



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CULTURAL ACADEMY FOR THE ARTS AND SCIENCES
DBN (i.e. 01M001): 18K629
Principal: MS. DIANE VARANO
Principal Email: DVARANO@SCHOOLS.NYC.GOV
Superintendent: AIMEE HOROWITZ
Network Leader: MR. JOSEPH ZAZA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Diane Varano	*Principal or Designee	
Brady Zelenka	*UFT Chapter Leader or Designee	
Karen Peters	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Marina Faustin Tashawana Vines	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Deirdre Deloatch	Member/ UFT Staff	
Valeria Lionel	Member/ Parent	
Monifa Kincaid	Member/ UFT Staff	
Patricia Williams	Member/ Parent	
Jill Klinofsky	Member/ UFT Staff	
Cedric Crawford	Member/ Parent	
Carmin Barrasso	Member/ UFT Staff	
Vanessa Dupree	Member/ Parent	
Charles Donovan	Member/ Attendance Teacher	
John Forrest	Member/ Parent	
Yvonne Forest	Member/ Parent	
	Member/	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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, 2014, 80% of teachers will demonstrate increased teacher effectiveness in key areas through the use of feedback in 22 components of the Danielson rubric, as evidenced in observation reports on Advance web application.

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.

- Increased rigor of the state Regents exams with ongoing alignment to the Common Core Learning Standards
- School-wide scholarship data
- Build the system for informal and formal teacher observation using Advance data for highly effective practice
- Introduction of student portfolios aligned with the Common Core Learning Standards
- Continue to develop Academic Education Plans that assess individualized student needs
- A renewed emphasis on the use of student data to assess alignment to the Common Core Learning Standards

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- School staff will use the language of the Danielson framework and the Common Core Learning Standards in their classrooms in order to familiarize students with the standards that will measure their academic performance.
- School staff will use the language of the Danielson framework as talking points in our team work, formal and informal observations, weaving the language of the Common Core standards and teacher effectiveness throughout our school community.
- Administrators will use Advance for informal observations, focusing teacher observation and conversations on the language of the CCLS and the specific domains of the Danielson framework.
- Faculty schedules will continue to include 3 hours weekly of team planning blocks to learn the structure, content and language of the Danielson framework, and how it aligns with the Common Core Learning standards in order to make informed decisions regarding the continued development of our instruction and provide support systems that address student academic needs. This includes the Student Intervention Team/School Implementation Team meetings.
- Continuous school-wide conferencing between teachers and students took place in September and is ongoing, to identify student and teacher goals in order to inform instruction.
- Teacher teams will utilize common planning blocks to continue inquiry work and the Academic Education Plan (AEP) system to identify and assess student needs, formulating student goals aligned with the Danielson framework and the Common Core Learning Standards.
- Teachers will employ a multitude of strategies in their instructional practice including, but not limited to: differentiation, scaffolding, homogeneous and heterogeneous grouping, developing a print rich environment, utilizing technology, making use of multiple pathways to represent the diverse needs of students, cognitively challenging students by advancing higher level thinking, and ongoing assessment and reflective practice.
- Continue to work with the CFN to support Math and ELA.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers
2. Paraprofessionals
3. Administrators
4. Ongoing professional development with our national partner/instructional coach (NEP) and our CFN
5. Continued participation in OELL opportunities for ELLs and PD for Instructional Support students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher teams engage in ongoing discussion and individual self-assessment regarding teacher effectiveness in the prescribed domains of the Danielson framework to further inform instruction and development in the domains.
2. Administrators and staff will use the language of the Danielson framework as talking points in our team work and informal observations.
3. Academy grade teams in collaboration with the Inquiry/Team Leader Team, will continue to analyze and assess student work as aligned with the Common Core Standards, and will be measured through an aligned rubric.
4. Part of the work of the Inquiry/Team Leader Team, which includes data specialist and team leaders, will use assessment results to further align our professional work with teacher effectiveness as defined by agreed upon rubrics.

D. Timeline for implementation and completion including start and end dates

1. Faculty schedules will continue to include 3 hours weekly of team planning blocks to learn the structure, content and language of the Danielson framework, and how it aligns with the Common Core Learning standards in order to make informed decisions regarding the continued development of our instruction and provide support systems that address student academic needs. This includes the Student Intervention Team/School Implementation Team meetings.
2. School-wide conferencing between teachers and students is ongoing, and will continue as needed in accordance with student needs assessments.
3. In conjunction with their advisory teachers, students created their own Academic Education Plans in September 2012. AEPs were reviewed by Academy grade teams and resubmitted to students for revision as needed. Midyear benchmark completion will be assessed in February 2014 by academy teams, and students will revise goals as necessary in advisory.
4. Teachers engaged in a formal self-assessment as part of professional development in August 2013 retreat. They identified next steps and resources needed for continued growth in the Danielson domains.
5. Formal and informal observation is ongoing, as per Advance/MOSEL system.
6. Teachers will employ a multitude of instructional strategies daily. Coaching to improve teacher effectiveness is ongoing, with professional development provided by the NEP.
7. Teachers administered diagnostic assessments in the fall.
8. Academy grade teams in collaboration with the Inquiry/Teacher Leader Team Leaders will continue to analyze and assess student work as aligned with the Common Core Standards at our weekly meetings.
9. The Team will use assessment results to further align our professional work with teacher effectiveness in our Bi-monthly meetings.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. In conjunction with our national partner/instructional coach, National Educator Program, ongoing professional development is provided in order to self-assess on selected components of our teacher effectiveness rubric.
2. In conjunction with the NEP, we will continue to build our online community so that teachers can share best practices with schools throughout the United States and Afghanistan, China and Uganda using Skype as well as continuing our work with the Teacher Exchange Program.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Parent coordinator provides training opportunities for school staff on TeacherEase to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. All new parents meet with him the first day they arrive. He has a data base of parent contact numbers and parents are able to contact him at any time for support.
- Parent Coordinator provides parents with access to TeacherEase, our grade E-gradebook system to monitor their child's progress in an effort to build parent-student-teacher partnerships.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Providing assistance to parents in understanding City, State and Federal standards and assessments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
<ul style="list-style-type: none"> Title I SWP will be used for teacher professional development, coaching and quality teacher practices/ professional growth based on our goal, i.e. conferences, professional development activities. This includes the use of an application, e.g. Teach-Boost to provide teachers with quick electronic feedback. ARRA RTTT funding will be used for Inquiry/Teacher Leader Team and Data Specialist per session for planning their work with teacher teams, aligned with city/state initiatives. ARRA RTTT funding will be used for per-diem to fund a one-day full planning session for Inquiry/Teacher Leader Team and Data Specialist. FSF will be used for any additional per session funding for team and inquiry leaders' developing and accessing individual students' Academic Education Plans, work in differentiated instruction, curriculum integration and academy team implementation. Contract for Excellence funds will be used to provide teachers the opportunity to be trained in peer coaching to support teacher effectiveness, as well as, providing per-session opportunities for additional planning and providing programs for student support. 										

