



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** CITY COLLEGE ACADEMY OF THE ARTS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 06M293

**PRINCIPAL:** DR. BURNEDETTE DRYSDALE **EMAIL:** BDRYSDALE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GERALDINE TAYLOR-BROWN

### 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
Dr. Burnedette Drysdale	*Principal or Designee	
Amy Sims	*UFT Chapter Leader or Designee	
Isaac Smith	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Migdalia Cortez-torres	CBO Representative, if applicable	
Magaly Velez	Member/ Parent	
Rudelana La Hoz	Member/Parent	
Fanny Hernandez	Member/ Parent	
Jennifer Archibald	Member/ Parent	
Martin Toomajian	Member/ UFT	
Aminta Nunez	Member/ UFT	
Alrye Osborne	Member/ CSA	

## **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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**By June 2012, special education students performing at level 1 will improve their academic performance on the New York State ELA Examination by 10%**

### **Comprehensive needs assessment**

- **Results of the 2011 New York State ELA Examination indicate that the majority of special education in grade 6 did not achieve a year's growth and that most remained at the same level at which they entered the grade**
- **CCAA has been designated a SINI school Year 1 for English Language Arts**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,

### **Students who are in needed of additional support will be mandated for the following forms of academic intervention services**

- **Will be programmed for small group reading instruction**
- **Will be mandated to attend Saturday Academy and holiday academies**
- **Will participate in all tutoring activities including Lunch and Learn**
  - b) staff and other resources used to implement these strategies/activities,
    - **All academic service support classes will be provided by licensed NY City teachers**
    - **Teachers will be paid per session or for a missed preparation period in order to provide said services**
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - **Data was shared with teachers regarding students' performance on New York State Examinations.**
    - **Samples of students work from the special education sub-group was also analyzed in ELA team meetings**
    - **Teachers identified students who along with those performing at a level 1 or a low level 2 should be mandated to receive additional support**

Timeline-November 2011 through June 2012

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **Assistant principals, teachers and the school's parent coordinator will conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;**
  - **providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;**

- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

##### **Current Staff**

- Ongoing staff development focused on the Common Core Standards, Curriculum Mapping, Danielson Observation Tool, Academic Data, Students' Work and Data
- Teachers will participate in team activities such as grade level meetings, subject area meetings, inquiry team
- Using designated school funds to support teachings in their efforts to become highly qualified via courses offered through the City University of New York-CUNY
- Using Danielson Framework to observe and provide feedback for teachers on their instructional practices

#### **Attracting Highly Qualified Teachers**

CCAA will rely on the following recruiting strategies to attract Highly Qualified Teachers as defined by NCLB:

- Recruit teachers through the DOE Human Resources
- Recruit teachers from the Teaching Fellows Program, Teach for America and Math for America
- Recruit teachers through our partnership with the CCNY School of Education via which students are placed at CCAA for the completion of Fieldwork and Student Teaching
- Recruit teachers from teacher fairs
- Rely on the recommendation of current staff

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

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Translation services will be provided to parents and teachers in order to foster communication between these two constituents. All materials being sent home, will also be translated into Spanish
- Classes/workshops such as those on nutrition, communicating with teenagers and providing academic support at home will offered to parents

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

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

#### **Human Resources**

- Teachers will participate in all academic intervention programs
- PSO-CUNY will provide additional support and personnel for training in the Common Core Standards, looking at students' work and interpreting and

**using data to inform instruction**

- **Teacher leaders will facilitate school-based professional development that will be offered at Grade level and subject area meetings**

**Fiscal Resources**

**ARRA RITTT Citywide Inst, Exp; ARRA RITTT Data Specialist; Title 1 SWP; Title III; TL Lead Teacher;**

**ANNUAL GOAL #2 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 #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2012, 80% will have completed the requirements for graduation from CCAA**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **CCAA will be graduating its first senior class in June 2011**
- **CCAA staff has been working to ensure that students will complete all graduation requirements by January 2012**
- **High school guidance counselor has evaluated students' transcripts beginning in the fall of 2011 to ensure that all seniors are on track for graduation**  
**AP, guidance counselor and CCAA-CCNY liaison have met with parents to review students' progress toward graduation, create graduation plans and sign graduation contracts**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
**School guidance staff, APs and CCNY Liaison will hold individual meetings with parents and students to assess their progress toward graduation. A graduation plan will be developed for students who have been identified-through the evaluation of their transcripts and report-as missing requirements Students will be assigned the following options:**
    - **Online credit recovery using Plato Learning**
    - **Saturday Gym**
    - **Classes at CCNY for high school credit only**
    - **Tutoring services provided by teachers before and after the school day**
    - **Saturday Academy**
  - b) staff and other resources used to implement these strategies/activities,  
**Guidance counselor-will monitor students' credit acquisition and ensure that their school transcripts are correct and updated**  
**Assistant Principals will monitor the students completion of credit recovery classes on Plato Learning**  
**Gym Teacher will teach the Saturday gym class from 9-12pm**

**Software for Plato Learning**

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
**APs, CCAA-CCNY Liaison and guidance staff chaired meeting with teachers to discuss the New York State graduation requirements. Students in need of academic support were identified and the plan outlined above was developed to address them**
- d) timeline for implementation-**September through April 2012**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **School staff will conduct parent workshops about New York State graduation requirements and ongoing school support services**
  - **School Staff will conduct individual meetings with parents regarding their child's progress toward graduation in June 2012**
  - **providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;**
  - **providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **Hold professional development workshops on reading the high school transcript, New York State Graduation requirements, and available support options for students**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Not Applicable**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.  
**ARRA RITTT Citywide Inst, Exp; ARRA RITTT Data Specialist; Title 1 SWP; Title III;**

### 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By spring 2012, students in grade 6-12 in mathematics and English language arts will complete task bundles that reflect the Common Core State Standards and PARCC**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Teachers will work together to engage all students in rigorous tasks, implanted in well-crafted instructional units and with appropriate supports. The DOE asks that educators engaging in this work use rich performance tasks as a vehicle for examining student work, develop a shared understanding of success as defined by the new standards, and determine how to adjust teacher practice to support student development along the continuum of college and career readiness. The goal is that, through the work of implementing a task, teachers will begin to adjust their curriculum and instruction to help all students move toward the higher expectations of the Common Core.

