



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CITY COLLEGE ACADEMY OF THE ARTS
DBN (i.e. 01M001): 06M293
Principal: DR. BURNEDETTE DRYSDALE
Principal Email: BDRYSDALE@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: ALAN DICHTER

School Leadership Team (SLT) Signature Page

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

Directions:

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*.

1. 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**.
2. Add rows as needed to ensure that all SLT members are listed.
3. 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.
4. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Burnedette Drysdale	*Principal or Designee	
Martin Toomajian	*UFT Chapter Leader or Designee	
Magaly Velez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jennifer Pujolos	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Migdalia Cortes-	CBO Representative, if applicable	
Kristy Gallo	Member/ UFT	
Khalya Hopkins	Member/ UFT	
Alrye Osborne	Member/ CSA	
Elvira Rivera	Member/ Parent	
Jennefer Stevens	Member/ Parent	
Ana Cordero	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, 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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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.

To improve the academic performance of students performance levels 1 on the New York State ELA and Mathematics Examination by 10%

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.

Results of the 2013 New York State ELA and mathematics Examination indicate the following:

- In grade 6, there are 29 students at performance level 1 in mathematics and 19 in ELA
- In grade 7 there are 6 students at performance level 1 in mathematics and 20 in ELA
- In grade 8 there are 25 students at performance level 1 in mathematics and 16 in ELA

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. All level 1 students including those within the special education and ELLs sub group will be provided with additional forms of AIS: Small groups reading and math instruction after school; Saturday academy; lunch and learn.

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

1. Licensed NYC teachers who will be paid per session to provide the mandated services

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

1. Data will be shared with teachers regarding students' academic performance; samples of students work will be analyzed by teacher teams and areas for support and strengths will be identified

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

1. November 2013 through June 2014

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

All students in grades 6-8 at performance level 1 in ELA will be programmed homogeneously for 50-minutes of literacy for days per week. These students will also be mandated to attend after school tutoring that will be taught by the grade level ELA teachers. Additional support will also be provided in Saturday Academy. For students in grades 6 & 7 math support services will be provided weekdays after school and in Saturday Academy. Support for 8 grade students will be provided in two distinct ways. In reviewing student work in Math Teacher Team Meetings it was determined that there is a core group of students who have not attained fluency in the areas of subtraction, multiplication, fraction & addition. These students have thus been programmed for an extra period of mathematics that will focus on this area of mathematics instruction. However, all 8th grade students are programmed for afterschool mathematics learning lab that is focused on algebra and 8th grade curricula as well as Saturday Academy.

Resources: Additional mathematics materials and literacy materials are being purchased in support of these literacy and mathematics support initiatives: 1.

Mathematics (Title: On Core Mathematics Publisher: Houghton Mifflin Harcourt Grades: 6-8 Title: Algebra Publisher: Topical Review Grade: 8

Literacy (Title: Junior Great Books Publisher: Junior Great Books Grades: 6-8 Title: Wordly Wise Publisher: School Specialty Inc. Grades: 6-8)

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).

- Conduct parent workshops on topics that may include: Core curriculum (Math and ELA), school based support for students at performance levels 1 and 2, 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
- Teacher presentations at PTA meetings on topics related to school data, core curricula, assessments, and topics requested by the Executive Committee of the PTA
- All documents will be translated and a translator will be available at all parent conferences and meetings
- Focus on special education students in the middle school grades, in particular students in grades 7-8 in Inquiry Team
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member providing parents with timely information regarding performance profiles and individual student assessment results for each child and other information

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

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.

To begin to prepare our students for PARCC exams by incorporating computer skills such as word processing and formatting of documents. Computer course will be implemented after the administration of middle school New York State Examinations in ELA and Math beginning in May 2014.

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.

At the school's retreat for its Teacher Teams which was held at CCNY in June 2013, it was determined that in order for CCAA students to be successful on the upcoming new assessment, PARCC, then there was a dire need to focus on incorporating computer skills as a part of what students need to know and be able to do. The meeting focused on how the school currently used its technology including its mobile labs to support classroom instruction and its desktop computers (every classroom has at least two) and it was determined that they were not being used effectively- that is, for the acquisition of computer skills. It was determined that given that the new assessments will require students to utilize a plethora of skills including research, typing, editing and mathematics solution, that we should begin to teach our middle school students word processing and research skills in order that they may be successful.

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. All middle school students will begin to take word process lessons beginning after the administration of the New York State Mathematics and ELA Examinations in May 2013. Lessons will be provided in a variety of setting and will be determined by the school's existing program. This means that classes will be programmed in the "computer lab," students will use the Mobile Lab

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

1. Classroom teachers will integrate the use of computer based lessons that are focused on students practicing word processing skills, research and computer based editing. The number of lessons will be determined by teacher teams

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

1. Samples of students work will be evaluated in teacher teams. Effectiveness of the initiative will be determined by the increase in quality of students' research, reduction of errors and teachers' increase use of the schools' technology

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

1. May 2014-Ongoing

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

1. CCAA must ensure that the desktop computers and printers in all classrooms and the computer lab are working. CCAA will also purchase 20 new laptops to supplement the 29 that are currently available for students' use.
2. CCAA will purchase Broadworks Software to support students' preparation for PARCC

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).

- Presenting at PTA meetings and conducting parent workshops on topics that may include: Core curriculum (Math and ELA), computer technology (word processing, using google & other browsers), monitoring your child's computer usage, Jupiter grades, online assessments
- All documents will be translated and a translator will be available at all parent conferences and meetings
- Focus on special education students in the middle school grades, in particular students in grades 7-8 in Inquiry Team
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member providing parents with timely information regarding performance profiles and individual student assessment

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		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
NYS STVP General Voucher; NYS STVP Software Voucher										

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.
Teachers, teacher teams, and school leaders will regularly review student work and assessment results for evidence of individual student growth and gaps in learning, and make evidence-based adjustments to their units, lessons, and teaching practices.

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.
In reviewing students' performance on New York State assessments, students' performance on periodic assessments such as MOSL, and in reviewing students classwork, it was determined that there was a need to focus on students work in order to critically assess our teaching practices, to ensure that we are meet high standards and engaging in effective practices.

