imagine Learning for reading/writing support and development and their progress is monitored by the Data Specialist. Teachers, students and parents have access to their progress data. As we grow and obtain funding, the Reading Lab will provide services to additional general education and Instructional Support students.</p> <p>We will continue to work to differentiate instruction and assessment aligned with the Common Core Standards in all core subject areas/ all grade level classes. All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting. In addition, professional development is provided to study and develop research-based strategies to provide all students access to academic language and vocabulary development.</p> <p>Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading and writing skills in the core subjects. Currently we have 23 students who are classified to receive mandated ESL services. Those students receive their mandated services from our certified ESL certified. We participate in a SIFE grant that is campus-wide. Saturday classes are available to all our students.</p>
<p><b>Mathematics</b></p>	<p>Students are identified and programmed in small groups for two 60 minute periods during the school day each week and 60-minute after-school classes for Mathematics tutoring, SETSS and our New Opportunity credit recovery program is available.</p> <p>In addition, we will continue to work to differentiate instruction and assessment in all classes aligning with the Common core Standard. All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting.</p> <p>Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading and writing skills and the core subjects. Currently we have 15 students who are classified to receive mandated ESL services. Those students receive their</p>

	<p>mandated services on campus each day. We do have a SIFE grant that is campus-wide. Saturday classes are available to all our students.</p>
<p><b>Science</b></p>	<p>Students are identified and programmed in small groups for two 60 minute periods during the school day each week and after-school classes for Science tutoring, SETSS and our New Opportunity credit recovery program is available.</p> <p>In addition, we will continue to work to differentiate instruction and assessment in all core subject areas/ all grade level classes. All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting.</p> <p>Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading and writing skills in the core subjects. Currently we have 23 students who are classified to receive mandated ESL services. Those students receive their mandated services from our certified ESL certified. We participate in a SIFE grant that is campus-wide. Saturday classes are available to all our students.</p>
<p><b>Social Studies</b></p>	<p>Students are identified and programmed in small groups for two 60 minute periods during the school day each week and after-school classes for Social Studies tutoring, SETSS and our New Opportunity credit recovery program is available.</p> <p>In addition, we will continue to work to differentiate instruction and assessment in all classes. All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting.</p> <p>Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading and writing skills in the core subjects. Currently we have 23 students who are classified to receive mandated ESL services. Those students receive their mandated services from our certified ESL certified. We participate in a SIFE grant that is campus-wide. Saturday classes are available to all our students.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>Our Guidance Counselor will continue to provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in all grades. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p>

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

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **CAAS PARENT INVOLVEMENT POLICY (PIP)**

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. CAAS is a school that supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team; various planned family activities, Parent Teacher Conferences, and all sub-committee meetings. Our school's policy is designed in collaboration with our Parent Coordinator to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Our school will support parents and families of Title I students by:

- Providing materials and training in all languages to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; including using Teacherease and the ARIS Parent Link. This also includes opportunities to use KhanAcademy.org, a free on-line interactive tutorial for both parents and students.
- Providing parents with the information and mentoring needed to effectively become involved in planning and decision making in support of the education of their children; including parent workshop on Federal Aid Financial Student Applications, graduation workshop and transcript review, Junior and Senior breakfast to discuss their children's five-year plan and campus-wide parent ELL program for parents to work towards their own high school diploma.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress using, School Messenger, Teacherease as well as ongoing and daily communication with our Parent Coordinator and staff.
- Providing assistance to parents in understanding City, State and Federal standards and assessments on our school website in addition to data on the ARIS parent link. We provide translation services through School Messenger, staff and correspondence to insure that bilingual families are informed of important information.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys on School Messenger will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy, computer skills, working with FAFSA, etc.
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described here in our CEP, Title I Parent Involvement Policy and the School-Parent Compact.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Our Parent Coordinator established a network where parents are able to contact him any time by phone or text to discuss student progress, school activities or support. A phone log is kept to maintain consistent parental contact. He works with our PTA president and attends PTA meetings as well as sits on our School Leadership Team to stay informed and keep parents informed. His office is a parent support center where parents learn about our school, our programs, make choices regarding ESL support, and discuss student progress with plans for improvement. In addition, School Messenger provides parents with important information by email, phone and/or text in their native language.
- Our Parent Coordinator works with parents one-on-one to provide help and mentorship with topics that may include: understanding educational accountability, graduation requirements, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology to build parents' capacity to help their children at home; in addition to how to use Teacherease and its egradebook, navigate and utilize ARIS Parent Link, and support families through the FAFSA process.
- Parent Coordinator works with parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report, and ARIS Data through the ARIS Parent Link.
- Parent Coordinator host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- Parent Coordinator works with parents and staff to provide meeting schedules with flexible times, such as meetings in the morning, evening, or weekends to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- We continue to translate all critical school documents and provide interpretation during meetings and events as needed, including School Messenger, which provides announcements and information in all languages in email, phone calls and text formats.