At a minimum, teachers will be expected to:

- Look closely at current student work, in teacher teams, to understand the steps needed to reach the level of performance that the Common Core demands.
- Closely examine resulting student work, within their teacher teams, continue the cycle of inquiry, make future instructional adjustments and communicate lessons learned to other school staff.

#### **Student expectations for the Task Bundle**

- In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.
- In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a possible solution.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
**To begin to prepare students for the new curricula methodologies and New York State Performance Assessments which will be introduced in 2014**
  - b) staff and other resources used to implement these strategies/activities,  
**All teachers of mathematics and English**  
**Task bundles will be completed on line-either in the new outfitted technology laboratory or using the portable computer carts**

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- **School-based PDs will be facilitated by PSO-CUNY on the creation and administration of task bundles, the Common Core State Standards and PARCC**
- **Tier II and III school leaders will attend monthly meetings with PSO-CUNY and turnkey the information to teachers in weekly teacher team meetings**
- d) Timeline for implementation. **Fall 2011 through Spring 2012**

- Strategies to increase parental involvement**
- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
    - **Appropriate school staff will conduct parent workshops about Common Core State Standards and PARCC**
    - **Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;**
    - **Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;**

- Strategies for attracting Highly Qualified Teachers (HQT)**
- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - **School-based PDs will be facilitated by PSO-CUNY on the creation and administration of task bundles, the Common Core State Standards and PARCC**
  - **Tier II and III school leaders will attend monthly meetings with PSO-CUNY and turnkey the information to teachers in weekly teacher team meetings**

- Service and program coordination**
- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Not Applicable**

- Budget and resources alignment**
- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
  - **ARRA RITTT Citywide Inst, Exp; ARRA RITTT Data Specialist; Title 1 SWP; Title III;**

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**To achieve a 70% college acceptance rate for students graduating in June 2012**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

**City College Academy of the Arts is an early college school. A central focus of the school has been preparing students for college and supporting them in their college courses at CCNY-CUNY. In fact, it is expected that at least 80% of our students will graduate high school with up to 60 college credits from CCNY-CUNY. Despite this achievement, this will be our first graduating class and we will need to track their progress through CUNY and other 4-year colleges to assess the success of our early college initiative.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

- **All 11<sup>th</sup> and 12<sup>th</sup> grade students will be programmed for college guidance with the school's high school guidance counselor**

- **All 11<sup>th</sup> grade students will receive SAT instruction through English or advisory**

- **AP , CCAA-CCNY Liaison and CCAA guidance counselor will meet with the parents of all 12<sup>th</sup> graders to review the college application progress**

b) staff and other resources used to implement these strategies/activities,

**School guidance counselor and AP**

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 were:**

- **trained in the reading of the high school transcript,**
- **informed of the graduation requirements**
- **updated about the college application process and**
- 

**Their opinions and feedback were used to inform the final plan that is presently in use**

d) timeline for implementation: **September 2011-June 2012**

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- **School staff, including the school's parent coordinator will conduct parent workshops about New York State graduation requirements and**

**ongoing school support services**

- **School staff will conduct individual meetings with parents regarding their child’s progress toward graduation in June 2012**
- **Provide written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;**
- **Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**The school’s high school guidance counselor will**

1. **Attend ongoing professional development workshops through PSO-CUNY and the Early College Initiative on the college application process and college advising**
2. **Complete a graduate course funded through Manhattan College on the college application process and college advising**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Not Applicable**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ARRA RITTT Citywide Inst, Exp; ARRA RITTT Data Specialist; Title 1 SWP; Title III;**

**ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**To create a high school/college readiness course that will focus on the successful transition of 8<sup>th</sup> graders to the 9<sup>th</sup> grade I and college that will result in an increase of 10% in the number of students successfully completing the 9<sup>th</sup> grade and completing their college course /CCNY in June of 2012**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
**The need for a high school/college readiness class was derived from the Inquiry Team that noted through the data, that small group of students was struggling both with their high school and college courses. While the team did institute a plan to provide additional support, the team concluded that the addition of a transitional program to the school's early college plan was a necessity.**

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,  
**All 9<sup>th</sup> graders are programmed for a Freshman Seminar class that is being taught by their former 8<sup>th</sup> grade advisors. Freshman Seminar will meet for an hour and fifteen minutes 2xper week during the fall term. For 2011-2012, this course will be piloted with the hope that it will be approved for 1-CCNY college credit by the fall of 2012**
  - b) staff and other resources used to implement these strategies/activities,  
**Three teachers with the allotment of time for common planning**
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,  
**This course was created in consultation with the school bases inquiry team, 8<sup>th</sup> grade and high school teachers and the early college initiative. The effectiveness of this program will be determined through students credit accumulation and college credit acquisition**
  - d) timeline for implementation: **2012 School year**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Appropriate school staff will conduct parent workshops about the Common Core Standards and PARCC**
- **Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress;**
- **Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

**Teachers must express written interest in being a Freshman Seminar teacher**

**Teachers must commit to team planning and attending inquiry team meetings to provide update about students' progress in Freshman Seminar**

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Mandated afterschool and homework support for students. Students may also be scheduled for Saturday Academy**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Titl

**ARRA RITTT Citywide Inst, Exp; ARRA RITTT Data Specialist; Title 1 SWP; Title III; e IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**

**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>N/A</b>	<b>N/A</b>				
<b>5</b>			<b>N/A</b>	<b>N/A</b>				
<b>6</b>	33	29	N/A	N/A	93			55
<b>7</b>	48	18	0	N/A	93			40
<b>8</b>	49	20	0	N/A	90			50
<b>9</b>	51	19	1	0	90			35
<b>10</b>	4	12	23	3	91			20
<b>11</b>	10	2	30	11	78			20
<b>12</b>	0	0	11	5	57			10