Goal and Action Plan #2

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 the end of June 2014, at least 80% of new 9th grade students will accumulate a minimum of 10 credits and the remaining 20% will earn at least eight credits. In addition, at least 80% of the students in grade 10 will accumulate a minimum of 12 credits for a sum of 22 credits for promotion to grade 11. The remaining 20% of students in grade 10 will earn at least 10 credits. 80% of students in grade 11 will earn the appropriate amount of credits to be promoted to senior status.
By the end of 2013-2014, we will have achieved a graduation rate of 65%.

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.
<ul style="list-style-type: none"> Progress Report Data indicating a decrease in credit accumulation amongst students in their second and third years. School-wide scholarship data Teacher/Student created portfolios aligned with the Common Core Learning Standards Academic Education Plans that assess individualized student needs Ongoing Inquiry/Teacher Leader Team meetings Inquiry data, ARIS, HSST

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<p>A. Strategies/activities that encompass the needs of identified subgroups</p> <p>a) Strategies/activities that encompass the needs of identified student subgroups ongoing</p> <ul style="list-style-type: none"> Ongoing academic support through our credit-bearing Bright Promise program. Aventa Learning classes will be offered as an additional opportunity for credit recovery. In addition, students will be able to take Advance Placement classes in the Aventa Learning program in order to accrue additional advanced credits. School-wide conferencing between teachers and students will take place at the start of the school year to identify student and teacher goals in order to inform instruction. School-wide grade team meetings are programmed into the academic day and will continue to include the review of student work to identify gaps in learning, develop instructional strategies based on grade specific needs and set goals in Academic Education Plans. Teams will work to develop more strategies for differentiation of instruction. Weekly vertical discipline team meetings and ongoing assessment to determine appropriate placement in mathematics as well as AIS classes. Faculty will work with our national partner/instructional coach to build skills and strategies for providing multiple entry points for students, in addition to using the Kaleidoscope Profile as part of their data and to guide instructional practice.

- Familiarizing our students with how to access and navigate TeacherEase, to remain informed of their progress and expectations.
- Parent Coordinator will continue to build relationships with parents and continue to reinforce school expectations. In addition, the Parent Coordinator will continue to address student behavior in a timely fashion with guidance intervention and family support.
- Interborough on sit social worker will continue to work with students' social/emotional needs and coordinate groups based on student needs.
- CAAS will continue celebrations for student achievement and citizenship.
- Teacher teams will utilize common planning blocks to continue inquiry work and the Academic Education Plan (AEP) system to identify monitor and plan according to student needs.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers
2. Paraprofessionals
3. Administrators
4. Parent Coordinator
5. Ongoing professional development with our national partner/instructional coach/instructional coach (NEP) and our CFN 201
6. Continued participation in OELL opportunities for ELLs and PD for Instructional Support students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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

D. Timeline for implementation and completion including start and end dates

- Academy grade teams in collaboration with the Inquiry/Teacher Leader Team will continue to analyze and assess student work as aligned with the Common Core Standards at our weekly meetings.
- Vertical team meetings will continue to be utilized weekly for instructional planning, peer coaching, data analysis, and the implementation of curriculum mapping
- ELA teachers administered diagnostic assessment in the fall.
- The Inquiry/Teacher Leader Team will continue monthly meeting to analyze assessment results.
- TeacherEase is used daily by school faculty.
- Continuous school-wide conferencing between teachers and students took is ongoing, to identify student and teacher goals in order to inform instruction and increase student academic awareness.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress

- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Parent coordinator provides training opportunities for school staff on TeacherEase to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. All new parents meet with him the first day they arrive. He has a data base of parent contact numbers and parents are able to contact him at any time for support.
- Parent Coordinator provides parents with access to TeacherEase, our grade E-gradebook system to monitor their child's progress in an effort to build parent-student-teacher partnerships.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Providing assistance to parents in understanding City, State and Federal standards and assessments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title I SWP funding will also be used to further compensate and support the Bright Promise Program, which is divided into four sections; tutoring/extra help, ICT supplemental and ELL support.
- Title I SWP will fund Teacher per session for Bright Promise for 2 days per week based on students' needs and classes offered.
- FSF will be used to purchase on-line classes from a D.O.E. supported Aventa Program E-classes based on students' needs.
- Title I SWP is used to purchase the Teacher-Ease Program for electronic grade books.
- ARRA RTTT funding will be used for Inquiry/Teacher Leader Team and Data Specialist per session for planning their work with teacher teams, aligned with city/state initiatives in addition to funding used for per-diem if there is a need to fund a one-day full planning session for Inquiry/Teacher Leader Team and Data Specialist.
- If there is any remaining Title I SWP, funding will be used for New Opportunities: a program for students, providing additional full time classes for students who did not accumulate the appropriate amount of credits for promotion. Title I SWP will fund Supervisor per session for 4 days per week, depending on budget constraints.

Goal and Action Plan #3

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 the end June, 2014, 75% of students will be able to cite strong and thorough evidence to support analysis as aligned with the CCLS and measured by the completion of specific tasks in all subject areas.

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.

- Inquiry data assessing 9th -12th grade students on evidence based analysis using a CCLS aligned rubric.
- State and city assessment data; specifically performance on the constructed response portions of the Mathematics Regents, the DBQ portions of the Social Studies exams, and the critical lens essay portion of the ELA Regents.
- Academic Education Plans that assess individualized student needs.
- Teacher/Student created portfolios aligned with the Common Core Learning Standards.
- Ongoing Inquiry/Teacher Leader Team meetings.
- ARIS, HSST, Progress Report.
- Teacher observations, both formal and informal, utilizing Advance data.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. To incorporate a competitive debate that runs across the 10th and 11th grades perhaps judged not only by faculty but by the 12th grade student leaders.