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. Teacher teams will meet twice weekly to assess students' work using protocols where possible. For example, the ELA and social studies department will use the tuning protocol derived at the Instructional Leadership Series. Members of the social studies department will also engage in action research in which they will review a cross-section of work from special education students in grades 7-10 in relation to MOSL and what students need to know and be able to do in order to questions related to the concepts of claims and counterclaims.
B. Key personnel and other resources used to implement each strategy/activity
1. Licensed social studies teachers across grades
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Students work reflect more congruence with the assessments 2. Teachers will learn rubrics/protocols for reviewing students' work 3. Teachers will identify a plethora of effective teaching strategies that will be used to improve students' skills 4. Students writing will improve reflecting, for example, in social studies the inclusion of claims and counterclaims in essays
D. Timeline for implementation and completion including start and end dates
1. October 2013-June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teacher team meetings during common planning to review students' work and discuss the implication of the data

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).

- Conduct parent workshops on topics that may include: Core curriculum (Math and ELA), school based support for students at performance levels 1 and 2, 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
- Teacher presentations at PTA meetings on topics related to school data, core curricula, assessments, and topics requested by the Executive Committee of the PTA
- All documents will be translated and a translator will be available at all parent conferences and meetings
- Focus on special education students in the middle school grades, in particular students in grades 7-8 in Inquiry Team
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member providing parents with timely information regarding performance profiles and individual

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	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

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.

Implement an AIS program for math students, in grades 6 – 9, for whom it has been determined, are in need of assistance in mastery of math skills and to build fluency in basic math foundations.

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.

In looking at students work and students performance in math at CCNY-CUNY, the Mathematics Teacher Team determine that CCAA students were not performing well in the higher level of mathematics (calculus, trig, CUNY courses) where there is less reliance on the calculator because some of them have not mastered the rules of subtraction, division, fractions and multiplication. It was determined that while 6th and 7th grade mathematics teacher could integrate fluency into their lessons, it would be difficult for teachers in grades 8- two curricula, and the 9th grade-too late that another solution was needed. To that end, it was determined that there should be a class that was focused on math fluency that would meet at minimum two days per week.

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. Twelve students in grades 8 and twelve students in 9 were programmed for Fundamentals of Math. The 8th grade class meets on Tuesdays and Thursdays for 1 hour each day and the 9 grade class meets on Monday and Wednesdays for an hour each day. The students were selected by their mathematics teacher based on their classwork and in class assessments. Of the 24 students, approximately 8 are special needs.
- B. Key personnel and other resources used to implement each strategy/activity**
1. The course is taught by a licensed mathematics teacher
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Bi-weekly assessments are administered. Students are expected to attain an 85% to demonstrate proficiency and a 95 for mastery. A final assessment in all four areas will be administered to determined mastery.
- D. Timeline for implementation and completion including start and end dates**
1. October 2013-June 2014

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

1. High school students are programmed for Foundations of Mathematics in lieu of Freshman Seminar. Foundation of Mathematics meets Mondays and Wednesdays.
 2. Middle school students are also programmed for Foundations of Mathematics two days per week-Tuesdays and Thursdays for an hour each day. The other days are dedicated to literacy instruction.
- Resources:** Materials are culled from online resources that are focused on math literacy and math remediation and skill building strategies

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).
- Presenting at PTA meetings and conducting parent workshops on topics that may include: School based support for in mathematics, assessments; and technology training to build parents' capacity to help their children at home
 - All documents will be translated and a translator will be available at all parent conferences and meetings
 - Focus on special education students in the middle school grades, in particular students in grades 7-8 in Inquiry Team
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
 - Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents
 - notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member providing parents with timely information regarding performance profiles and individual

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	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

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.

To achieve a 90% college acceptance rate for students graduating in June 2013

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based 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

- 11th and 12th grade students will be programmed for college guidance with the school's high school guidance counselor
- All 11th grade students will receive SAT instruction through English or advisory
- CCAA's college counselor-Ms Almanzar will ensure that all seniors have submitted college applications to private colleges, and/or SUNY and/or CUNY schools
- High school counselors and CCCNY-CCAA Liaison and CUNY College Advisors will conduct parents workshops on the CUNY application process
- High school counselors and CCCNY-CCAA Liaison will conduct parent workshop on completing FAFSA and other college financial aid applications
- Students will receive updates on the college application updates via email, monthly senior meetings and through a group Facebook account that will be coordinated by the high school guidance counselors-Ms. Almanzar and Ms. Rios
- AP, CCAA-CCNY Liaison and CCAA guidance counselor will meet with the parents of 12th graders to review the college application progress

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

1. School guidance counselor and AP, high school teacher teams

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

- Increase in the number of parents of seniors attending senior meetings by 15%
- Increase in the number of students applying to colleges by the end of December by 15%
- Increase in the number of students applying to CUNY as transfer students by 10%
- Decrease in the number of students remaining at CCAA during the Senior year by 10%

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

1. September 2013-june 2014

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

High school teachers will be:

- Trained in the reading of the high school transcripts
- Informed of the graduation requirements
- Updated about the college application process and their opinions and feedback were used to inform the final plan that is currently in use

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).

- School staff, including the school's parent coordinator will conduct parent workshops about New York State graduation requirements and ongoing support services
- All documents will be translated and a translator will be available at all parent conferences and meetings
- School staff will conduct individual meetings with parents regarding their child's progress toward graduation in June 2013
- Provide written and verbal progress reports that are periodically given to keep parents informed of their child's progress
- Provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information.

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		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.

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. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Junior Great Books, Worldly Wise, Writing Intensive, Saturday Academy, Lunch and Learn	Small group, Small Group, Tutoring, Saturday Academy	Advisory, During School-Literacy Period Afterschool, Saturday
Mathematics	Saturday Academy, Learning Lab, Foundations of Mathematics, Afterschool Tutoring, Lunch and Learn	Small Group, Whole Class, Small Group, Small Group	Saturday, Afterschool During the School Day, Afterschool
Science	Learning Lab, Afterschool, Lunch and Learn, Saturday Academy,	Small Group, Small Group, Small Group, Small Group, Small Group	Afterschool, Afterschool, during school, Saturday
Social Studies	Learning Lab, Afterschool, Lunch and Learn, Saturday Academy	Small Group, Small Group, Small Group, Small Group, Small Group	Afterschool, Afterschool, during school, Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	College Readiness, College Advising, At Risk counseling,	Large Group, Small Group, Small Group	During School, During School, After School