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
ELA	<ul style="list-style-type: none"> <li>• All students in grades 6-8 are mandated for reading 4 days per week</li> <li>• Saturday Academy is available for students in grades 6-12</li> <li>• Before and after school tutoring is available for all students</li> <li>• Push-in and pull-out small group support classes are available for all students</li> <li>• Lunch and learn tutoring for level one students</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Saturday Academy is available for students in grades 6-12</li> <li>• Before and after school tutoring is available for all students</li> <li>• Learning lab support for 8<sup>th</sup> grade students</li> <li>• Push-in and pull-out small group support classes are available for all students</li> <li>• Lunch and learn tutoring</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Push in and pull out small group instruction</li> <li>• Saturday Academy that is focused on Regents preparation for students in grades 8-12</li> <li>• Learning lab support for 8<sup>th</sup> grade students</li> <li>• Before and after school tutoring</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• Push in and pull out small group instruction</li> <li>• Saturday Academy that is focused on Regents preparation for students in grades 9-12</li> <li>• “Laboratory” support for students taking college courses at CCNY</li> <li>• Before and after school tutoring</li> </ul>
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> <li>• individual / small group counseling during the school day</li> <li>• referrals to Children Aid Society during the school day</li> <li>• College Readiness during the school day for 8th grade students</li> <li>• Individual and group counseling for at-risk students as needed during the school day</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Individual and group counseling for mandated IEP students 1x per week during the school day</b></li> <li>• <b>Crisis intervention services, as needed during the school day</b></li> <li>• <b>College Readiness classroom instruction weekly sessions during the school day</b></li> </ul> <p><b>Before and after school assistance with college applications, college readiness, study skills, essay writing, financial aid applications.</b></p>
<b>At-risk Services provided by the School Psychologist</b>	<b>Provided by Community Based Organization (CB), Childrens' Aid Society</b>
<b>At-risk Services provided by the Social Worker</b>	<b>Provided by Community Based Organization (CB), Childrens' Aid Society</b>
<b>At-risk Health-related Services</b>	<b>Provided by Community Based Organization (CB), Childrens' Aid Society</b>

**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.

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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;
- 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;

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 and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the 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 and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required 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;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **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;
- Students will be assigned advisory groups with advisory teachers:
- Provide parents with frequent reports on their children's progress. Specifically, report cards will be distributed six times a year and student Promotion in Doubt letters will be sent home a minimum of twice a year and parents will receive individual reports on academic performance of students on State assessments:
- Parents will receive training and all pertinent information needed to access ARIS in order that they may track their child's academic performance:
- All written communication with parents will be done in English and Spanish:

- **Provide parents reasonable access to teachers and support staff. Specifically CCAA teachers and support staff will be available for consultation with parents as follows:**
  - **Parent-Teachers conferences will be held twice yearly**
  - **Teachers will be available to meet with parents during professional time**
  - **Teachers will be available by appointment**
  - **Teacher will be available to meet with parents on Wednesdays during PPT/KidTalk**

*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 other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- 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, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, 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 professional development opportunities (times will be scheduled so that the majority of parents can attend);
- 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:
  - Provide an environment conducive for study:
  - Making sure that homework is completed:
  - Talking with my child about his/her activities. For example, afterschool activities.

## **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;
- always try my best to learn:
  - Come to school prepared to learn with all the materials and tools of learning-pens, pencils, books, homework, etc.:
  - Participate in classroom and school-wide activities:
  - Follow the school’s dress code:
  - Give to our parents/guardians all notices and information we receive at school.



## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 06M293      **School Name:** City College Academy of the Arts, New York

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)             External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)             Not Required for 2011-2012

---

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

*Students in the SWD sub-group did not make AYP in ELA. It was determined by our Inquiry Team that The specific areas for growth for our SWDs are: decoding and understanding information, literary response critical response.*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
    - *Provide small group push-in/pull out instruction for said students.*
    - *Have highly qualified teachers of Special Education or ELA to provided extra support.*
    - *AIS intervention via Saturday Academy and Spring Academy.*
- 

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - *Professional Development will be focused on CCLS/Universal Design for Learning, differentiated small group instruction, curriculum mapping and learning walks/instructional rounds with-in CCAA and with other schools.*
  - *Teachers will be trained in using ARIS to monitor their students' academic progress as well as in-depth exploration of ARIS Connect, Report and Learn.*
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

*Teachers will be mentored in the following ways:*

- *In-house mentors by highly qualified and/or Lead Teachers.*
- *With-in teacher teams.*
- *Through feedback from colleagues and peers after Learning Walks and Instructional Rounds.*
- *Coaching by F-Status teacher.*

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - *The parent notification letter will be sent, in a language the parent can understand, along with the student's report card via standard mail in January 2012.*

- *A PTA meeting will be held to discuss the SINI classification and address the questions and concerns of our parents.*

**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 [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>CFN/Sanchez</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>293</b>
School Name <b>City College Academy of the Arts</b>			

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

Principal <b>Dr. Burnedette Drysdale</b>	Assistant Principal <b>Alyre Osborne Aixa Candanosa</b>
Coach <b>Joseph Kinney, IA AP</b>	Coach <b>Kristy Scherer</b>
ESL Teacher <b>Laura Shockley</b>	Guidance Counselor <b>Deice Merino</b>
Teacher/Subject Area <b>A. Nunez/Special Education</b>	Parent <b>Mr. Smith</b>
Teacher/Subject Area <b>M. Tommajain/Social Studies</b>	Parent Coordinator <b>Manuella Ceballos</b>
Related Service Provider <b>Tatiana Laine</b>	Other
Network Leader <b>Dennis Sanchez</b>	Other

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

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>0</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>587</b>	Total Number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>6.13%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## 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. 

1. CCAA identifies possible ELLs by having an initial interview with the family given by a licensed pedagogue at the time of registration. During this oral interview and with a bilingual translator, if necessary, the Home Language Identification Survey (HLIS) is administered to the family. After the HLIS is filled out and assessed, those possible ELLs who need further evaluation are administered the LAB-R. In addition to the LAB-R, native Spanish speakers are administered the Spanish Lab to determine first language proficiency. The LAB-R is then graded and the student is either identified as an ELL or a non-ELL. The parents then fill out the a program choice form after attending a parent orientation meeting which is held within 10 days of admission and viewing the orientation video For Parents of English Language Learners from the ELL Parent Information Case (EPIC). The students then receive ESL services and are annually evaluated using many classroom assessments and large-scale assessment, such as, the New York State English as a Second Language Achievement Test (NYSESLAT). After the NYSESLAT scores are analyzed, the ESL teacher incorporates ESL methodologies that address specific language skills that need to be enhanced. The people who are part of this initial identification process and are there for continued support are Dr. Burnedette Drysdale (principal and ESL teacher) Laura Shockley (ESL teacher), Kristy Scherer (ESL Coordinator), Manuela Cebullos (parent coordinator), Ms. Almanzar (high school guidance counselor), and Ms. Merino (middle school guidance counselor).