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference.
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- providing verbal progress reports that are periodically given to keep parents informed of their children's progress; in addition to.
- developing and distributing a web publication designed to keep parents informed about school activities and student progress; in addition to egradebook reports from Teacherease, ARIS Parent Link and NEP Innovation Magazine.

### **CAAS SCHOOL-PARENT COMPACT**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at flexible times, e.g., morning, evening, and weekends. In addition, seniors provide help with child care during Parent-Teacher Conferences to provide parents more time to have informed discussions with teachers and support staff.
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, dates for meetings and other activities are sent to parents of participating children in a format and to the extent practicable in a language that parents can understand, using School Messenger with translations in all needed languages.
- involving parents wherever and whenever possible in the planning process to review, evaluate and improve the existing Title I programs, CEP, Title I Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing opportunities for parents one-on-one and flexible meeting times; in addition to providing egradebooks from Teacherease, and ARIS Parent Link.
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- maintain a working contact number and email address for more effective communication.

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- ask for help and support when needed
- always try my best to learn and take responsibility for my learning.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Amundsen/Godlewski</b>	District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>629</b>
School Name <b>Cultural Academy For Arts And Sciences</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Diane Varano</b>	Assistant Principal <b>Halley Tache and Peter Sacca</b>
Coach	Coach
ESL Teacher <b>Carine Darnell</b>	Guidance Counselor <b>Kenneth Tanzer</b>
Teacher/Subject Area <b>Marie Petit-Blanc/Math</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Martin Young</b>
Related Service Provider <b>Kenneth Tanzer</b>	Other <b>Grisette Medran-Lopez</b>
Network Leader <b>Jayne Godlewski</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>24</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>300</b>	Total Number of ELLs	<b>23</b>	ELLs as share of total student population (%)	<b>7.67%</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. 

When a student arrives with their parents for registration, the administrative assistant consults with ATS in order to insure proper placement of the student. She is able to see if the LAB-R was administered and at what level the student has tested. If the Lab-R has not been administered for a student that has arrived here from their country to this school system for the first time, the LAB-R is administered by Ms. Halley Tache, AP/ licensed and trained pedagogue, within the the first ten days of the students' arrival to school. The Home Language Identification Survey (HLIS), including the informal oral interview in English and in the native language is administered to the parent by CAAS staff, Ms. Jill Klinofsky (licensed pedagogue) and Parent Coordinator, Mr. Martin Young (assists) on intake (translator provided Ms. Grisetta Medrano, Bi-Lingual Para/Spanish, Ms. Salamanca/Spanish Teacher and Ms. Marie Petit-Blanc, Teacher/Haitian Creole). Presently, CAAS ESL students receive their mandated hours of ESL instruction with Ms. Carine Darnell, certified ESL teacher. In addition, we are working towards two more teachers receiving their ESL certifications at this time. Ms. Tache, Assistant Principal Supervision, has been trained to administer the NYSESLAT exam and will now be administering the NYSESLAT in the spring 2012 school term at the appropriate time. The NYSESLAT exam, as well as, student work and academic scholarship are used to make informed decisions on further support for ESL students. Students received their mandated hours according to their current NYSESLAT score. CAAS has 23 ELL students: 6 Spanish, 15 Haitian Creole, 1 Manderine and 1 Hindi student. At this point our school does not have 20 or more parents with the same home language