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

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers
2. Paraprofessionals
3. Administrators
4. Parent Coordinator
5. Ongoing professional development with our national partner/instructional coach (NEP) and our CFN
6. Continued participation in OELL opportunities for ELLs and PD for Instructional Support students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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

D. Timeline for implementation and completion including start and end dates

1. Vertical teams collaborated to complete curriculum mapping by October 2013.
2. Academy grade teams in collaboration with the Inquiry/Teacher Leader Team will continue to analyze and assess student work as aligned with the Common Core Standards at our weekly meetings.
3. Vertical team meetings will continue to be utilized weekly for instructional planning, coaching, data analysis, and curriculum mapping.
4. ELA teachers administer diagnostic and acuity assessments in the Fall ITA Window, and will administer a second assessment for the spring acuity administration
5. The Inquiry/Teacher Leader Team will continue monthly meeting to analyze assessment results.
6. TeacherEase will continue to be used daily by school faculty.
7. **Teacher observations, both formal and informal, and the use of Advance/MOSL obs. templates.**

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. In conjunction with our national partner/instructional coach, National Educator Program, ongoing professional development is provided in order to develop our coaching paradigm in order to self-assess, improve instruction, and raise student achievement.
2. In conjunction with the NEP, we will continue to build our online community so that teachers can share best practices with schools throughout the United States and Afghanistan using Skype.

3. Our school has received VTEA grant money to begin a CTE Career Academy Program in Culinary Arts and Virtual Enterprise. We will continue to build on our program and work towards CTE state certification.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Parent coordinator provides training opportunities for school staff on TeacherEase to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. All new parents meet with him the first day they arrive. He has a data base of parent contact numbers and parents are able to contact him at any time for support.
- Parent Coordinator provides parents with access to TeacherEase, our grade E-gradebook system to monitor their child's progress in an effort to build parent-student-teacher partnerships.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Providing assistance to parents in understanding City, State and Federal standards and assessments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- Title I SWP funding will also be used to further compensate and support the Bright Promise Program, which is divided into four sections; tutoring/extra help, ICT supplemental and ELL support.
- FSF will be used for any additional per session funding for team and inquiry leaders' developing and accessing individual students' Academic Education Plans, work in differentiated instruction, curriculum integration and academy team implementation.
- Title I SWP will be used for teacher professional development, coaching and quality teacher practices/ professional growth based on our goal, i.e. conferences, CCLS.
- Title I SWP funding for per-session opportunities for teachers to provide additional supports for students in literacy.
- ARRA RTTT funding will be used for Inquiry/Teacher Leader Team and Data Specialist per session for planning their work with teacher teams, aligned with ty/state initiatives.
- ARRA RTTT funding will be used for per-diem to fund a one-day full planning session for Inquiry/Teacher Leader Team and Data Specialist.
- Title I SWP to purchase TeacherEase Program (E-gradebook).

Goal and Action Plan #4

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.

By June, 2014, the performance gap in ELA and Mathematics between the bottom 1/3 and the remaining students of each cohort will narrow by at least 10% as measured by their performance in the specific regents' exams.

By June, 2014, teachers will be able to identify and implement multiple strategies for students to increase performance as measured by observations of teacher team work.

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.

- Progress Report Data that indicates an increasing performance gap between the bottom third and the remainder of students in 10th and 11th grade.
- Integrated Algebra TWO YEAR SEQUENCE SHOULD HELP DIFFERENTIATE THE PERFORMANCE IN THIS and ELA Regents assessment data

- Teacher/Student created portfolios aligned with the Common Core Learning Standards
- Academic Education Plans that assess individualized student needs
- Ongoing Inquiry/Teacher Leader Team meetings
- Inquiry data, ARIS, HSST
- Teacher observation, both formal and informal

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

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

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers
2. Paraprofessionals
3. Administrators
4. Parent Coordinator
5. Ongoing professional development with our national partner/instructional coach (NEP) and our CFN
6. Continued participation in OELL opportunities for ELLs and PD for Instructional Support students

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Academy grade team will analyze ARIS data and make a preliminary determination of their bottom third to inform their instructional practice and inquiry strategies.
2. Inquiry specialist and school leaders will work with academy grade teams in inquiry-based work to more effectively identify student needs in the lower third target group and set achievable goals for improvement.
3. Academy grade teams in collaboration with the Inquiry/Teacher Leader Team will continue to analyze and assess student work as aligned with the Common Core
4. Standards.
5. Vertical team meetings will continue to be utilized for instructional planning, coaching, data analysis, and the implementation of curriculum mapping.
6. Students will be administered teacher-created acuity assessments in mathematics and ELA twice annually.
7. The Inquiry/Teacher Leader Team, which includes the data specialist and team leaders, will use assessment results to further align our professional work with increasing performance amongst our lowest third in each cohort.
8. TeacherEase will be used to continue to build teacher-parent relationships, increase parent involvement, and increase student academic awareness.

D. Timeline for implementation and completion including start and end dates

- Academy grade team analyzed ARIS data and created a preliminary bottom third in November 2013.
- Inquiry specialist and school leaders will continue to meet bi monthly to evaluate the progress of the lower third target group and make necessary modifications to raise student achievement.
- Academy grade teams, in collaboration with the Inquiry/Teacher Leader Team, will continue to analyze and assess student work as aligned with the Common Core Standards at our weekly meetings.
- Vertical team meetings will continue to be utilized weekly for instructional planning. Coaching, data analysis, and the implementation of curriculum mapping.
- ELA teachers administered diagnostic and acuity assessments in the Fall ITA Window, and will administer a second assessment for the spring acuity administration.
- The Inquiry/Teacher Team Leader team will continue bi monthly meetings to analyze assessment results.
- TeacherEase will continue to be used by school faculty.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Service and program coordination

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Parent coordinator provides training opportunities for school staff on TeacherEase to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. All new parents meet with him the first day they arrive. He has a data base of parent contact numbers and parents are able to contact him at any time for support.
- Parent Coordinator provides parents with access to TeacherEase, our grade E-Gradebook system to monitor their child's progress in an effort to build parent-student-teacher partnerships.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Providing assistance to parents in understanding City, State and Federal standards and assessments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- ARRA RTTT funding will be used for Inquiry/Teacher Leader Team and Data Specialist per session for planning their work with teacher teams, aligned with city/state initiatives.
- ARRA RTTT funding will be used for per-diem to fund a one-day full planning session for Inquiry/Teacher Leader Team and Data Specialist.
- FSF will be used for any additional per session funding for team and inquiry leaders' developing and accessing individual students' Academic Education Plans, work in differentiated instruction, curriculum integration and academy team implementation.
- Title I SWP funding will also be used to further compensate and support the Bright Promise Program, which is divided into four sections; tutoring/extra help, ICT supplemental and ELL support.
- If there is any remaining Title I SWP, funding will be used for New Opportunities: a program for students, providing additional full time classes for students who did not

Goal and Action Plan #5

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.