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

3 & 4. To ensure that all program selection forms are returned, the parent coordinator provides outreach and calls parents who do not return the forms. As forms are returned the ESL teacher copies the form and places it in the ESL compliance binder. She maintains a checklist to make sure all letters are returned. Parents are strongly encouraged to return the forms to school as soon as possible. If parents have not returned the forms by the third week of September the parent coordinator calls, emails, and encourages parents to hand in the forms. The parent coordinator ensures that all forms are returned. Parental Involvement is the participation of parents in frequent,

two-way, and meaningful communication involving student learning and other school activities. A special ESL curriculum night will be held to discuss all programs, interventions, and additional services available for ELL students and parents. The Parent-Coordinator will hold hands-on workshops with the teacher of the free-standing ESL Program to simulate an actual lesson and discuss the program with parents. The parent coordinator will look at the parent need surveys and plan enrichment accordingly. Parents will be invited for an overview of all programs, program choice, and will be able to use the program to have the opportunity to see the benefits of the program firsthand. Additional parent support would be available through workshops provided by the parent coordinator based on the interest and needs of parents. Parent surveys have already been done to determine needs. Surveys and questionnaires will be ongoing to determine needs. Evaluations of programs will be handed out at the end in Spanish and English throughout the year.

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

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

## 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							1	1		1				3
<b>Total</b>	0	0	0	0	0	0	1	1	0	1	0	0	0	3

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	19
SIFE	4	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	16

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	5	3	1	15	1	9	16	0	9	36
Total	5	3	1	15	1	9	16	0	9	36

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

### C. Home Language Breakdown and ELL Programs

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	12	6	4	4	1	2	35
Chinese								1						1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

## 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
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>13</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>36</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

#### 1. Instruction Delivery

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

#### 2. Explicit ESL, ELA, and NLA

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

#### Explicit ESL Intervention

Teachers have received professional development focusing on English Language Learners. Teachers then plan lessons that are differentiated to meet the needs of English language learners. In the case of the push-in and pull-out programs, the content area teachers

## A. Programming and Scheduling Information

and the ESL teachers collaborate on the instructional plan. Lessons incorporate the use of visual aids, grammar usage, word walls, and adapted texts that are age and level appropriate. In all content area classes, lessons are planned and delivered via the Workshop Model. The goal is that through meaningful conversations, Accountable Talk, teachers will build students' comprehension, fluency, and vocabulary skills in English.

### Explicit ELA Intervention

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

### Delivery of Explicit NLA in the Classroom:

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

### 3. Content Area Instruction

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

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

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

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

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

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

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

### 4a. Plan for SIFE students:

Should CCAA receive SIFE students, instructional support will focus on providing a maximum level of English language instruction that

## A. Programming and Scheduling Information

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

b. Plan for Newcomers:

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

c. Plan for ELLs receiving 4 to 6 years

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

d. Plan for Long Term ELLs:

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

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

Research by Cummins, et al, indicates that it takes between five to seven years for language learners to gain proficiency in a second language. At CCAA, English language learners receive rigorous instruction in English across all content areas. Given that 25 percent of the school's population is comprised of English language learners, all teachers have received professional development in instructional

### 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
Students with special needs will receive those services as mandated by their IEP or by content area teachers through services provided by CCAA. This will include pull-out and push-in ESL instruction, academic intervention programs such as Learning Lab, the 37.5 minutes of Extended Time, Wilson Great Leaps, and counseling.			
5A. Programming and Scheduling Information			
of the ELA program. 100% of the units of study are implemented in the monolingual ELA classes. Listening centers are used in ELA and ESL classes to build students' literacy skills. The tapes purchased for the listening center are age and level appropriate. They also represent different genres and disciplines. For our ELL's with an ELA teacher who is trained in providing writing in			
Social Studies: As in ELA, the Workshop Model is the instructional methodology followed in social studies. When possible, interdisciplinary lessons are planned with teachers from other content areas. Student texts are available in both Spanish and English. Students also engage in historical research and have been required to complete projects on medieval times and the renaissance. Social studies instruction at CCAA is grounded in literacy			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

## A Programming and Scheduling Information

## 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?

### 8. School Programs (After School and supplemental services)

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

9. Transitional ELLs- Receive AIS services including: Saturday Academy, small group tutoring, one on one tutoring, and testing modifications. Transitional ELLs are also serviced once a week by our ESL teacher.

10. In the upcoming school year we are planning to implement a self-contained ESL class in the high school. We are also investigating the addition of a bilingual class in our middle school.

### 11. Discontinued Programs/Services

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

12. Required services support, and resources do correspond to ELLs' ages and grade levels because at CCAA coursework is rigorous and aligned with standards. ELLs receive grade level content with modifications, such as, leveled readings and more explicit content vocabulary instruction.

13. Instructional Materials: Schoolwide: CCAA is increasing its use of technology within the classrooms. Many classrooms have smart boards and projectors. All classrooms have student computers. Student Portfolios are maintained in all content area classes. The portfolios contain a variety of examples of students' work. Classroom libraries are a common feature in every classroom at CCAA. Texts are available in both Spanish and English. They are age and level appropriate and represent a variety of genres. Graphic organizers are used to support students' language acquisition. In content area classes, teachers utilize a variety of graphic organizers these include, Venn diagrams, T-Chart, semantic maps, KWL charts and word webs. CCAA focuses on literacy across curricula. To provide students with opportunities to write in all subject area classes, journals are a common feature in all content area classes. Finally, through a grant from the Cosby Foundation, all students at CCAA have received daily planners in which students will record and organize assignments in each subject area class.

After school and early morning tutoring provided by content area teachers. Students in AIS are grouped by need. The focus of each service is either ELA or mathematics. Teachers have received training in a variety of AIS programs such as AMP and Great Leaps that can be utilized to provide additional academic support for English language learners.

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

15. All services support and resources correspond to the students ages and grade levels. The ESL department uses middle school and high school level resources in all classrooms. ESL teachers provide tailored lessons to address the concerns and level of each ELL.

## 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?

### 8. School Programs (After School and supplemental services)

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

9. Transitional ELLs- Receive AIS services including: Saturday Academy, small group tutoring, one on one tutoring, and testing modifications. Transitional ELLs are also serviced once a week by our ESL teacher.

10. In the upcoming school year we are planning to implement a self-contained ESL class in the high school. We are also investigating the addition of a bilingual class in our middle school.

### 11. Discontinued Programs/Services

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

12. Required services support, and resources do correspond to ELLs' ages and grade levels because at CCAA coursework is rigorous and aligned with standards. ELLs receive grade level content with modifications, such as, leveled readings and more explicit content vocabulary instruction.