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

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

Our Guidance Counselor and Assistant Principal along with our Parent Coordinator and available translators (Ms. Grisetta Medrano, Bilingual Para/Spanish, Ms. Salamanca/Spanish Teacher, Ms. Marie Petit-Blanc, Teacher/ Haitian Creole) work to support the parents in their program selection of ESL. Our Guidance Counselor then programs the student, aligned with parental choice of an ESL program, as well as, students' LAB-R results and previous academic data. If the student has not taken the LAB-R, a preliminary program based on parental choice and previous academic record is used as criteria for programming. Once the student takes the LAB-R, any revisions needed to their program are imlemented by the Guidance Counselor. As explained above, returned HLIS and parent

entitlement letters/forms are stored in Ms. Tache's the students' cumulative records school file in the main office.

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

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
Check all that apply

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

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

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	2
SIFE	8	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	3

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	18	8	2	2			3			23
Total	18	8	2	2	0	0	3	0	0	23

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
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	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										4	1		1	6
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										2	4			6
French											5	1	3	9
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>11</b>	<b>1</b>	<b>4</b>	<b>23</b>								

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The instruction for ELL's follows the New York State ESL Standards and incorporates strategies such as scaffolding, graphic organizers, whole language, reading and writing skills. Currently we have 23 students who are classified to receive mandated ESL services. Those students receive their mandated services through our ESL program by Ms. Carine Darnell a certified ESL teacher each day. The campus has a SIFE grant that is campus-wide. Saturday classes are available to all our students in all subject areas. ELL students are programmed in Integrated Co-Teaching classes for extra support (see explanation below). CAAS also provides additional support for ELL students with our Bright Promise program, New Opportunities Program, computer instruction using Rosetta Stone and Imagine Learning programs for reading, writing and language proficiency as needed. CAAS personalizes instruction for all students using heterogenous and homogenous grouping and teachers meet regularly in academy teams to develop individual academic education plans.

CAAS delivers instruction for ESL students includes self contained ESL class during period one/advisory. This class is sixty minutes long and taught by Ms. Carine Darnell our certified ESL teacher. We also run a self contained ESL class during our Bright Promise program on Thursdays and Fridays. We have combined all grade levels into these self contained classes in order to accommodate the mandated minutes because we are a new small school. We are also using the integrated co-teaching model. Our ESL students travel by cohort daily. Because these classes are team-taught, there is more support for language proficiency. In addition we have added a push-in portion to our support system in our ICT english classes. At least three teachers on our staff have had Q-TEL training and their strategies are used in the classroom. The content areas are delivered in the ICT program model through various forms. Teachers differentiate their instruction based on the students' needs and what type of learners they are. English is the language of instruction. In order to promote language development, teachers try to utilize visual aides to enrich their learning. All ELL students are provided with these supplemental supports in order for them to work towards achieving language proficiency on the NYSESLAT, passing the ELA and testing out of ESL. The following are available at CAAS: Rosetta Stone, Imagine Learning software, Two Bilingual Paraprofessionals, an ESL teacher and foreign language teachers that provide instructional support during our Bright Promise Program on Thursdays and Fridays.