Teachers will work to align their units and practice to the CCLS through the use of the Danielson framework for teacher effectiveness. Network support will be provided for ELA and mathematics and the work will be turn-keyed to remaining staff through team meetings. Teachers will be informed and stay current on professional development opportunities aligned with our goals, CCLS and teacher effectiveness. They will be encouraged to participate in opportunities during school hours and outside of school hours and turn-key their learning to their colleagues.

We will dedicate team meetings for three hours per month in order to provide professional development for this process.

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.

- **Progress Report Data that indicates an increasing performance gap between the bottom third and the remainder of students in 10th and 11th grade.**
- **Integrated Algebra TWO YEAR SEQUENCE SHOULD HELP DIFFERENTIATE THE PERFORMANCE IN THIS and ELA Regents assessment data**
- **Teacher/Student created portfolios aligned with the Common Core Learning Standards**
- **Academic Education Plans that assess individualized student needs**
- **Ongoing Inquiry/Teacher Leader Team meetings**
- **Inquiry data, ARIS, HSST**
- **Teacher observation, both formal and informal using Advance/MOSEL.**

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. **Team and school leaders will work with academy grade teams in inquiry-based work to more effectively identify student needs in the lower third target group and set achievable goals for improvement.**
2. **Certified ELL teacher will continue to work closely with both the general education and special education teachers to provide ongoing support for ELLs students.**

B. Key personnel and other resources used to implement each strategy/activity

1. **Teachers**
2. **Paraprofessionals**
3. **Administrators**
4. **Parent Coordinator**
5. **Ongoing professional development with our national partner/instructional coach/instructional coach (NEP) and our CFN 201**
6. **Continued participation in OELL opportunities for ELLs and PD for Instructional Support students' strategies.**

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- **Inquiry/Data specialist and school leaders will work with academy grade teams in inquiry-based work to more effectively identify student needs in the lower third target group and set achievable goals for improvement.**
- **Academy grade teams in collaboration with the Inquiry/Teacher Leader Team will continue to analyze and assess student work as aligned with the Common Core**

Standards.

- Vertical team meetings will continue to be utilized for instructional planning, coaching, data analysis, and the implementation of curriculum mapping.

D. Timeline for implementation and completion including start and end dates

- Academy grade teams in collaboration with the Inquiry/Teacher Leader Team will continue to analyze and assess student work as aligned with the Common Core Standards at our weekly meetings.
- Vertical team meetings will continue to be utilized weekly for instructional planning, peer coaching, data analysis, and the implementation of curriculum mapping
- Mathematics and ELA teachers administered diagnostic and acuity assessments in the Fall ITA Window, and will administer a second assessment for the spring acuity administration.
- The Inquiry/Teacher Leader Team will continue monthly meeting to analyze assessment results.
- TeacherEase is used daily by school faculty.
- Continuous school-wide conferencing between teachers and students took is ongoing, to identify student and teacher goals in order to inform instruction and increase student academic awareness.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.
- Parent coordinator provides training opportunities for school staff on TeacherEase to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. All new parents meet with him the first day they arrive. He has a data base of parent contact numbers and parents are able to contact him at any time for support.
- Parent Coordinator provides parents with access to TeacherEase, our grade E-Gradebook system to monitor their child's progress in an effort to build parent-student-teacher partnerships.
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
- Providing assistance to parents in understanding City, State and Federal standards and assessments.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- FSF will be used for any additional per session funding for team and inquiry leaders' developing and accessing individual students' Academic Education Plans, work in differentiated instruction, curriculum integration and academy implementation.
- Contract for Excellence funds will be used to provide teachers the opportunity to be trained in peer coaching to support teacher effectiveness, as well as, providing per-session opportunities for additional planning and providing programs for student support.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<p>Bright Promise: Students are identified and programmed in small groups for two 60 minute periods during the school day each week that include SETSS support as well as support in core subjects as needed. Services include tutoring, SETSS, credit recovery and ESL. We currently have 4 students classified as SETSS, and a total of 61 students programmed for SETTS support classes. Students have the opportunity to use Rosetta Stone for language acquisition. Teachers, students and parents have access to their progress data on TeacherEase. We will continue to work to differentiate instruction and assessment aligned with the Common Core Learning Standards in all core subject areas/ all grade level classes. All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting. In addition, professional development is provided to study and develop research-based strategies to provide all students access to academic language and vocabulary development. Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading and writing skills in the core subjects because we have a push-in ESL Teacher. ESL students receive their mandated services from our certified ESL certified. We participate in a SIFE grant that is campus-wide. Saturday classes are available to all our students.</p>	<ul style="list-style-type: none"> • Small group • Tutoring • One-to-one 	<ul style="list-style-type: none"> • Bright Promise is during the school day, twice per week. • SETSS is offered during first period four days per week and during Bright Promise. • Tutoring is offered after school. • Additional classes are provided after school in the New Opportunities Program as needed. • Aventa on-line classes offer services for students with special needs and ESL. Students who are taking classes in this fashion can do so in school or wherever they have computer access with the exception of tests.

<p>Mathematics</p>	<p>Bright Promise: Students are identified and programmed in small groups for two 60-minute periods during the school day each week and 60-minute after-school classes for Mathematics tutoring, SETSS and our New Opportunity credit recovery program is available. We currently have 4 students classified as SETSS, and a total of 61 students programmed for SETSS support classes. In addition, we will continue to work to differentiate instruction and assessment in all classes aligning with the Common core Standard. All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting.</p> <p>Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading and writing skills and the core subjects. Currently we have 17 students who are classified to receive mandated ESL services. Those students receive their mandated services on campus each day. We do have a SIFE grant that is campus-wide. Saturday and after school classes are available to all our students.</p>	<ul style="list-style-type: none"> • Small group • Tutoring • One-to-one 	<ul style="list-style-type: none"> • Bright Promise is during the school day, twice per week. • SETSS is offered during first period four days per week and during Bright Promise. • Tutoring is offered after school. • Aventa on-line classes offer services for students with special needs and ESL. Students who are taking classes in this fashion can do so in school or wherever they have computer access with the exception of tests.
<p>Science</p>	<p>Bright Promise: Students are identified and programmed in small groups for two 60 minute periods during the school day each week and after-school classes for Science tutoring, SETSS and our New Opportunity program is available. We currently have 4 students classified as SETSS, and a total of 61 students programmed for SETSS support classes. In addition, we will continue to work to differentiate instruction and assessment in all core subject areas/ all grade level classes. All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal</p>	<ul style="list-style-type: none"> • Small group • Tutoring • One-to-one 	<ul style="list-style-type: none"> • Bright Promise is during the school day, twice per week. • SETSS is offered during first period four days per week and during Bright Promise. • Tutoring is offered after school. • Additional classes are provided after school in the New Opportunities Program as needed. • Aventa on-line classes offer