13. Instructional Materials: Schoolwide: CCAA is increasing its use of technology within the classrooms. Many classrooms have smart boards and projectors. All classrooms have student computers. Student Portfolios are maintained in all content area classes. The portfolios contain a variety of examples of students' work. Classroom libraries are a common feature in every classroom at CCAA. Texts are available in both Spanish and English. They are age and level appropriate and represent a variety of genres. Graphic organizers are used to support students' language acquisition. In content area classes, teachers utilize a variety of graphic organizers these include, Venn diagrams, T-Chart, semantic maps, KWL charts and word webs. CCAA focuses on literacy across curricula. To provide students with opportunities to write in all subject area classes, journals are a common feature in all content area classes. Finally, through a grant from the Cosby Foundation, all students at CCAA have received daily planners in which students will record and organize assignments in each subject area class.

After school and early morning tutoring provided by content area teachers. Students in AIS are grouped by need. The focus of each service is either ELA or mathematics. Teachers have received training in a variety of AIS programs such as AMP and Great Leaps that can be utilized to provide additional academic support for English language learners.

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

15. All services support and resources correspond to the students ages and grade levels. The ESL department uses middle school and high school level resources in all classrooms. ESL teachers provide tailored lessons to address the concerns and level of each ELL.

## Courses Taught in Languages Other than English

### 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

Math:

### 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.

1 & 2 CCAA follows the mandate to provide five professional development workshops on ESL annually. 3. We provided at least 10 workshops (up to 10 hours altogether) to give all of our teachers the best opportunity for training and reflection. These workshops are designed to provide school personnel (assistant principals, ESL Coordinators, common branches teachers, subject area teachers, paraprofessionals, bilingual teachers, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapist, speech therapists, secretaries, and parent coordinator) with an understanding of effective ESL instructional strategies and methodologies. These workshop are held during content and grade meetings. These workshops address proving scaffolding and classroom support for our current and former ELLs. One important topic of the school's professional development plan focuses on how data such as the NYSESLAT should be used to inform student groupings as well as their language needs. Teachers, including the two licensed ESL teachers, also receive professional development at the regional level through QTEL training and workshops provided by the Office of English Language Learners. Additionally, the two licensed ESL teachers attend weekly curriculum meetings with the ELL team to understand and implement the mandated Units of Study. Teachers from CCAA and the IEP paraprofessional have also received training in Junior Great Books and a Guided Reading program developed by City College for struggling readers. Both of these programs have proven to be effective in determining and supporting students' literacy needs.

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

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

### 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?

## 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?

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	Page 36
75%	
50%	
25%	

## 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?

### 8. School Programs (After School and supplemental services)

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

9. Transitional ELLs- Receive AIS services including: Saturday Academy, small group tutoring, one on one tutoring, and testing modifications. Transitional ELLs are also serviced once a week by our ESL teacher.

10. In the upcoming school year we are planning to implement a self-contained ESL class in the high school. We are also investigating the addition of a bilingual class in our middle school.

### 11. Discontinued Programs/Services

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

12. Required services support, and resources do correspond to ELLs' ages and grade levels because at CCAA coursework is rigorous and aligned with standards. ELLs receive grade level content with modifications, such as, leveled readings and more explicit content vocabulary instruction.

13. Instructional Materials: Schoolwide: CCAA is increasing its use of technology within the classrooms. Many classrooms have smart boards and projectors. All classrooms have student computers. Student Portfolios are maintained in all content area classes. The portfolios contain a variety of examples of students' work. Classroom libraries are a common feature in every classroom at CCAA. Texts are available in both Spanish and English. They are age and level appropriate and represent a variety of genres. Graphic organizers are used to support students' language acquisition. In content area classes, teachers utilize a variety of graphic organizers these include, Venn diagrams, T-Chart, semantic maps, KWL charts and word webs. CCAA focuses on literacy across curricula. To provide students with opportunities to write in all subject area classes, journals are a common feature in all content area classes. Finally, through a grant from the Cosby Foundation, all students at CCAA have received daily planners in which students will record and organize assignments in each subject area class.

After school and early morning tutoring provided by content area teachers. Students in AIS are grouped by need. The focus of each service is either ELA or mathematics. Teachers have received training in a variety of AIS programs such as AMP and Great Leaps that can be utilized to provide additional academic support for English language learners.

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

## 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?

### 8. School Programs (After School and supplemental services)

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

9. Transitional ELLs- Receive AIS services including: Saturday Academy, small group tutoring, one on one tutoring, and testing modifications. Transitional ELLs are also serviced once a week by our ESL teacher.

10. In the upcoming school year we are planning to implement a self-contained ESL class in the high school. We are also investigating the addition of a bilingual class in our middle school.

### 11. Discontinued Programs/Services

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

12. Required services support, and resources do correspond to ELLs' ages and grade levels because at CCAA coursework is rigorous and aligned with standards. ELLs receive grade level content with modifications, such as, leveled readings and more explicit content vocabulary instruction.

13. Instructional Materials: Schoolwide: CCAA is increasing its use of technology within the classrooms. Many classrooms have smart boards and projectors. All classrooms have student computers. Student Portfolios are maintained in all content area classes. The portfolios contain a variety of examples of students' work. Classroom libraries are a common feature in every classroom at CCAA. Texts are available in both Spanish and English. They are age and level appropriate and represent a variety of genres. Graphic organizers are used to support students' language acquisition. In content area classes, teachers utilize a variety of graphic organizers these include, Venn diagrams, T-Chart, semantic maps, KWL charts and word webs. CCAA focuses on literacy across curricula. To provide students with opportunities to write in all subject area classes, journals are a common feature in all content area classes. Finally, through a grant from the Cosby Foundation, all students at CCAA have received daily planners in which students will record and organize assignments in each subject area class.

After school and early morning tutoring provided by content area teachers. Students in AIS are grouped by need. The focus of each service is either ELA or mathematics. Teachers have received training in a variety of AIS programs such as AMP and Great Leaps that can be utilized to provide additional academic support for English language learners.

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

15. All services support and resources correspond to the students ages and grade levels. The ESL department uses middle school and high school level resources in all classrooms. ESL teachers provide tailored lessons to address the concerns and level of each ELL.

## 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?

### 8. School Programs (After School and supplemental services)

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

9. Transitional ELLs- Receive AIS services including: Saturday Academy, small group tutoring, one on one tutoring, and testing modifications. Transitional ELLs are also serviced once a week by our ESL teacher.