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

## A. Programming and Scheduling Information

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

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

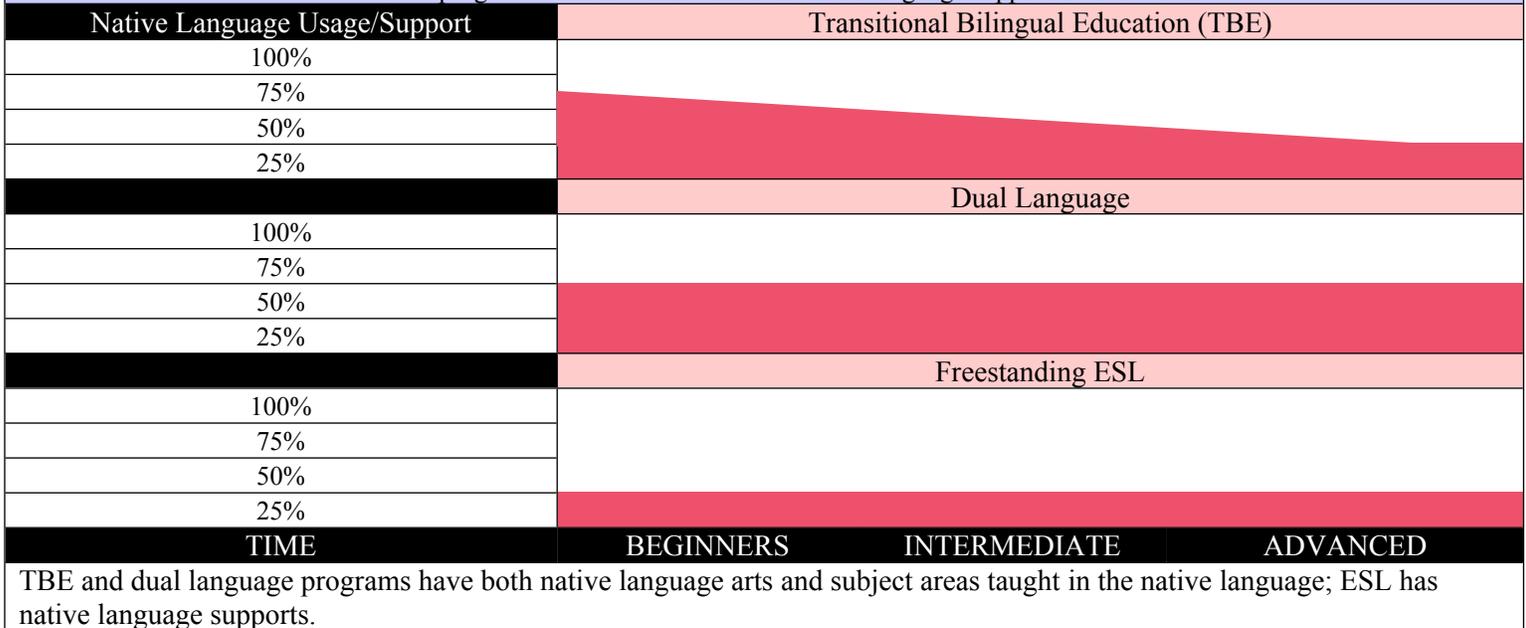
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

## Native Language Usage and Supports

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



### B. Programming and Scheduling Information--Continued

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

Since CAAS is a small school, ELL students are provided their mandated minutes of ESL instruction by Ms. Carine Darnel, a certified ESL teacher. Ms. Darnell follows the state mandated curriculum for ELL students. All ELL students receive their mandated minutes according to their proficiency level (beginner, intermediate and advanced) of ESL instruction in combination with Ms. Carine Darnell in the morning and during Bright Promise classes with Ms. Salamanca and Ms. Scott (certified foreign language teachers) twice per week in the afternoon. Beginner students who need additional support have access to Rosetta Stone, Imagine Learning and tutoring as needed. All ELL students' classes are programmed using the ICT model and push-in support by Ms. Darnell (certified ESL teacher) to provide them with additional academic support and equal access to the curriculum. In addition, all students have 240 minutes of ELA per week. All classes at CAAS focus on literacy including deconstructing and reconstructing text and the use of academic language. We also have the New Opportunities Program, which is offered after school for tutoring/extra support, credit recovery and credit advancement

SIFE allocations are used to offer supplementary services for all ELL students on our campus. This program consists of after school and Saturday classes in Math, English, Science, and Social Studies. In addition, there are technical education and PSAT prep classes on Saturday. The prevailing methodology is the QTEL approach and additional support is provided in native languages, i.e. French, Haitian Creole and Spanish.