	<p>setting.</p> <p>Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading and writing skills in the core subjects. ESL students who are classified to receive mandated ESL services. Those students receive their mandated services from our certified ESL certified. We participate in a SIFE grant that is campus-wide. Saturday classes are available on campus to all our students.</p>		<p>services for students with special needs and ESL. Students who are taking classes in this fashion can do so in school or wherever they have computer access with the exception of tests.</p>
<p>Social Studies</p>	<p>Bright Promise: Students are identified and programmed in small groups for two 60 minute periods during the school day each week and after-school classes for Social Studies tutoring, SETSS and our New Opportunity program is available. We currently have 15 students classified as SETSS, and a total of 72 students programmed for SETSS support classes. In addition, we will continue to work to differentiate instruction and assessment in all classes. All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting.</p> <p>Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading and writing skills in the core subjects. ESL students who are classified to receive mandated ESL services. Those students receive their mandated services from our certified ESL certified. We participate in a SIFE grant that is campus-wide. Saturday classes are available on campus to all our students.</p>	<ul style="list-style-type: none"> • Small group • Tutoring • One-to-one 	<ul style="list-style-type: none"> • Bright Promise is during the school day, twice per week. • SETSS is offered during first period four days per week and during Bright Promise. • Tutoring is offered after school. • Aventa on-line classes offer services for students with special needs and ESL. Students who are taking classes in this fashion can do so in school or wherever they have computer access with the exception of tests.
<p>At-risk services (e.g. provided by the Guidance Counselor, School)</p>	<p>Our Guidance Counselor will continue to provide guidance and crisis Counseling</p>	<ul style="list-style-type: none"> • One-to-one • Small group 	<ul style="list-style-type: none"> • During the school day.

<p>Psychologist, Social Worker, etc.)</p>	<p>services during the school day, one period a week or more frequently if needed, to all students especially SWD, LEP, Black, Hispanic and Economically Disadvantaged students in all grades. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p> <p>Our campus has a school social worker (Interborough Developmental and Consultation Center) who will offer clinical services, educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups.</p> <p>We have a nurse on staff at the Tilden Campus who provides health-related services.</p>		<ul style="list-style-type: none"> • However, if there is a need outside of school, our campus school social worker offers services to parents and students at Interborough Developmental and Consultation Center. • School nurse is on campus and provides services during the school day.
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Recruiting teachers from alternative pathways, such as the NYC Teaching Fellows. • Ongoing professional development in conjunction with our national partner/instructional coach/instructional coach, the National Educator Program. • Mentoring of all new teachers, providing opportunities for peer coaching and working collaboratively in academic and vertical teams every week. • Providing on-site opportunities for building skills and best practices with our instructional coach as well as off-site opportunities for professional growth. • Offering advanced placement and college-now classes for staff to teach.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • In conjunction with our national partner/instructional coach, National Educator Program, ongoing professional development is provided in order to develop our Peer Coaching paradigm in order to self-assess, improve instruction, and raise student achievement. • In conjunction with the NEP, we will continue to build our online community so that teachers can share best practices with schools throughout the United States. • 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. • Teachers in all four core subject areas will engage their students in at least two Common Core aligned units of study. • Our Network supplies the school with two staff developers that work with the ELA and Math staff. • Staff attends PD sessions that are given by NYSED and then turn keys this information to staff during the weekly vertical team meetings.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy, computer skills, working with FAFSA, etc. • Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described here in our CEP, Title I Parent Involvement Policy and the School-Parent Compact. • Our Parent Coordinator established a network where parents are able to contact him any time by phone or text to discuss student progress, school activities or support. A phone log is kept to maintain consistent parental contact. He works with our PTA president and attends PTA meetings as well as sits on our School Leadership Team to stay informed and keep parents informed. His office is a parent support center where parents learn about our school, our programs, make choices regarding ESL support, and discuss student progress with plans for improvement. In addition, School Messenger provides parents with important information by email, phone and/or text in their native language.

- Our Parent Coordinator works with parents one-on-one to provide help and mentorship with topics that may include: understanding educational accountability, graduation requirements, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology to build parents' capacity to help their children at home; in addition to how to use TeacherEase and its E-gradebook, navigate and utilize ARIS Parent Link, and support families through the FAFSA process.
 - Monies are set aside from the school's budget to provide students in temporary housing with the supplies that they need in school i.e. School uniforms, notebooks, pens, pencils and other items.
 - The school's guidance counselor does workshops on violent prevention with classes throughout the school year.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- **Academy grade teams in collaboration with the Inquiry/Teacher Team Leader Team will continue to analyze and assess student work as aligned with the Common Core Standards at our weekly meetings to ensure that the students are meeting the CCLS in each subject area.**
- **Vertical team meetings will continue to be utilized weekly for instructional planning, peer coaching, data analysis, and the implementation of curriculum mapping and CCLS in the subject areas.**

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).



NEP Lab School

CULTURAL ACADEMY FOR THE ARTS & SCIENCES

TILDEN EDUCATIONAL CAMPUS

5800 Tilden Avenue

Brooklyn, NY 11203

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

DIANE VARANO, PRINCIPAL

SCHOOL/PARENT INVOLVEMENT PLAN

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

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

CAAS Activities for Parent Involvement include:

- A summer Bridge Program for new parents and students that offers classes and workshops for being successful in high school, coordinated by administration in partnership with the Parent Coordinator.
- Parent-Teacher Conference dinner for parents to network, meet and talk with the PTA Executive Council and the school community with their families in an informal setting to build positive and productive relationships before the parent-teacher conferences.
- Thanksgiving Feast: Students, Staff and Parents gather to share culture, food and various activities.
- Cultural Festival
- Family night to discuss high school expectations.
- College Awareness Night to discuss the application and financial aid process coordinated by the Guidance Counselor.
- This year, with the addition of a Parent Coordinator, Mr. Martin Young, we have created a Parent and Student Support Center that is coordinated by Mr. Young where parents can discuss their child's progress, academic plan and any concerns. The Center provides parents with the opportunity to learn how to use the ARIS Parent Link, create their own account and have computer access at school. In addition, Mr. Young is working to develop a Saturday Program that will be open from 8:30 a.m. to 1:30 p.m. This will be another opportunity to provide workshops and opportunities for parents to work with their children for academic improvement.

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

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

In addition, in the 2013-2014 school year, our Parent Coordinator will continue to work to support parents and build a strong partnership between our parents and school community. All parent teacher conferences have an evening component for parents who must work during

the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community. The Parent Coordinator will work to provide parents with his cell phone and email address so that they can contact him at any time when a need arises. He will make himself available to assist parents in keeping informed about their child's progress and academic plan.