10. In the upcoming school year we are planning to implement a self-contained ESL class in the high school. We are also investigating the addition of a bilingual class in our middle school.

### 11. Discontinued Programs/Services

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

12. Required services support, and resources do correspond to ELLs' ages and grade levels because at CCAA coursework is rigorous and aligned with standards. ELLs receive grade level content with modifications, such as, leveled readings and more explicit content vocabulary instruction.

13. Instructional Materials: Schoolwide: CCAA is increasing its use of technology within the classrooms. Many classrooms have smart boards and projectors. All classrooms have student computers. Student Portfolios are maintained in all content area classes. The portfolios contain a variety of examples of students' work. Classroom libraries are a common feature in every classroom at CCAA. Texts are available in both Spanish and English. They are age and level appropriate and represent a variety of genres. Graphic organizers are used to support students' language acquisition. In content area classes, teachers utilize a variety of graphic organizers these include, Venn diagrams, T-Chart, semantic maps, KWL charts and word webs. CCAA focuses on literacy across curricula. To provide students with opportunities to write in all subject area classes, journals are a common feature in all content area classes. Finally, through a grant from the Cosby Foundation, all students at CCAA have received daily planners in which students will record and organize assignments in each subject area class.

After school and early morning tutoring provided by content area teachers. Students in AIS are grouped by need. The focus of each service is either ELA or mathematics. Teachers have received training in a variety of AIS programs such as AMP and Great Leaps that can be utilized to provide additional academic support for English language learners.

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

15. All services support and resources correspond to the students ages and grade levels. The ESL department uses middle school and high school level resources in all classrooms. ESL teachers provide tailored lessons to address the concerns and level of each ELL.

### 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.

1 & 2 CCAA follows the mandate to provide five professional development workshops on ESL annually. 3. We provided at least 10 workshops (up to 10 hours altogether) to give all of our teachers the best opportunity for training and reflection. These workshops are designed to provide school personnel (assistant principals, ESL Coordinators, common branches teachers, subject area teachers, paraprofessionals, bilingual teachers, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapist, speech therapists, secretaries, and parent coordinator) with an understanding of effective ESL instructional strategies and methodologies. These workshop are held during content and grade meetings. These workshops address proving scaffolding and classroom support for our current and former ELLs. One important topic of the school's professional development plan focuses on how data such as the NYSESLAT should be used to inform student groupings as well as their language needs. Teachers, including the two licensed ESL teachers, also receive professional development at the regional level through QTEL training and workshops provided by the Office of English Language Learners. Additionally, the two licensed ESL teachers attend weekly curriculum meetings with the ELL team to understand and implement the mandated Units of Study. Teachers from CCAA and the IEP paraprofessional have also received training in Junior Great Books and a Guided Reading program developed by City College for struggling readers. Both of these programs have proven to be effective in determining and supporting students' literacy needs.

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

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

### 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?

## 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?

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

## 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)							1							1
Intermediate(I)							1	1	2	1	3	1	1	10
Advanced (A)							4	12	4	3	1	0	1	25
Total	0	0	0	0	0	0	6	13	6	4	4	1	2	36

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>							3	3	4	4	4		1
READING/ WRITING	<b>B</b>							1						
	<b>I</b>								1	2	1	3	1	1
	<b>A</b>							4	10	3	3	1		1
	<b>P</b>							1	2	1				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	5	0	0	6
7	8	5	0	0	13
8	1	4	1	0	6
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		2		3		0		6
7	0		6		6		1		13
8	1		1		3		1		6
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			3				1		4
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	
Integrated Algebra	7		5	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	7		6	
Physics				
Global History and Geography	3		2	
US History and Government	7		7	
Foreign Language	5		5	
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**

- 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.

1. CCAA uses Junior Grade books and Guided Reading to assess the early literacy skills of our ELLs. While using these programs, teachers assess students based on their reading fluency and reading comprehension by using many different assessment tools—anecdotal records, reading records, questioning, reading quizzes and tests. These classroom measure assessments provide data for teachers to meet the needs of ELLs. Through these classroom measures, it is clear that CCAA ELLs are struggling with writing skills, reading fluency

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** 293

**School DBN:** 06M293

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Drysdale	Principal		10/27/11
Mrs. Osborne	Assistant Principal		10/27/11
Mrs. Ceballos	Parent Coordinator		10/27/11
Mrs. Schockley	ESL Teacher		10/27/11
Mr. Smith	Parent		10/27/11
Mrs. Nunez	Teacher/Subject Area		10/27/11
Mr. Toomajain	Teacher/Subject Area		10/27/11
Mr. Kinney, IA AP	Coach		10/27/11
Mrs. Scherer	Coach		10/27/11
Mrs. Merino	Guidance Counselor		10/27/11
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 06M293      **School Name:** City College Academy of the Arts

**Cluster:** 521      **Network:** CUNY SSO

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

**Part A: Needs Assessment Findings**

---

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

In accordance with state compliance regulations, a BESIS report must be compiled on an annual basis. This report highlights all off the school's English Language Learners who are entitled to receive ESL services. One feature of the report indicates the home language spoken for each English Language Learner. This information comes from the parent's completion of the Home Language Survey. This is crucial information as it indicates the varied languages needed for translation and oral interpretation services for parents of ELLs.

CCAA relies on data derived from the Home Language Survey, school location and parental requests for translation services to determine the written translation and oral interpretation needs of our families. All school correspondence and any other written information pertinent to the child's overall school learning experience should be provided for these parents in their native languages. Additionally, our regular education and Special Education students have parents who also speak a language other than English. They too are in need of translation and interpretation services.

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.

Teachers who are proficient in the students' native languages, primarily Spanish, will be selected to provide the written translation services. Collaboration amongst teachers, guidance counselors and assistant principals will occur for the purpose of translating all school documents into both languages. All of the translated correspondence will be kept in a comprehensive binder accessible for easy reference when necessary. This service will be in addition to the forms already translated and available from the Dept. of Education.

The service will be for the following:

1. All information related to their individual child's academic progress and school participation.
  2. All information related to the school's academic programs and requirements, as well as extracurricular information.
  3. All information as to academic standards and assessments from the school.
  4. Guidance on navigating the educational system in this geographical area.
  5. Relevant school policies
- Additionally, the system has provided a new Phone Master system to disseminate important information via the phone to large numbers of students.