CAAS offers ELL students equal access to all school programs including the New Opportunities Program (after school) and after-school

## B. Programming and Scheduling Information--Continued

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

Required services and resources do correspond to ELL's ages and their grade levels. CAAS uses a personalized instructional model where academy teachers meet in teams weekly to discuss, analyze and revise student academic plans, providing interventions for students as needed. In addition, CAAS has vertical team meetings weekly to structure curriculum maps to include scaffolding. ELL students are assessed based on their current level and planned for accordingly in academy teams. Students are made aware of their goals and are involved in their learning process. As students grow in language proficiency, their plans are revised. If additional support is needed, it is provided. We have two ELL students that need SETSS. Students who required special support services are given support classes in accordance with their mandates (as described above).

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

## B. Programming and Scheduling Information--Continued

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

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

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

In addition, Mr. Young, the Parent Coordinator, provides ARIS training workshops for all of our parents in order for them to be able to use it effectively to help their children.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

CAAS is one of three schools located on Tilden Campus. As mentioned, It Takes A Village Academy has provided support for our ELL Students in the past. In addition, ITAVA also provides Q-Tel training open to the campus on Election Day. During the previous school year, teachers worked with network specialists in the area of ESL in a study group for language and literacy. In addition, Ms. Carine Darnell, ESL teacher and Ms. Marie Petit-Blanc have been attending ELL professional development and training workshops. On her own time Ms. Darnell will be attending an interactive workshop in Spring 2012 at the UFT Headquarters (Original PD date was November 17, 2011). CAAS provides ongoing training and professional development on a weekly basis that includes turn-key information that staff has received from outside of the school. In addition, Ms. Salamanca has attended training in The Common Core Standards. Our ICI network provides professional development for ELLs: our staff has worked with Maryann Cucchiara and Larry Gelb on deconstruction and reconstruction of text and the development of academic language.

As we are a new school, we are still working on providing the 7.5 required hours of ELL training as new staff joins our school. We currently have one certified ESL teacher and two teachers who are close to completing their ESL requirements. Ms. Petit-Blanc has been

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As we are a new school, we are still working on providing the 7.5 required hours of ELL training as new staff joins our school. We currently have one certified ESL teacher and two teachers who are close to completing their ESL requirements. Ms. Petit-Blanc has been trained by Q-tel. CAAS keeps agendas and materials of the workshops attended.

## E. Parental Involvement

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	0	0		4
Intermediate(I)										4	5	2		11
Advanced (A)										5	3	0		8
Total	0	0	0	0	0	0	0	0	0	13	8	2	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0

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

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

CAAS has created an Academic Education Plan (AEP) for every student. The AEP includes anecdotal data based on teacher observations, a Kaleidoscope Profile that outlines thinking, learning and processing styles, goals and interim benchmarks. Students conference with their teachers based on their learning goals and are actively involved in developing goals and steps for success. In addition we have continued to use the Shegog Sent. B as an informal literacy assessment. We are continuing to use this data in order to support the ELL students with

### 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.

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4	0	1	0
Integrated Algebra	12	0	9	0
Geometry	3	0	1	0
Algebra 2/Trigonometry	2	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	7	0	4	0
Living Environment	6	0	5	0
Physics	1	0	0	0
Global History and	5	0	4	0

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government	13	0	8	0
Foreign Language	6	0	6	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