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

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

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

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

How we will assess the efficacy of our involvement plan.

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

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

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

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

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

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:

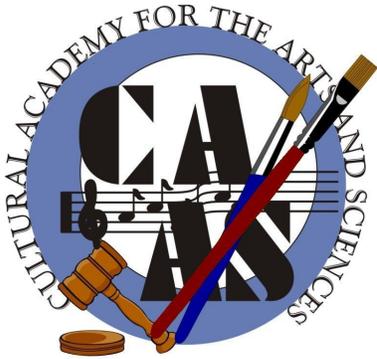
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED



NEP Lab School

CULTURAL ACADEMY FOR THE ARTS & SCIENCES

TILDEN EDUCATIONAL CAMPUS
5800 Tilden Avenue
Brooklyn, NY 11203
718- 968-6630 FAX: 718-968-6635
DIANE VARANO, PRINCIPAL

School/Parent Compact for 18K629

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State and Common Core Standards to enable participating children to meet the Standards by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st 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 with 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 promptly 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;

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.
- Challenge my learning so that I can build stronger skills.
- Build my leadership skills inside and outside of school.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 18	Borough Brooklyn	School Number 629
School Name CULTURAL ACADEMY FOR THE ARTS & SCIENCES		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal DIANE VARANO	Assistant Principal HALLEY TACHE
Coach type here	Coach type here
ESL Teacher CARINE DARNELL	Guidance Counselor KENNETH TANZER
Teacher/Subject Area MARIE PETIT-BLANC/MATH	Parent KAREN PETERS
Teacher/Subject Area type here	Parent Coordinator MARTIN YOUNG
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	313	Total number of ELLs	23	ELLs as share of total student population (%)	7.35%
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Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										1	1	1	1	4
Push-In										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	2	2	2	2	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	3
SIFE	10	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	3

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	18	9	0	2	1	1	3	0	2	23
Total	18	9	0	2	1	1	3	0	2	23

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	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										1		1		2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										13	7		1	21
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	14	7	1	1	23

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										13				13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										1	2			3
Advanced (A)											5	1	1	7
Total	0	0	0	0	0	0	0	0	0	14	7	1	1	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

CAAS currently has 23 students in the ESL Program, most just coming to CAAS for the first time. The data reveals that listening and writing skills need to be addressed and improved across all grade levels. The data below is only for students who took the NYSESLAT last May 2013 (17) The data patterns are as follows:

9th Grade NYSESLAT 2013: 7 students scored beginner
1 students scored intermediate
0 student scored advanced

10th Grade NYSESLAT 2013: 0 students scored beginner
2 students scored intermediate
5 students scored advanced

11th Grade NYSESLAT 2013: 0 students score beginner
0 students score intermediate
1 students score advanced

12th Grade NYSESLAT 2013: 0 students score beginner
0 students score intermediate
1 student score advanced

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Our school works in horizontal "Grade Teams" and vertical "Subject Teams". These teams meet weekly for individual student goal setting and planning, data-based planning instruction and inquiry research projects based on students' needs. Part of the team meetings include accommodations and modifications for ELL students, targeting specific skills to address any literacy deficiencies.

4. For each program, answer the following:

- 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 our Freestanding ESL program, the patterns across proficiencies and grades show growth from Beginner to Intermediate and Intermediate to Advanced. Advanced students show growth within the Advanced proficiency, coming extremely close to testing out.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

We provide opportunities for students to acquire the necessary vocabulary in an environment of support and personalization. Scaffolding is provided by way of graphic organizers, visual aides, bilingual dictionaries/glossaries, as well as peer and home

language help. These supports are gradually removed as students' skills develop to allow ELL students the opportunity and necessary support to meet rigorous or vigorous academic demands.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the strengths of our program by improved NYSESLAT scores, in addition to passing regents scores for each student. We will include looking at ELL students' academic progress each marking period throughout the year in each content area. Ms. Darnell will continue push-in supports that will enable her to evaluate our students within their academic class as well.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Parents of students new to the NYC school system are interviewed by a pedagogue and administered a HLIS. At that time, students are assessed for experience with formal education in and out of the United States, experience with instruction in the English language, SIFE, or any additional special needs, etc. ATS is also reviewed in order to determine if the LAB-R was previously administered. If the LAB-R was not administered, upon review of the HLIS, students may be identified as LAB-R eligible. Eligible students are administered the LAB-R within ten days and if the student scores below 40%, a parent is invited to an orientation. These procedures are conducted by Ms. Carine Darnell, a state certified ESL teacher. At the orientation session, the parent watches a video that describes the options for an ESL program for the student. If the parent speaks another language, translation is provided to the parent by Ms. Carine Darnell. Mr. Martin Young, Parent Coordinator is present on intake (translation is administered by Ms. Salamanca/Spanish Teacher and Ms Marie Petit-Blanc, Teacher/Haitian Creole and Mrs. Carine Darnell, Teacher/French/Haitian Creole). All questions are answered in the language preferred by the parent. The parent also completes the option survey. The Entitlement letter is sent to the parents of new ELLs and continuation of Entitlement letters are sent to parents of students returning to the system. The student is given the Spanish lab if he or she speaks Spanish. The information is then provided to the guidance counselor to schedule the student, including the number of ESL units required by P154. Presently, CAAS ELL students receive their mandated hours of ESL instruction with Mrs. Carine Darnell, certified ESL teacher. There are also additional academic support opportunities for ELL students on campus after school and on Saturdays.
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.

The structures that are in place to ensure that parents understand all program choices are individual orientation sessions held for each parent as he/she brings a student to CAAS at intake. When an ELL parent and student arrive at CAAS, they are brought to the Parent Support Center and meet with the licensed and trained pedagogue and the Parent Coordinator. Parents are made aware at intake that CAAS currently offers a Freestanding ESL program. Subsequent to parents and students watching the video on program choice provided by the DOE, the parents/guardians make an informed decision. Should parents choose a program other than Freestanding ESL, we advise them that CAAS will continue to monitor our ELL population to see if we can offer that program at a later date and advise them at that point. The parent signs that they have watched the video.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per

CR Part 154 [see tool kit].)