**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 *TAS 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.
CCAA will rely on the following recruiting strategies to attract Highly Qualified Teachers as defined by NCLB:
<ul style="list-style-type: none"> • Recruit teachers through the DOE Human Resources • Recruit teachers from the Teaching Fellows Program, Teach for America and Math for America • Recruit teachers through our partnership with the CCNY School of Education via which students are placed at CCAA for the completion of Fieldwork and Student Teaching • Recruit teachers from teacher fairs • Recommendation of current staff and referrals from PSO CUNY • Through the Open Market Teacher Recruitment System

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).
Professional development will be provided through a variety of resources such as: PSO-CUNY: Principal Meetings, Instructional Leadership Series for school based leaders (identified by Principals), Principal Leadership (for potential principals within the CUNY Network, Instructional Leaders School Based: Monthly Faculty Meetings chaired by Aps, Teachers or others (attended by all staff members including paraprofessionals) Teach Team Meetings: Chaired by teachers by department, grade level, Inquiry Team, Teacher mentoring Curricula Meetings (PSO-CUNY): Science, Social Studies, ELA-Scholastic, Mathematics-Common Core DOE-Lead Teacher, Advance, Teacher Effectiveness, Danielson
Schools based PDs are provided during Common Planning which occurs four days per week. All teachers are mandated to participate in Common Planning. Teachers new to CCAA are "buddied" by a teacher his/her department and is mentored by a teacher with a minimum of three years teaching experience. Teachers are also encouraged to attend other content area and instructional focused PDs that are offered through the DOE, the PSO or other resources. Finally, CCAA maintains an open door policy via which teachers engage in ongoing inter-visitations, and co-planning with their colleagues

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.).
Funds earmarked for said purposes are used to ensure that these students are able to attend school properly clothe, that they have food, school supplies and that they are safe.

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.

Teachers meet with the AP in charge of testing and assessments to determine what types of assessments are to be used. Following the administration of the assessments, the APs meet with the teacher teams and the Inquiry Team to delineate the data and discuss the implications for practice, students' progress and next steps.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the

entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- Students will be assigned advisory groups with advisory teachers:
- Provide parents with frequent reports on their children's progress. Specifically, report cards will be distributed six times a year and student Promotion in Doubt letters will be sent home a minimum of twice a year and parents will receive individual reports on academic performance of students on State assessments:
- Parents will receive training and all pertinent information needed to access ARIS in order that they may track their child's academic performance:
- All written communication with parents will be done in English and Spanish:

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

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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child:
- Provide an environment conducive for study:
- Making sure that homework is completed:
- Talking with my child about his/her activities. For example, afterschool activities.

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn:
- Come to school prepared to learn with all the materials and tools of learning-pens, pencils, books, homework, etc.:
- Participate in classroom and school-wide activities:
- Follow the school's dress code:
- Give to our parents/guardians all notices and information we receive at school.

**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 06	Borough Manhattan	School Number 293
School Name City College Academy of the Arts		

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 Dr. Drysdale	Assistant Principal Ms. Osborne, Ms. Candanosa
Coach type here	Coach type here
ESL Teacher Dr. D, Ms. Shockley, Ms. Hunter	Guidance Counselor Ms. Merino
Teacher/Subject Area Ms. Salvitti/ELA	Parent type here
Teacher/Subject Area Ms. Young/ELA	Parent Coordinator Manuela Cebullos
Related Service Provider Ms. Salvitti/Special Education	Other Assistant Principal, Mr. Kinney
Network Leader (Only if working with the LAP team) PSO-CUNY	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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	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)	593	Total number of ELLs	26	ELLs as share of total student population (%)	4.38%
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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														
Discrete ESL class							2						1	3
Push-In								2	2	2				6
Total	0	0	0	0	0	0	2	2	2	2	0	0	1	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	17
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	22

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	2	0	0	2	0	1	22	0	16	26
Total	2	0	0	2	0	1	22	0	16	26

Number of ELLs who have an alternate placement paraprofessional: 1

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							8	6	1	8			1	24
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	9	6	1	9	0	0	1	26

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)														0

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)						8	6	1	7			1		23
Total	0	0	0	0	0	9	6	1	9	0	0	1	0	26

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	5	4			9
6	3	2			5
7	1				1
8	8	1			9
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	7		1		1				9
6	1		5						6
7	1								1
8	6		2		1				9
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		9		6				17
8	1		5		1				7
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	1		0	
Integrated Algebra	7		4	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	6		2	
Physics				
Global History and Geography	1	1		
US History and Government	1	1		
Foreign Language	1	1		
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.

CCAA uses many different reading tools, like Junior Great books and guided reading to assess the early literacy skills of our ELLs. While using these programs, teachers assess students based on their reading fluency and reading comprehension by using a variety of assessment tools-anecdotal records, reading records, questioning, reading quizzes and tests. These classroom measure assessments provide data for teachers to meet language needs of ELLs. Through these classroom measures, it is clear that CCAA ELLs are struggling with writing skills, reading fluency and reading comprehension. Instructional strategies CCAA uses to help address these literacy struggles is guided reading, shared reading, read alouds, questioning, authentic interactions with text, and intense vocabulary instruction. In math, ELLs are struggling. When needed, math teachers invite ESL teachers in the classroom for support. Through PDs given throughout the school year, ESL teachers share effective ESL methodology to use within the math classroom, such as, manipulatives, math vocabulary journals, print-rich classrooms, and reading strategies for the word problems.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
CCAA has 26 students who are mandated to receive English as a Second Language. In the 6th grade CCAA has eight advanced students and one intermediate student. Out of our nine 6th grade ELLs, four are students with IEPs. In 7th grade, there are six advanced ELLs, four with IEPs. In 8th grade, there is one advanced ELL with an IEP. In 9th grade, there are nine ELLs, seven with IEPs. In 12th grade, there is one ELL with an IEP. Most CCAA ELLs are advanced language learners, however, most of our ELLs are dealing with cognitive struggles along with their language acquisition. This is mostly the case with our 9th graders.
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 [AMAQ tool](#))

N/A: The RNMR report is not available

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Data derived from the spring 2013 periodic assessment indicate that many students made advancements for the NYSESLAT. There were 6 intermediate students compared to the current 3 intermediate student. A beginner student showed extreme growth from the periodic assessment to the NYSESLAT, where she was determined advance. One student was deemed proficient based on the periodic assessment, however, she is an advanced ELL based on the periodic assessment. This data is important because it addresses the need to be aware that current and former ELLs still struggle with language acquisition and it is important for teachers to evaluate the needs of the students with informal mean, along with the formal testing. Data derived from the spring 2013 results of the NYSESLAT examination indicate that most CCAA ELLs are advanced. However, ELLs are clearly struggling on ELA and Math state assessments. In middle school, 17 of CCAA's 25 middle school ELLs received a Level 1 on the NYS ELA exam and 15 received a Level 1 on the NYS Math exam. ELLs are doing better on math (eight received a level 2 and two received a level 3). It is important to note that most of our ELLs also have IEPs. CCAA supports our ELLs both with their language acquisition and their special needs. ELLs take periodic assessments and teachers use results to guide instructional activities. CCAA is learning that our ELLs are struggling with reading and writing. Their reading and writing modalities definitely remain areas of concern. The data also reveals that our high school level students who are mostly long-term ELLs are students with IEPs. Their writing and reading skills are the areas they struggle with the most, therefore, in their ESL instruction rigorous writing and reading instruction will be a primary focus.