The data patterns are as follows: Total number of ELL students: 23

9th Grade NYSESLAT 2011: 2 students scored beginner

5 students scored intermediate

9th Grade NYSESLAT 2011 continued: 5 students scored advanced

10th Grade NYSESLAT 2011: 0 students scored beginner

5 students scored intermediate

## 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.

# Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DIANE VARANO	Principal		12/1/11
HALLEY TACHE	Assistant Principal		12/1/11
MARTIN YOUNG	Parent Coordinator		12/1/11
CARINE DARNELL	ESL Teacher		12/1/11
	Parent		12/1/11
MARIE PETIT-BLANC/MATH	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		12/1/11
	Coach		12/1/11
	Coach		12/1/11
KENNETH TANZER	Guidance Counselor		12/1/11
JAYNE GODLEWSKI	Network Leader		12/1/11
GRISSETTE MEDRANO-LOPEZ	Other <u>BILINGUAL PARA</u>		12/1/11
	Other		12/1/11
	Other		12/1/11
	Other		12/1/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 18K629      **School Name:** Cultural Academy for the Arts & Sci

**Cluster:** N206 C.Amundsen      **Network:** N206 J. Godlewski

**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.

Parent needs for written and oral translation were discussed with staff, students and during PTA and SLT meetings. Our Parent Coordinator is very active in communicating with new and existing parents to insure that we have the latest data on translation needs.

Interpretation notice signs are posted on all office doors on our floor and in the middle corridor near the elevator bank so that when parents arrive they have exposure to this important information. In addition, the Parents Bill of Rights is included in the documentation provided to new parents when they meet with the Parent Coordinator. The documentation parents receive to determine primary language include, parent entitlement letter, Home Language Survey, parent brochure explaining our school's policies and courses, Parent Preferred Language to document their choice for language assistance services and the Parent Program Selection forms along with EPIC movie to assist in their understanding of the types of services they can obtain for their child. We then discuss our ESL program so that they make an informed choice regarding the program we offer.

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.

We have found that the languages needed for translation services at this point are predominantly Haitian-Creole, then Spanish, and one student whose family speaks Mandarin and one student whose family speak Hindu. Everyone in our school community is aware of our translation needs through team meetings and information provided by our Parent Coordinator.

## 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.

We have staff members that are readily available to translate in Haitian-Creole and Spanish. For the two parents who speak Mandarin and Hindu, we have translations provided through our work with family members who speak English. We also have an electronic translator and provide Google translator to assist us with our second language parents as needed.

In addition, we have a system, School Messenger, that makes phone calls, sends text and email messages and is available in all of the languages needed at our school. Our system is set up so that parents receive school information and any other pertinent information in their language. In addition, all letters and related correspondence to parents are translated to meet language needs.

The DOE also provides materials with translations in all languages so that we can disseminate important DOE information to parents.

Interpretation notice signs are posted on all office doors on our floor and in the middle corridor near the elevator bank so that when parents arrive they have exposure to this important information. In addition, the Parents Bill of Rights is included in the documentation provided to new parents when they meet with the Parent Coordinator. The documentation parents receive to determine primary language include, parent entitlement letter, Home Language Survey, parent brochure explaining our school's policies and courses, Parent Preferred Language to document their choice for language assistance services and the Parent Program Selection forms along with EPIC movie to assist in their understanding of the types of services they can obtain for their child. We then discuss our ESL program so that they make an informed choice regarding the program we offer.

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

Spanish, Haitian-Creole, Hindu and French speaking teachers and staff are on our school campus to do oral translations as needed. When there is a need for a language and we do not have staff to translate, we make arrangements for family members to assist or use the electronic translator.

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

Notification is provided through School Messenger as described above in all languages, letters and is also discussed during PTA meetings. School Messenger provides important information quickly and translates in all of the languages needed. In addition, the Parent Coordinator, with support from the PTA Executive Council works to contact parents in order to insure that parents receive important notifications.

Interpretation notice signs are posted on all office doors on our floor and in the middle corridor near the elevator bank so that when parents arrive they have exposure to this important information. In addition, the Parents Bill of Rights is included in the documentation provided to new parents when they meet with the Parent Coordinator. The documentation parents receive to determine primary language include, parent entitlement letter, Home Language Survey, parent brochure explaining our school's policies and courses, Parent Preferred Language to document their choice for language assistance services and the Parent Program Selection forms along with EPIC movie to assist in their understanding of the types of services they can obtain for their child. We then discuss our ESL program so that they make an informed choice regarding the program we offer.