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

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.
Our Guidance Counselor and Assistant Principal along with our Parent Coordinator and available translators Ms. Salamanca/Spanish Teacher, Ms. Marie Petit-Blanc and Mrs. Carine Darnell, Teacher/ Hatian Creole), Ms. Scott/Teacher (French) work to support the parents in their program selection of ESL. Our Guidance Counselor then programs the student, aligned with parental choice of an ESL program, as well as, students' LAB-R results and previous academic data. If the student has not taken the LAB-R, a preliminary program based on parental choice and previous academic record is used as criteria for programming. The HLIS and LAB-R are being administered by a licensed pedagogue within 10 days of admission and the Parent Option letter is being provided in the home language within 10 days of LAB-R administration. Once the student takes the LAB-R, any revisions needed to their program are implemented by the Guidance Counselor. As explained above, returned HLIS and parent entitlement letters/forms are stored in the students' cumulative records school file in the main office.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Ms. Tache, Assistant Principal Supervision, Mrs. Carine Darnell and Ms. Petit-Blanc have been trained to administer the NYSESLAT exam and will be administering the NYSELAT in the spring 2014 school term at the appropriate time. Letters are sent home with students announcing the NYSESLAT administration schedule. School staff are given the schedule as well. Each section is administered according to the time frame given by State.
6. 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.) 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. 
The Cultural Academy for the Arts & Sciences is a small school in its sixth year and has a small ELL population. Over the past few years, we have admitted eleven new ELLs and the trend in program choice that parents have requested is a freestanding ESL program (11 out of 11). Parents appear to want their children immersed in English-only classes with supports. In addition, we are a small school and the one to one support is necessary to our students success. .

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - 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])?

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

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)?

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

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 foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are continually evaluated in all four modalities of English acquisition through portfolio assessment, rubrics and teacher observation.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

There is a campus-wide support program for all ELL students to attend whether they are SIFE students or not. It takes place on Saturdays and after school. Students receive small group instruction in order to support their individual language and literacy needs.

We offer after-school small group and one-to-one support/tutoring two days per week with Ms. Darnell, ESL teacher in addition to their mandated minutes. This provides additional opportunities for speaking and listening in English in a smaller setting with an emphasis in conversational practice, phonemic awareness and American acculturation. An important aspect of this additional time is the opportunity to become acquainted with these newcomers in a less formal, albeit professional way. Ms. Darnell pairs newcomers with intermediate/advanced students during her lessons so that they provide support, clarify material so that all students have equal access to the material. She also uses the SmartBoard to provide visual learning opportunities, in addition to the use of realia, and graphic organizers as part of her lessons. Depending on students' individual needs, Ms. Darnell differentiates her lessons, planning for different goals and outcomes according to specific language needs, i.e. creating posters, composing essays, leveling complex texts, etc. She provides all of her students with glossaries and continues to build her bilingual library. We are a family oriented community and both students and staff are made aware of new students through classes that Ms. Darnell team teaches in, and discussions regarding planning and additional support are conducted during vertical subject team meetings and horizontal grade team meetings.

Students 4-6 years are provided the same academic support in the core subjects. For ELL students receiving services for four plus years and former ELLs, her after school support program is available as well. Mrs. Darnell has an open door policy whereby any and all ELL students may come to her for help in any problem areas, especially where language may be of concern. In addition, the students in the ESL class work together as partners and more experienced students build their skills through the work they do to support the newcomers. ESL students have an advisory class for additional ESL support and to build a support system to assist with their adjustment. She also uses the SmartBoard to provide visual learning opportunities for all of her students in addition to the use of realia and graphic organizers as part of her lessons. We are a family oriented community and both students and staff are made aware of new students through classes that Ms. Darnell team teaches in, and discussions regarding planning and additional support are conducted during vertical subject team meetings and horizontal grade team meetings. We are a small school and currently we have two students who are 6 years plus. Six year students participate in the same programs as identified above and receive support based on their individual needs in addition to mentoring students with less ESL experience.

7. 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?
Ms. Darnell and general education staff use: scaffolding, homogenous and heterogenous grouping when appropriate, differentiated instruction, graphic organizers, etc. During weekly discipline and grade team meetings staff plan, set goals and benchmarks and develop curriculum maps for all subject areas that are common core aligned and modify the curriculum for all students to gain equal access to instruction (Ells and Ell-SWD). In addition, we have listening centers and an IPAD cart (that includes a Duelingo application) to provide additional technological support. ELLS and ELL-SWDs receive additional support from our Bright Promise program that provides academic support for two extra periods a week and address students' language needs in all disciplines.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Scheduling provides for Ms. Darnell to meet with discipline and grade teams on a weekly basis and collaborate with Instructional Support teachers to ensure that ELL-SWD's are working towards achieving their IEP goals and mandates in a least restrictive environment. Ms. Darnell is also scheduled to provide push-in services for ELL students in non-ICT classes in addition to the literacy support they receive in ICT English classes. ELL students also receive additional ESL support in their Bright Promise classes for two extra periods per week.

Courses Taught in Languages Other than English 

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

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

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

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

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Push in support for ELA classes with ELLs. Ms. Darnell works collaboratively with the grade teams to identify ELL student needs in math, science and social studies. She uses this data to plan and work with her students during Bright Promise classes and her after school tutoring program. In addition, she provides her colleagues in the other disciplines with strategies

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our program is effectively meeting the needs of our ELLs in both content and language development as well as ELA, Science, Mathematics and Social Studies classes, which is based on the data collected from the NYSESLAT scores, state regents exams in ELA, Science, Mathematics and Social Studies, and report cards.

11. What new programs or improvements will be considered for the upcoming school year?

Selected teachers will participate in several SIOP workshops sponsored by the CFN and will develop strategies to assist the ELL in mastering the skills needed to work with the academic language demands of the CCLS. In addition, Ms. Darnell is using the iPad cart and smart board technology in her classroom. The students use the Duolingo application where they are learning how to speak English as well as grammar and vocabulary.

12. What programs/services for ELLs will be discontinued and why?

New Opportunities due to budgetary cuts

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

CAAS offers ELL students equal access to all school programs(Culinary and Law) including after-school tutoring. These program provide extra support for ELL students in US schools less than three years, receiving service 4 to 6 years and longer - Term ELLs that have completed 6 years. As previously mentioned above, CAAS also has the Bright Promise Program on Thursday and Friday each week. In addition, our ICT model is designed to support equal access for all students to academic success. Through the Integrated Co-teaching model or team-teaching, ELL students receive instruction using a model similar to push-in support in their academic classes as well as push-in services twice weekly in ELA. We have a campus-wide SIFE program that offers academic classes and support on Saturdays. Students also may join teams through PSAL, drama through Opening Act and chorus. SIFE program which provides academic classes with language proficiency support are offered on Saturdays.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

CAAS uses the following instructional materials: smart board technology, over head projectors, dictionaries, glossaries, textbooks, maps and diagrams, iPads.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language support is provided by our two foreign language teachers and our state certified ESL teacher. In addition, students have access to iPads where they can use various NL programs including Duolingo in addition to dictionaries and glossaries. Students who need alternative languages while taking the regents are provided this opportunity. If students are taking the regents exam in English, they are provided with a test-related glossary in their native language where appropriate.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

As stated above, our intervention services and ICT classes provide students with equal access to the curriculum based on their academic needs. Since our school personalizes instruction, teacher teams make instructional decisions based on student needs and revise them based on their process and progress. In addition, CAAS has vertical team meetings weekly to structure curriculum maps to include scaffolding. ELL students are assessed based on their current level and planned for accordingly in academy teams. Students are made aware of their goals and are involved in their learning process. As students grow in language proficiency, their plans are revised. If additional support is needed, it is provided. We have two ELL students that need SETSS. Students who required special support services are given support classes in accordance with their mandates.