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 (CCAA is a grade 6th-12th grade school)

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers use ESL methodology to enhance language skills in their instructional decisions. For speaking, teachers use multiple speaking activities to enhance social and academic language. Students participate in pair/share, grand conversations, and presentations that focus on building their speaking skills, both socially and academically. For example, in the drama and history class, students create scripts based on plays being read in class and historical people and events. The students perform these scripts in class using content language. Activities to prepare them for presentations, include, tongue twisters, pronunciation and articulation exercises,

multiple practices, and projection exercises. For reading, teachers use different reading strategies to model good reading habits and encourage students to become fluent readers. Multiple readings are incorporated in instruction by using focused reading strategies--double-entry journal, annotation and vocabulary awareness activities. For listening, teachers use activities, such as, guided note-taking or questions while watching films, oral questions, pair/share and then share out partner's responses. For writing, teachers model good writing, provide sentence stems when necessary, and use the writing process to provide adequate time with writing assignments.

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 (ESL Program)

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

CCAA evaluates the success of our program by each individual student's progress. Each ELL is unique in their language acquisition and academic success. Many factors attribute to their learning strengths and weaknesses. All CCAA's ELLs advanced to the next grade and most ELLs stayed advanced or progressed to advance on their NYSESLAT. These large-scale assessments and classroom assessments are indications that our ELLs are meeting adequate yearly progress. ESL teachers have worked with most ELLs since they were in 6th grade and have witnessed great progress in classroom measures in all modalities.

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](#).)

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

To ensure parents understand the ESL services offered at CCAA, the school hosts two orientation meetings for the parents. At the meetings, the ESL coordinator, Parent Coordinator, and translator are in attendance. Whenever parents need translations, a native language translator is present. All written communication is also translated into students' and parents' native language. Program Entitlement letters are mailed prior to each of the scheduled meetings indicating whether their child is entitled to English as a Second Language instruction, and parents are called to ensure their attendance. At the meetings, the new ELLs' parents are shown the orientation video for Parents of English Language Learners from the ELL Parent Information Case (EPIC) explaining the three language programs (Transitional Bilingual, Dual Language, Freestanding ESL) available to English language learners in New

York City. They are informed that CCAA offers a ESL push-in program that is geared mainly for advance or proficient students and a pull-out program for students who are at the intermediate and beginner levels of English proficiency. The pamphlet, A Guide for Parents of English Language learners is reviewed and each parent is given a copy. Parents are then given Parent Survey and Program Selection forms. Forms are completed at the orientations. After parents are offered the 3 choices and choose, CCAA keeps Parent Option letters on file. If there are 15 to 20 parents that chose transitional bilingual CCAA will follow the correct procedures to implement a transitional bilingual program. If new students arrive during the school year, the initial interview, HLIS, and the LAB-R are administered. After reviewing all of the information, if students are determined to be ELLs, parents are notified and attend a meeting where all the information from the orientations are obtained. The parents of ELLs who have already been in the NYC public school system receive copies of the Program Continuation Letter which state that their child is entitled to continued English as a Second Language services.

3. 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 [\[see tool kit\]](#).)

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

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.

The procedures followed to place identified ELL students in bilingual or ESL instructional programs are as follows: new admits to NYC public schools are interviewed and given the Home Language Identification Survey. After interview and survey, if student appears to be an ELL, the Lab-R is administered. Based off the results, students who are identified as ELLs' parents attend a meeting with the ESL coordinator and translator to learn about the three programs available for their child. Throughout the year, the ESL teacher communicates with ELL parents through conferencing and inviting parents to attend classroom activities. All communication with parents is translated by the parent coordinator. With students who are returning to CCAA, the RLAT is reviewed to see who still receives ESL services. Continued entitlement letters are distributed to parents. Copies of these letters are kept in the ESL binder.

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.

The testing coordinator puts together a NYSESLAT testing schedule comprised of times, students roster, classrooms being used and teachers administrating the test. Students are given their testing dates and classroom numbers to ensure that they are present for the NYSESLAT. Teachers, who are not the ELL's teacher in any way administer the speaking part of the NYSESLAT. Students are tested based on the NYSESLAT grade grouping. Each grouping takes the reading, writing, and listening sections together. Each child takes the speaking section individually. The speaking test is administered throughout the allotted time. Each other modality section is done within two days. For example, students will take the listening section, then have a small break. After their break, they will take the reading section. Then the next day, they will take the writing section.

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 programs offered by CCAA are aligned with the requests of our parents. Parents were informed of their child's score on the NYSESLAT and were informed as to how the scores were used to determine the type of ESL service that their child would be

receiving. Parents in CCAA have selected free standing ESL for the last seven years. The parents are informed that the default choice is TBE. The trend of parent choice is freestanding ESL. None of the ELL parents have requested TBD. The programs offered by CCAA are aligned with the requests of our parents. Most of our children come from Freestanding ESL programs and program continuity is highly valued at CCAA. The school reviews all parent choice letters during ESL content area meetings with the parent coordinator. In CCAA, there is not a growing desire for TBD. If there is a growing desire for TBD, CCAA would add a program to address the desire.

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])?
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)?

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

Explicit ESL Intervention

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

Explicit ELA Intervention

All English language learners are exposed to explicit English language instruction from a licensed ELA teacher daily. Lessons are planned for students based on needs with emphasis on language acquisition and academic rigor that will promote English language learning. Finally, CCAA uses Code X instructional material in ELA for middle school and the Workshop Model in structure of all lessons in each content area. Teachers are also trained in QTEL methodologies.