Based on the data, CCAA has concluded that approximately 79% of our families are in need of language translation and interpretation. The findings were reported to the community in the following manner:

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

## **Part B: Strategies and Activities**

---

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

All written documents are available to the members of the school community in both English and Spanish. Written translation will be done by school personnel who are bilingual. When necessary, the school will utilize the services of the Department of Education's, Translation and Interpretation Unit. Additionally, the system has provided a new Phone Master system to disseminate important information via the phone to large numbers of students. Oral translation in Spanish is allowed and will be utilized to communicate with parents of Spanish bilingual students. In the event we need to provide additional translations we reach the translation unit provided by the NYCDOE. Everything we do in terms of communication with our parents and guardians we know we must automatically provide written translations of all correspondence.

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

On-site oral interpretation services are provided to parents through school personnel (Bilingual-Spanish guidance counselors and interns, Bilingual Spanish support staff, and Bilingual-Spanish parent coordinator). In the event we need additional oral interpretation we reach out the translation unit provided by the NYCDOE. Everything we do in terms of communication with our parents and guardians is automatically interpreted into different languages.

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>.

Information regarding services and regulations from the New York City Department of Education are posted and provided in both English and Spanish around the school. If the text is needed in any other languages provided translated in any other language needed by the translation unit. Our school fulfills Section VII regarding parental notification requirements for translation and interpretation by:

- Providing our parents and guardians whose primary language is covered with a copy of the Bill of Parent Rights and Responsibilities which includes their right regarding translation and interpretation services. These documents are those that are provided at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.
- Posting signs in our lobby in various languages indicating the availability of interpretation services. These documents are those that are provided at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.
- Ensuring an open door policy for all parents and guardians.
- Providing all parents/guardians signage and forms translated in their native language.
- Providing all parents/guardians information on how to access translation and interpretation services at the NYCDOE website.
- Providing all parents/guardians information in their native language through our phone messaging system.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 293	DBN: 06M293
Cluster Leader: Brian Kaplan	Network Leader: Dennis Sanchez
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 36 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 6

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: CCAA addresses the individual learning needs of 36 English language learners throughout our middle and high school. One ESL and five general education teachers. The teachers are certified as follows: One ESL Teacher Mrs. Shockley, 2 General Education teachers-Mrs. Chavez, and Ms. Polen, three Special Education teachers Mrs. Salvitti & Ms. Nunez and Mrs. Webster. These teachers will collaborate with teachers in other subject areas, specialists, counselors, psychologists, paraprofessionals, parents, administrators to address specific student needs. The ESL teacher and ELA teachers meet other staff members during: Inquiry Team Meetings (After-School on Tuesdays from 4:15PM-6:15PM), School Based Support Team Meetings and Content Area Meetings (Tuesdays from 11:45AM-12:30PM), Grade Meetings (Thursdays from 11:45AM-12:30PM), Content Meetings (Fridays from 11:45AM-12:30PM), Pupil Personnel Team (Wednesdays from 11:45AM-12:30PM), and Staff Meetings (Mondays from 11:45AM-12:30PM). During these meetings instructional strategies, lesson and content planning, interventions to address individual students needs are discussed. CCAA is dedicated to ensuring the success of all students in our schools.

For the 2011-2012 school year the 36 ELLs in grades 6-12 will participate in a Literacy in the Content Areas After School Tutorial Program. The program will begin in October 2011 and end in June 2012. During direct instruction, teachers will incorporate learning strategies (including but not limiting to QTEL and Entry Point strategies) that will help LEP students to acquire and develop their English language skills in order to meet New York State Standards. The teachers will conduct daily lessons using the Workshop Model, which consists of a mini-lesson, guided practice, and independent practice, share and conferring. The instruction will focus on reading and writing skills in the content areas to address students academic delays as identified through analysis of state test scores. Four teachers supervise small groups of nine identified and provide instruction to meet their students varied needs based upon the data from the NYSELAT scores, ELA exam, Math exam, Regents exams, Acuity tests, and teacher observation.

These same group of 36 students will also meet on Saturdays from 9:00 AM -12:00PM and are instructed by the same group of five teachers. The groups are in alignment with the weekday afterschool program; they are using the same instructional materials and strategies. The focus is the same and the professional development they receive during the sessions outlined above (see paragraph 1) supports the Saturday instruction as well

Strategic Objectives:

- For 10% of our 36 ELL students (all of which participate in academic support programs)to achieve high proficiency levels on the NYS standardized tests.

## Part B: Direct Instruction Supplemental Program Information

-To Target ELL students through intervention services in reading and writing through the content areas. We will be using QTEL strategies and methodologies to enhance instruction with Kaplan and Prentice Hall materials. Teachers will identify areas of weakness through the state testing data available from Acuity and ARIS. Teachers will provide instruction in these areas to improve the ELLs academic performance.

- To empower ELL parent community to better support the academic achievement of their children through the work of the parent coordinator, Manuela Ceballos, and a partnership with Children's' Aid Society.

- To engage ELL students in strategic test-taking strategies (understanding questions, showing works, following directions, note-taking strategies, active listening etc.).

Schedule for Activities:

After School Program (36 ELL participants)

- Timeframe: October-June 2012

- Frequency: After School Program will meet Monday-Thursday and on Saturdays

- Intensity: One hour from 3:15 to 4:15- Total of 50 Sessions and from 9:00AM-12:00PM on Saturdays for a total of 15 Saturdays

-Language of Instruction: English

-Number of Certified Teachers: Six certified teachers as follows: One ESL Teacher Mrs. Shockley, Two General Education teachers-Mrs. Chavez, and Ms. Polen, Three Special Education Mrs. Salvitti & Ms. Nunez and Mrs. WebsterPaid for 1 hour of instruction per day for a total of 4 hours per week and three hours of instruction on Saturdays.

-Materials: Focus books from Prentice Hall Review Books, Topical Review Book Company, Scholastic Bilingual Classroom Library for use in Team Teaching enrichment support and test preparation activities. The ESL teacher co-plans lessons with the ELA teachers and teaches lessons with the ELA teachers. The ESL teacher frequently uses drama as a tool for improving the ELLs speaking, listening, and reading skills. The review books and library are used in instruction.

-Subgroups:

36 ELL students in grades 6-12:

Years of service:

ELLS 0-3 years: 5 (3 SIFE and 1 Special Education)

4-6 years: 15(1 SIFE and 9 Special Education Students)

## Part B: Direct Instruction Supplemental Program Information

6 plus years: 16 (9 Special Education Students).