Our intervention services include, Bright Promise which provides support for students in particular classes as needed and includes an ESL component, tutoring, Duolingo application on iPads for language and literacy proficiency, ICT to provide additional support in all core classes and push-in support. We also have a campus-wide SIFE program held on Saturdays from 9:00 a.m. to 1:00 p.m.

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Any ELL student that is enrolled in school prior to the September opening is invited to our summer orientation where they will meet the teachers and other students. Students that enroll throughout the school year are paired with other ELL students in order to help them acclimate to their new school setting. In addition to push-in ELA classes, students receive ESL support throughout the year in advisory, which meets four hours per week and Bright Promise classes, which meet two hours per week. Ms. Darnell also has tutoring after school two days per week. Our campus has a support program that offers classes after school and on Saturday. Parents are provided translation services and kept informed through School Messenger, which provides messages in text, email and telephone formats in their native language, and translated written correspondence. We are considering enrolling our guidance counselor in clinics offered by the Goddard Institute on helping immigrant students get into college.

18. What language electives are offered to ELLs?

We offer second and third year Spanish for students to take as electives.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

CAAS is one of three schools located on Tilden Campus. As mentioned, It Takes A Village Academy has provided support for our ELL Students in the past. Ms. Carine Darnell, ESL teacher and other academic teachers will be and have been attending ELL professional development and training workshops.

The following is a list of the most current Professional development trainings attended by Ms. Darnell

- Common Core Learning Standards and ELL's with a teacher from each academic subject area (Election Day)
- LAP Training 2013-2014
- Developing Academic Language
- Deconstructing/reconstructing Strategies
- Improving Outcomes for all ELL's and Students with Disabilities
- Identifying ELLs UFT PD
- Instructional Strategies for Teaching Ells UFT PD
- Understanding the Linguistic, Cultural and Academic Needs of Bilingual Students and Students with Disabilities
- Resources, Strategies and Learning Standards: World Languages Education in an International City
- ESL and NYSESLAT Workshop with Fay Pallen
- ESL Workshop with Lucy Rodriguez, UFT
- ESL Workshop with Douglas Fisher
- Understanding Ells workshop
- Ells Nuts and Bolts PD
- New York State T-SOL Nov 2013

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

D. Parental Involvement

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

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

At this time, we are not presently involved with an outside agency that provides workshops to our ELL parents due to our small program. We invite our parents of ELL students to be part of our culture and community and will provide them with as much support as possible.

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

In addition, Mr. Young, the Parent Coordinator, provides ARIS and TeacherEase (our grade Ebook) training workshops for all of our parents, providing translation services when needed, in order for them to be able to use it effectively to help and support their children.

E. 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.

N/A

Part VI: LAP Assurances

School Name: CAAS

School DBN: 18K629

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
DIANE VARANO	Principal		
HALLEY TACHE	Assistant Principal		
MARTIN YOUNG	Parent Coordinator		
CARINE DARNELL	ESL Teacher		
KAREN PETERS	Parent		
MARIE PETIT- BLANC/MATH	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
KENNETH TANZER	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18k629 School Name: C.A.A.S

Cluster: 2 Network: 201

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.

Letters, correspondence, notices for school events are translated into the languages prevalent at the school. The services of the translation office at DOE are used whenever translation in additional languages are needed. There are signs posted in the front of the school indicating that translations are available. Cultural Academy For The Arts & Sciences provides parents with written correspondence in their native languages. We gather this information during the intake process regarding their preference to receive communications. Also, during the initial meeting with the family they are asked if they need a translator and this is documented in the student's file. C.A.A.S. uses School Messenger, a school messaging system that calls, emails as well as texts the family home, which has options for families in their language of preference. We also have allocated monies for on site interpretation based on our student population, if necessary, provided by our two foreign language teachers (Spanish), ESL teacher (French, Haitian Creole), bilingual math teacher (Haitian Creole and French).

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.

Cultural Academy For The Arts & Sciences has a small population of ELL students and all of our families' communication, written translation and oral interpretation needs are supported. We conduct a schoolwide SIT meeting every other week. It is here where we are able to update and inform our entire school community any pertinent information they need to know about our students. In addition, these needs are shared and discussed during School Leadership Team and PTA meetings. The Parent Coordinator is also part of the school intake process and families' needs regarding interpretation. Also, we use the Office of Interpretation and Translation at the DOE during open school nights, etc. .

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.

As stated above, the Cultural Academy For The Arts & Sciences provides all written communications to our families in their native language. In addition, we use School Messenger that is set to call homes using the language they have requested. We have also budgeted money for translation purposes that might arise before or after school hours and we use the Office of Interpretation and Translation at the DOE during open school nights, etc. when it is necessary..

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.

C.A.A.S. has budgeted money for translation purposes that might arise before or after school hours if necessary, provided by our two foreign language teachers (Spanish), ESL teacher (French, Hatian Creole), bilingual math teacher (Haitian Creole and French).

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>.

Cultural Academy for the Arts & Sciences determines the parents of new ELL students choice of primary language and documents this information in the student's records to insure that our parents receive the appropriate language assistance in order to communicate effectively with our school and the Department of Education. We maintain a current record of the primary language of each parent on ATS and the student emergency card. We will provide translation and interpretation services to all parents who require language assistance. This includes written correspondence, translation and interpretation during meetings, and School Messenger, which emails, calls and sends texts in the parents' primary language. The Department also provides translation and interpretation support Also, during the initial meeting with the family they are asked if they need a translator for this or any other meetings throughout the year and this is also documented in the student's file. We also have allocated monies for on site interpretation based on our student population. Currently we have two foreign language teachers (Spanish), ESL teacher (French, Hatian Creole), bilingual math teacher (Haitian Creole and French).