Delivery of Explicit NLA in the Classroom:

The ninth graders have native language arts everyday for at least 45 minutes that is differentiated to meet the needs of English Language Learners. The goal is to build English fluency through the use of Spanish language instruction. The language of instruction for Native Language Arts is Spanish because it is the primary language of all but two of the ESL students. Also, at times in the ESL classes, bilingual books are used in reading classes and social studies classes. Furthermore, students are encouraged to use their native language to explain information or use while doing pair/shares. Students also learn to recognize cognates in Spanish and English.

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.

CCAA is an ESL program, so English is the language of instruction. Some of the instructional strategies that are used in all content areas to assist ELLs are modeling good reading and writing for ELLs, word walls, collaborative posters, focused reading strategies, graphic organizers, pair shares, use of manipulatives, vocabulary journals, and use of pictures and videos to clarify vocabulary meaning or concepts.

ELA: CCAA's curricula are aligned with the Common Core. The common core is now the blueprint of the ELA program. The units of study are implemented in the monolingual ELA classes. Listening centers are used in ELA and ESL classes to build students' literacy skills. The tapes purchased for the listening center are age and level appropriate. They also represent different

genres and disciplines. CCAA also uses Junior Great Books that have cds which are used for multiple reads.

Social Studies: As in ELA, the Workshop Model is the instructional methodology followed in social studies. When possible, interdisciplinary lessons are planned with teachers from other content areas. When needed, student texts are available in both Spanish and English. Students also engage in historical research and have been required to complete a variety of projects throughout the year that incorporate all language modalities. Social studies instruction at CCAA is grounded in literacy and guided by the school's mission, which is to prepare students to begin taking college level courses while in high school. To that end, the social studies curriculum focuses on integrating reading and writing strategies. Push-in and pull-out services are provided for students in the social studies content area to ensure students understanding of the content area language and classroom activities. Two of CCAA's ESL teachers teach 6th grade ESL students through a Social Studies class. ELLs are integrated with general education students and the teachers incorporate ESL methodologies. Also, the ESL teacher collaborates with the 9th grade social studies teacher to support the large number of ELLs in the 9th grade with the readings. The ESL teacher meets ELLs in a pull-out session, reinforcing content knowledge.

Science: The workshop model is the instructional methodology followed in science. Science at CCAA follows is inquiry based. This means that the curriculum emphasizes a "hands-on" approach which focuses on scientific observation, investigations and making real-life connections to science. For example, when learning about cell structures and functions, students relate it to their lives by having the city be a cell and elements of a city being the different structures. The students complete laboratory experiments and are required to complete laboratory reports. Instruction is differentiated through the use of work stations that provide the "hands on" experience that is crucial to students' understanding of science. ESL teachers support the Science department by providing workshops about ESL methodology and if science teachers need assistance with ELLs, they invite the ESL teacher in the classroom. Also, ESL teachers will help with science activities in pull-out sessions.

Math: The workshop model is the instructional methodology followed in math. Teachers model problems and then support students during independent practice. The math classes illustrate important functions and vocabulary throughout the classroom, so ESL students can be exposed to math language in a print rich environment. ESL teachers support the math department by providing workshops about ESL methodology and if math teachers need assistance with ELLs, they invite the ESL teacher in the classroom. Also, ESL teachers will help with math activities in pull-out sessions. In math, ELLs who struggle are paired with a stronger math student. These students "tutor" struggling math students.

Art: Art instruction is an important aspect of the curriculum of CCAA. Apart from experiencing a wide variety of art genres, students also study the history of the genres. As such, literacy is also a feature of the schools arts program. As a part of their art education, students are required to use a sketch pad daily as a means of recording their growth as artists. CCAA incorporates the arts across content areas. In drama, students keep journals, read plays, and perform. Special projects that are provided through the schools partnerships with TDF (Theatre Development Fund) and Juilliard Music School, are conducted in a multiple of classes (reading, social studies, ELA, and drama). For example, the students just attended the Broadway Production of Romeo and Juliet and worked with a TDF teaching artist on several activities that made Shakespeare accessible to all students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When new students come into the country or NYC public schools, after the HLIS is given, if students appear to be an ELLs, then they are given the LAB-R, if they are Spanish, they are given the Spanish LAB. After determining their primary language skills, the ESL teacher will incorporate their native language in the classroom by using translation dictionaries and bilingual books. Students also participate in activities that native language is encouraged, such as, script writing and adaptations, improvisations, readings, and cultural projects. CCAA is seriously looking into using screeners to appropriately evaluate ELLs in their native languages.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Listening: Students partake in many types of relevant and authentic listening activities for practicing and developing listening skills. These activities are used as informal assessments for the ESL teacher. For example, at start of lessons, students might be asked to do a turn and talk about a question that is going to be relevant to the teaching points. This activity requires them to listen to others and then, either respond to what has been said or repeat what others say while sharing out to the class. ESL teachers evaluate ELLs listening skills by using grand conversations, turn and talks, repeating information back to the class, clozed activities while listening to a text read in class, podcasts, or music. The NYSESLAT is the formal assessment used to evaluate ELLs' listening skills.

Speaking: Students participate in varied activities that strengthens their speaking skills. Some activities include, turn and talks, grand conversation, presentations, readers theater, improvisation, developing questions and then asking them to teacher or a partner, developing a radio show, and interviews. These activities are used as informal assessments for ESL teachers. Based on their speaking skills, ESL teacher will note challenges and instruct as necessary, using mini-lesson, repeating questions asked by

students using correct pronunciation and grammar, or a quick teaching point. Also, when new vocabulary is introduced, teachers have students repeat words focusing on accurate pronunciation. The NYSESLAT is the formal assessment used to evaluate ELL's speaking skills.

Reading: In the ESL classroom, teachers model good reading habits through read alouds. A variety of reading activities allow students to interact with the text, such as, multiple reads, content questions, readers' theatre, using focused reading strategies, Qtel strategies (double-entry journals, three-step interviews, and collaborative posters), guided reading, shared reading, and annotating. These activities are used as informal assessments that the ESL teacher uses to inform teaching points. The NYSESLAT, the ELA state test, and the English regents are formal assessments that are used to evaluate ELL's reading skills.

Writing: ESL teachers evaluate ELLs writing by modeling writing, by using shared writing activities, by giving sentence stems to help students start the writing process, freewrites, script writing and adaptations, essays, question/answer, and journals. Based on evaluation of student's writings, ESL teacher will develop mini-lessons and/or teaching points to strengthen grammar, sentence structure and vocabulary development. These activities are used as informal assessments the evaluate ELLs' writing skills. The NYSESLAT, the ELA state test, and the English regents are formal assessments that are used to evaluate ELLs' writing skills.