By grade and level:

6th grade: 6 ELLS (1 Beginner, 1 Intermediate, and 4 Advanced)

7th grade: 13 ELLS (1 Intermediate, 12 Advanced)

8th grade: 6 ELLS (2 Intermediate and 4 Advanced)

9th grade: 4 ELLS (1 Intermediate and 3 Advanced)

10th grade: 4 ELLS (3 Intermediate and 1 Advanced)

11th grade: 1 ELL (Intermediate)

12th grade 2 ELLs (1 Intermediate and 1 Advanced)

Major Tasks/Activities:

- To utilize testing data from Acuity and ARIS to provide additional instruction in deficient skill areas as indicated by the ELA exam, NYSLAT exam, Periodic Assessments, teacher made test and standardized test simulations.
- To provide additional instructional activities that reinforce ESL strategies in Writing and Reading (small group work, pair/shares, QTEL strategies etc.)

Indicators of Success:

- Improved performance on NYSLAT and ELA exams by at least 10% (for all consistent participants).
- Improved written expression as illustrated by weekly assignments in the content areas (essays, short answers, presentations, etc.)
- Improved performance on test simulations by 10%

Furthermore, during the normal school day CCAA offers Freestanding English as a Second Language (ESL) to our English language learners with the goal of bringing all ELLs to English language proficiency in both academic and social settings. The ESL services provided during the day are provided by Laura Shockley, ESL Teacher, who also teaches afterschool and in the Saturday Program. We use both a push in and pull out model to address the needs of the individual ESL students. Our staff is dedicated to creating a community of learners that promotes high standards and outcomes for all students.

Although the Title III allocation is \$11,200, CCAA will use other funding sources to complement the cost of the described Title III plan

## Part C: Professional Development

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: At CCAA we believe that professional development creates highly qualified teachers. We offer many professional development opportunities, and have experienced instructional support personnel who have successfully taught and implemented all programs and initiatives at 293. The instructional support personnel is available to assist all staff members with instructional and curriculum issues. ESL staff is available and participates during grade and content area meetings from 11:45AM-12:30PM each week to meet with individual teacher and provide classroom support and strategies). In addition, all teachers are encouraged to participate in off site professional development to increase their knowledge and skill sets. Grade wide planning team meetings are held during preparation periods every Thursday from 11:45 AM-12:30PM. The grade leaders facilitate the meetings and the ESL teacher, Laura Shockley, presents ELL support strategies on an ongoing basis. Supervisor(s) and/or instructional specialist(s) are also in attendance. It is expected that all staff members will make every effort to attend all planning team meetings. Content area meetings are held every Tuesday from 11:45 Am to 12:45PM to support planning across the grades.

The ESL teacher, Laura Shockley, and regular classroom teachers will continue to attend professional development sessions provided by the Department of English Language Learners which will be turn-keyed with the principal and staff. Laura Shockley, the ESL Teacher, will work closely with classroom teachers to model and demonstrate ESL classroom strategies. The ESL Teacher, Laura Shockley, collaborates with classroom teachers to design ESL friendly lessons that will benefit all students. Also, the ESL teacher (Laura Shockley) will provide staff with ongoing presentations on how to meet the needs of ESL students and what strategies they can employ in the classroom during grade and content area meetings (held weekly on Tuesdays and Thursdays from 11:45AM to 12:30 PM). The ESL teacher, Laura Shockley, has presented QTEL strategies and Guided reading strategies at two staff meetings on October 3rd and November 7th. Mrs. Shockley will present in two more faculty meetings in April and May on building academic vocabulary.

The ESL teacher, Laura Shockley, attended a workshop on meeting the needs of beginner ELLs on November 29th and then turned keyed the information December 2nd to the classroom teachers. The focus of the November 29th meeting was how to meet the needs of a beginner ELL in the classroom. On December 15th and 16th the ELL Liaison, Kristy Scherer attended the English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement and turned keyed the information on January 13th at the staff meeting. The focus of the January 13th meeting was how to begin to address the needs of the special education ELL learner in the classroom.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: All school family events are inclusive of all families including families of children who speak a language other than English at home. New ELL families were invited to attend school functions prior to the beginning of the school year (orientation meetings on August 23, 24, and 25th). Parents were provided with information about summer programs and invited to all school events at the close of last school year and at the August orientation meetings. They were also given the opportunity to meet personally with the principal and school faculty members. On August 23rd, 24th, and 25th orientation meetings were held and attended by 70 parents. The ESL teacher (Laura Shockley), Assistant Principal (Aixa Candonosa), Early College Liason (Sophia Bouges), Principal (Dr. Drysdale), and Assistant Principal (Alrye Osborne) were in attendance to speak to parents.

A separate orientation meeting was held for families of ELL children on August 25th discussed ESL services as well as Special Education/AIS services available at our school. Simultaneous translators were provided, as necessary, for parents at this event. At Curriculum Night on October 20th the ELL coordinator (Kristy Scherer) and ESL teacher (Laura Shockley) were available to speak to all parents about the value the school places on multilingualism and the role of the ELL teacher in the school. When official letters go home, these letters are sent home in home languages as well as English. All of the ELL parents were encouraged to request information in their home languages, but many of them preferred to receive all communication in English. All additional parent workshops will be conducted by Mrs. Shockley, ESL Teacher (meetings are scheduled for February 29 (supporting language acquisition at home), March 28 (Testing-Middle School State Exams), April 25 (Resources for ELL Parents), and May 30th (Testing-High School State Exams)).

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$13, 662 (Rate for 6 teachers with Fringes)	Although the Title III allocation is \$11,200, CCAA will use other funding sources to complement the cost of the described Title III plan
<ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$200.24 for 2 teacher-lead wkshops	
		*45 hours of per session with fringes

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		for: 1-Certified ESL teacher (Mrs. Shockley, ESL Teacher) 2- Certified General Education teachers 3-Certified Special Education teachers *2 teacher-Lead parent workshops 4 hours x \$50.06 (current teacher per session rate with fringe)
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$1280=10 Topical Regents Review books for each of the following subjects Living Environment, Chemistry, ELA, US History and Global History	Regents Review consumable books, Paper, Notebooks, pencils, printer toner cartidges, Expository Texts (nonfiction)Educational Games, NYS Coach and Comprehensive Assessment consumable books
Educational Software (Object Code 199)		
Travel		
Other		Although the Title III allocation is \$11,200, CCAA will use other funding sources to complement the cost of the described Title III plan
<b>TOTAL</b>	\$15,142.24	