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).

a. SIFE

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

b. Plan for Newcomers:

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

c. Plan for ELLs receiving 4 to 6 years

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

d. Plan for Long Term ELLs:

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

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

Research by Cummins, et al, indicates that it takes between five to seven years for language learners to gain proficiency in a second language. At CCAA, English language learners receive rigorous instruction in English across all content areas. Even though less than 5% percent of the school's population is comprised of English language learners, all teachers have received professional development in instructional strategies and methodologies. As such, language instruction is embedded into the school's curriculum through a wide variety of instructional sources. These include, journals, hands on activities in science, art & mathematics, word walls are visible throughout the school, helping to scaffold learning for English language learners. Finally, ESL instruction is provided by three licensed

ESL instructors.

e. Plan for Former ELLs

Ongoing support for students identified as reaching proficiency on the NYSESLAT, will be provided. The ESL teacher conferences with each former ELL, so they know their accommodations and that if they are struggling to meet with her for academic support. Former ELLs in middle school receive support from a push-in ESL teacher in their English class. Furthermore, their academic progress will also be assessed through Acuity and GRADE interim assessments. Some former students will receive academic support in a pull-out class in the morning. Again, each former ELL has a strong relationship with their ESL teacher and seeks academic support when they need it. Also, the students will be entitled to participate in all enrichment/AIS activities offered by CCAA, like Saturday and Holiday school. They will also receive all testing accommodations they are entitled to. The goal is to ensure that the students transition from their ESL program into the monolingual program.

7. 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?

Students with special needs will receive those services as mandated per their IEP or by content area teachers through services provided by CCAA. This will include pull-out and push-in ESL instruction, academic intervention programs such as Learning Lab, Junior Great Books, peer-tutoring, and counseling. Some instructional strategies and material include, graphic organizers, teacher-made notes, sentence stems, model essays, guided-reading, and leveled-reading.

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?

Special Education teachers, General Education teachers, and ESL teachers are constantly communicating with each other to provide the proper support for each individual student. Teachers can access IEP's on Sesis, so they are aware of each students' IEP goals. Teachers are willing to adapt curriculum content and instructional material to fit the needs of each individual students. For example, teacher-made notes are given to students with vision impairments and written production problems. The special education teachers and ESL teachers support content area teachers by delivering content material to students using differentiation and ESL methodology. The criteria used to place ELL-SWDs in ICT classes are their scores on state tests. If they are receiving ones or low twos on state tests, they are placed in an ICT class.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

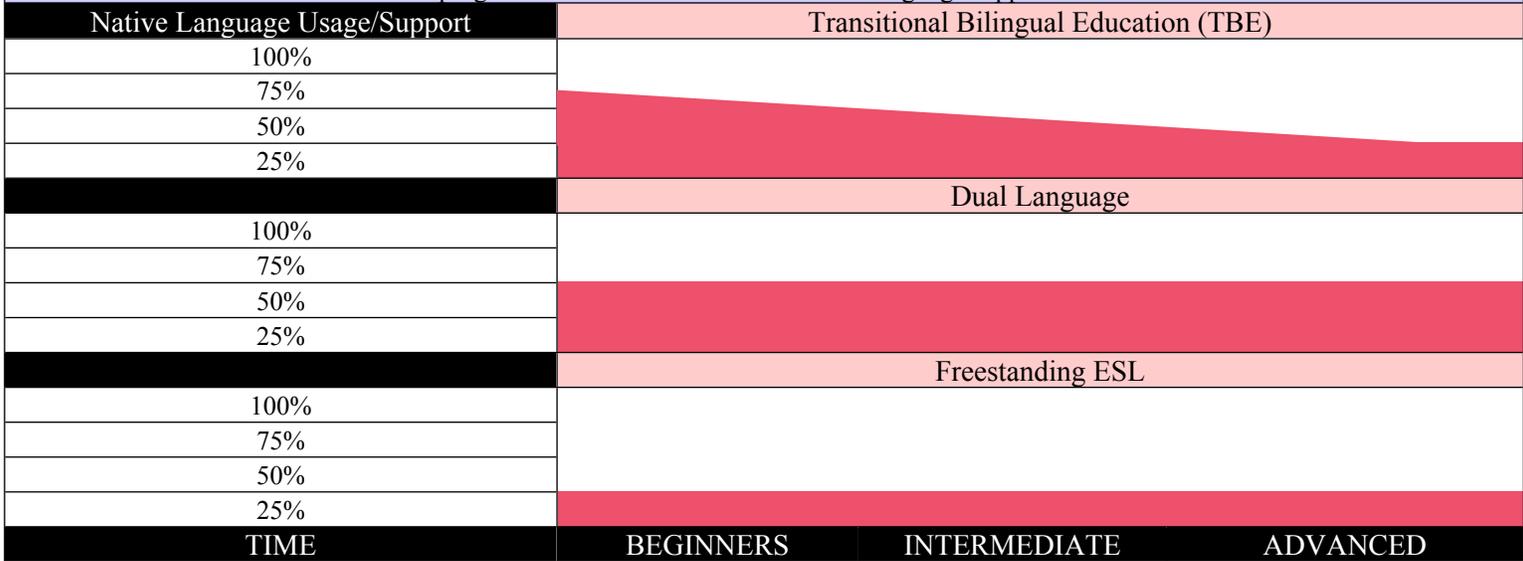
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

Trageted Intervetions (All classes are taught in English, most are long term ELLs 22, 16 of which are SWD)

ELA: CCAA's ELA curricula are aligned with the common core. The units of study are implemented in the monolingual ELA classes. The ESL teacher pushes into the ELA class in 7th and 8th grades to support the ELLs in their language acquisition. QTEL strategies are used to strengthen all language modalities (readers' theatre, collaborative posters, freewrites, and 3-step interviews). Multiple reads and read alouds are used in ELA and ESL classes to build students' literacy skills. Many different genres and disciplines of nonfiction and fiction are read in the ELA classroom to align to the common core standards. To strengthen ELLs writing skills, ELA teachers model good writing, follow steps of the writing process (pre-writing, drafting, revising, editing, and publishing). The ESL teachers help ELA teachers by working with ESL students during this process and by implementing mini-lessons and/or teaching points to address the common writing struggles seen in ELLs writing.

Social Studies:As in ELA, the Workshop Model is the instructional methodology followed in social studies, along with QTEL (Quality teaching to English Language Learners) strategies to meet the language and content needs of our students. When possible, interdisciplinary lessons are planned with teachers from other content areas. Depending on student needs, some texts are available in both Spanish and English. Students also engage in historical research and have been required to complete many projects on different time periods and events throughout history. ELLs make meaning out of social studies texts by scaffolding from the teacher (annotations alongside the reading, graphic organizers containing the major concepts, focusing on the content through use of drama in the classroom and projects that promote students becoming experts in the text). Using QTEL strategies, like collaborative posters and relevant questioning to access prior knowledge helps ELLs to interact with the texts and concepts in authentic ways. Social studies instruction at CCAA is grounded in literacy and guided by the school's mission, which is to prepare students to begin taking college level courses while in high school. To that end, the social studies curriculum focuses on integrating reading and writing strategies. An intervention that has just been implemented to meet the needs of our 9th grade ELLs in Social Studies is that the Social Studies teacher communicates to the ESL teacher what is being taught and the ESL teacher will reinforce learning objectives in a pull-out session.

Science: The workshop model is the instructional methodology followed in science. Science at CCAA is inquiry based. This means that the curriculum emphasizes a "hands-on" approach which focuses on scientific observation, investigations and making real-life connections to science. This "hands-on" approach helps ELLs to visualize the Science concepts more concretely. The students complete laboratory experiments and are required to complete laboratory reports. Instruction is differentiated through the use of work stations that provide the "hands on" experience that is crucial to students' understanding of science. In a pull-out session, the ESL teacher supports students understanding of the science content area language by reviewing vocabulary and clarifying meaning.

Math: The workshop model is the instructional methodology followed in math. The "hands-on" approach is used in math to make content comprehensible. Math teachers use manipulatives, diagrams, and pictures to illustrate content. Vocabulary journals, turn and talks, and grand conversations are used to strengthen understanding and reinforce math vocabulary. ESL teachers hold PDs that equip math teachers with effective teaching strategies for ELLs in the math classroom. Also, math teachers invite ESL teachers into the classroom if they are having challenges with content, based on challenges with language acquisition. ELLs also have peer partners who help them in and out of the classroom.

All ELLs have the use of their bilingual dictionaries. While learning new vocabulary, they are encouraged to know the word in both languages. In all classes students are paired with others based on needs. In these pairings, native language use is encouraged whenever needed to enhance understanding of vocabulary and concepts. Also, some of our teachers speak students' native language and use it during instruction when need be.

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

CCAA's current program is meeting the needs of our ELLs in both content and language development because ESL teachers provide support in all content areas by being in content area classes, collaboration with content teachers by on-going professional development training on effective ESL methodology and extra support in pull-out sessions that reinforce content knowledge and language acquisition. Many students have transitioned out of ESL and this is attributed to the diligence of content area teachers and ESL teachers to infuse instruction with good ESL teaching practices. All content areas focus on strengthening literacy skills by using activities that enhance all language modalities. All teachers are aware that they are teachers of ELLs because of it being communicated to them by the ESL coordinator and also, the fact that most of our students' are native Spanish speakers.

11. What new programs or improvements will be considered for the upcoming school year?
 CCAA hopes to receive more technology so students will have more means to acquire information for inquiry based instruction. Also, the focus to use multicultural literature for ELLs will allow them to have more authentic interactions and connections with literature. This can be challenging in content areas, such as, math, social studies, and science.
12. What programs/services for ELLs will be discontinued and why?
 Middle school ELLs used to be served ESL in a mixed reading class, now they are served differently depending on their grade level. In 6th grade, ELLs are served ESL in content areas, such as, social studies and a reading class that are mixed with non-ELLs. In 7th and 8th grade, an ESL teacher pushes-in to ELA classes and provides extra language support for the ELLs in the class. Also, Wilson and Great Leaps programs are no longer used because other programs, such as, Junior Great Books, have taken their place.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 Academic intervention services are provided based on students needs as determined by their scores on the NYSESLAT, interim assessments and teachers' recommendations. CCAA offers a wide variety of AIS that allow for small group instruction and one on one tutoring. Theses services include, Learning Lab, the 37.5 minutes of Extended Time. Saturday Academies, Holiday Institutes, small group pull-out instruction, tutoring through the Middle and High school Grades. CCAA also offers extracurricular activities, such as, drama club, vollyball, basketball, cooking classes, and music lessons. ELLs are encouraged to join clubs to build relationships and strengthen their social language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 Schoolwide: CCAA is increasing its use of technology within the classrooms. Many classrooms have smart boards and projectors. All classrooms have student computers. Student Portfolios are maintained in all content area classes. The portfolios contain a variety of examples of students' work. Classroom libraries are a common feature in every classroom at CCAA. Some texts are available in both Spanish and English. They are age and level appropriate and represent a variety of genres. Graphic organizers are used to support students' language acquisition, especially ELLs with 0-3 years, and ELLs with 4-6 years. In content area classes, teachers utilize a variety of graphic organizers these include, Venn diagrams, T-Chart, semantic maps, KWL charts and word webs. CCAA focuses on literacy across curricula. To provide students with opportunities to write in all subject area classes, journals are a common feature in content area classes. Finally, through a grant from the Cosby Foundation, all students at CCAA have received daily planners in which students will record and organize assignments in each subject area class. Many of CCAA's long-term ELLs are SWD, so the ESL teachers help support them with their content vocabulary and concepts--vocabulary notecards are used to help them with developing strong study habits and having multiple interactions with the vocabulary. This is strategy has been put into place recently because this specific subgroup has really been struggling with adjusting to vocabulary heavy content. For example, in U.S. history, the teacher provides notes and then the ESL teacher will assist students with vocabulary by use of flash cards, pictures, and improving words and/or concepts (acting out).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 Native Language Arts Programs are provided at CCAA. The ninth graders have native language arts everyday for at least 45 minutes that is differentiated to meet the needs of English Language Learners. The goal is to build English fluency through the use of Spanish language instruction. The language of instruction for Native Language Arts is Spanish because it is the primary language of all but two of the ESL students. Also, all ELLs have bilingual dictionaries and are encouraged to use it in all content areas. For instance, one of the ESL teachers ensures strengthening ELLs' native language by having the students learn new vocabulary words in both languages. CCAA is strictly ESL, so TBE and Dual language programs are not offered here.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
 Teachers align their curriculum with the Common Core Standards and, thus, use resources that correspond to ELL's age and grade level. Required service support, such as, ESL teachers, speech pathologists, and special education teachers collaborate with content teachers to reinforce content knowledge and use appropriate resources based on ELL's ages and grade levels.
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.
 The guidance counselor has a program that assists all new students with transitioning into CCAA. Student leaders give tours and introductions between new student and CCAA staff. School leaders will make the new student feel welcomed into our school by introducing her/him to peers and by sitting at lunch with them for a week. In classes, new ELLs are given a "buddy" to help them transition into the school's environment and learn the expectations of the class. Teachers also meet with new ELLs and communicate their expectations.
18. What language electives are offered to ELLs?

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

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.

CCAA follows the mandate to provide five professional development workshops on ESL annually. Last year, we provided at least 10 workshops (up to 10 hours altogether) to give all of our teachers the best opportunity for training and reflection. These workshops are designed to provide school personnel (assistant principals, ESL Coordinators, common branches teachers, subject area teachers, paraprofessionals, bilingual teachers, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapist, speech therapists, secretaries, and parent coordinator) with an understanding of effective ESL instructional strategies and methodologies. One important topic of the school's professional development plan focuses on how data such as the NYSESLAT should be used to inform student groupings as well as their language needs. Teachers, including the three licensed ESL teachers, also receive professional development at the regional level through training and workshops provided by the Office of English Language Learners. Additionally, the three licensed ESL teachers attend weekly curriculum meetings with the ELL team to understand and implement the mandated Units of Study. Throughout the week, ESL teachers attend grade level meetings and content area meetings to provide professional development to content area teachers, reflect on teaching practices, align curriculum with Common Core Learning Standards, and to address the needs of ELLs within the grade levels and content areas. During these meetings, teachers who have been receiving professional development on the common core turn-key the information to the other content area teachers and ESL teachers. Furthermore, ESL teachers are always collaborating with content area teachers about the needs of ELLs and former ELLs. Teachers from CCAA and the IEP paraprofessional have also received training in Junior Great Books and a Guided Reading program developed by City College for struggling readers. Both these programs have proven to be effective in determining and supporting students' literacy needs. This year, ESL teachers will collaborate with first year teachers at CCAA, so that first year teachers will understand the linguistic needs of our ELLs and the methodology that will support them best within their content classes.

Incoming ELL 6th graders receive a reading class from the ESL teacher that focuses on assisting them with the transition from elementary to middle school. The ESL teacher makes sure the ELLs understand they are still working on becoming proficient in the English language. The ESL teacher explains their accommodations and that they receive them in all content areas (use of bilingual dictionaries and extra time on tests). The ESL teacher works closely with the 6th grade content area teachers to address the needs of CCAA ELLs by attending their grade level meeting, discussing student work/needs.

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

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

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?

Workshops are held for all parents in all different areas to keep the communication strong between the parents and their child's education. Workshops on Jupiter Grades, ARIS and Data allow parents to understand how they can access student information whenever necessary. Public Interest workshops held, provide parents important information about their child's wellbeing. Specifically for ELLs' parents, ESL workshops have been held. CCAA is working towards providing ESL workshops for ELLs' parents on a more regular basis, however, Children's Aid Society and the public library offer Adult ESL classes which is communicated to parents.

CCAA has partnerships with Children's Aid Society, CUNY, and Early College Initiative. These agencies hold parent workshops to ensure parental involvement and understanding. Also, Juilliard School of Music students collaborate with teachers and students. One program has a performance and parents are invited.

CCAA evaluates the needs of parents by communicating with parents. The communication is between parents and teachers, parents and administrations, and parents and parent coordinator. Recently CCAA had a curriculum night, so parents understand the expectations of each teacher and content area. During these interactions, parents voice questions or concerns that help CCAA understand the needs of our parents. Once a year, the parent coordinator invites parents to fill out a parent survey that addresses reflecting on their needs. Looking at these surveys helps CCAA to better serve them and their children's education.yu

There are many ways that the parental involvement activities meet the needs of our parents. Curriculum night gives parents insight to the expectations of their children in their education. Workshops provided by CCAA address important issues that concern their children in their development. Also, workshops provide access to assess student learning--Jupiter grades and Aris allow parents to always have knowledge about their child's academic standing. CCAA plans to have a cultural night, so ELLs and their families will feel more connected with the school. In conjunction with establishing a multicultural environment, ESL parent workshops will be held more regularly for all parents still learning English.

CCAA invites parents to many activities during the school year. Every year, the music department puts on two shows and invites parents. The drama department puts on two plays and parents are invited and many attend to come support CCAA students. Also, the seniors are starting to develop programming that fosters building community. Recently, the seniors put on a "café night" that many parents attending to support students who performed for the evening.

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.

CCAA has a drama department that encourages ELLs to get involved in the school's community, while strengthening their language skills. Many ELLs partake in the drama after-school club in the following areas, performance, set-design, costume design, backstage, and admissions. ELLs develop strong social language by being involved in this program.

Part VI: LAP Assurances

School Name: City College Academy of the Arts

School DBN: 06M293

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Drysdale	Principal		11/15/13
Ms. Osborne, Ms. Candanosa	Assistant Principal		11/15/13
Manuela Cebullos	Parent Coordinator		11/15/13
Ms. Shockley, Ms. Hunter	ESL Teacher		11/15/13
	Parent		
Ms. Salvitti	Teacher/Subject Area		11/15/13
Ms. Young	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Ms. Merino	Guidance Counselor		11/15/13
	Network Leader		
Mr. Kinney	Other <u>Assistant Principal</u>		11/15/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 **Network:** PSO-CUNY

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

Part A: Needs Assessment Findings

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

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

The service will be for the following:

1. All information related to their individual child's academic progress and school participation.
 2. All information related to the school's academic programs and requirements, as well as extracurricular information.
 3. All information as to academic standards and assessments from the school.
 4. Guidance on navigating the educational system in this geographical area.
 5. Relevant school policies
- Additionally, the system has provided a new Phone Master system to disseminate important information via the phone to large numbers of students.
- Based on the data, CCAA has concluded that approximately 79% of our families are in need of language translation and interpretation. The findings were reported to the community in the following manner:
- o Posting of signs regarding the availability of language translation and interpretation
 - o Presence of a translator and interpreter at all meetings
 - o Office staff and personnel are available to provide translation and interpretation services in all offices

Part B: Strategies and Activities

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

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

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

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

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

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

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