



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CAMBRIA HEIGHTS ACADEMY
DBN (i.e. 01M001): 29Q326
Principal: MELISSA MENAKE
Principal Email: MMENAKE@SCHOOLS.NYC.GOV
Superintendent: JUAN MENDEZ
Network Leader: DEREK JONES

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Melissa Menake	*Principal or Designee	
Michael Beaudry	*UFT Chapter Leader or Designee	
Sheila Hunter	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Marva Ottley	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
John Pardue	Member/ UFT Member	
Chris Toffolo	Member/ UFT Member	
Garfield Clark	Member/ Parent	
Tippie Tucker	Member/ Parent	
Jennie DeStephano	Member/ Parent	
Avassa Arjune	Member/ Student	
Ashley Johnson	Member/ Student	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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.

Across all departments (English, mathematics, science and social studies), teachers will use the Common Core Learning Standards to plan their curriculum and Performance Tasks in order to increase students' college and career readiness, fully integrate the Common Core across disciplines, and meet the city-wide instructional expectations.

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.

Cambria Heights Academy is a small public high school in Hollis, Queens currently in its fourth year. Our students come to us from a variety of backgrounds and academic experiences.

Historically, approximately 55% of our incoming ninth-grade students enter the 9th grade reading below grade level and 50% of our students score below grade level on the 8th grade state mathematics assessment. With the switch to the Common Core-aligned exams during the 2012-13 school year, 96% of our current entering freshmen students scored below Common Core state Standards their 8th grade ELA and mathematics assessment. Thus, our students need explicit and strategic teaching in order to meet the rising state and national standards.

Additionally, we serve a population of students where, generally speaking, 30% of our students come to us overage, almost 18% of our student population has special needs either in the form of a learning or an emotional disability (students with IEP's), and 5% of our students are new immigrants and are beginners in English. Every year more than 70% of our student population is eligible for free and reduced lunch (Title 1).

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

- Developing a whole - faculty PD plan that focuses heavily on CCSS alignment through the development of performance tasks and curriculum mapping
- Focusing on analysis of student work through the lens of the CCSS during grade level team meetings
- Developing action plans for teacher pedagogy based on the outcomes from the student work studies
- Organizing intervisitations and learning walks that look for evidence of CCSS in teachers' planning and instruction
- Facilitating focused intervisitations for teachers to look for CCSS across the disciplines and across schools
- Developing school-wide curriculum maps in English, Mathematics, and Social Studies that are aligned to the CCSS across departments and grade levels
- Using our school-wide writing rubric that was developed based on the Common Core to plan all performance tasks and grade all projects
- Building common planning time within the school day for whole staff and for grade level teams
- Participating in ongoing Network PD that focuses on CCSS/Performance Task implementation
- Sending teachers to participate in off-site professional development based on their individualized needs
- Nominating teacher leaders to participate in Teacher Leadership programs such as LEAP and RELAY and relying on them to turn-key their learnings to the rest of the faculty.

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

- Assistant Principal in charge of Special Education and ELL's

- LEAP and APP interns in charge of grade level teams and grade level team leadership development
- Special Education team (three teachers, one dually certified in math, two dually certified in ELA)
- Using iLearn technology (software and hardware) to supplement students learning during enrichment/intervention courses during the school day
- Making use of our grade level team's common planning time within the school day to strategize about a plan of action for students in our lowest 3rd or other students who are struggling
- Strategic use of the 37 ½ minutes for additional one-on-one time with struggling students
- Mandated Saturday School Regents prep in Dec/Jan and in May/June

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

- Each department will submit a curriculum map that includes the CCSS standards covered for each particular unit taught
- Each department will receive a 90% completion rate on all performance tasks
- Each department will receive a 75% of meeting or exceeding standards on all performance tasks

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

Timeline: Aug-Sept: Teachers attend faculty orientation about teaming expectations; Sept-June: Teachers attend grade level teams twice per week and conduct case studies of students based on their particular strengths and weaknesses; Teachers attend whole-school faculty PD based on the grade level team leaders' team assessments; Teachers are sent to Network/offsite PD based on individualized strengths and weaknesses; Teacher leaders turnkey key learnings to faculty during whole-staff PD

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

Teachers have the following time built in to the school day for common planning and whole-school faculty professional development:

- Whole-school faculty PD – two periods per week
- Department meetings – two periods per week
- Grade Level Team meetings – two periods per week

Per session postings have been created for the following additional support:

- Saturday School Regents Prep
- IEP intervention services

Comp time positions have been created for the following:

- Technology Coordinator
- Tech Assistant

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).

Monthly at our PTA meetings, each instructional department presents their performance tasks and the changes that affected their curriculum since the implementation of the CCSS. At these meetings, parents learn about the city-wide instructional initiatives and about what college level writing looks like.

Budget and Resource Alignment

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

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

We currently have the following allocations set aside for common planning time, professional development, parent involvement, instructional support, and resources to help us achieve this goal:

- Title 1 SWP - Curriculum and staff development, Special Education teacher to provide intervention and support services to students
- Title 1 SWP – Hiring of a Social Worker to help students with social emotional issues
- Title 1 SWP - Instructional supplies and technological equipment, i.e., LCD projectors, document cameras, iPads, and interactive white boards
- L NYSTL Textbooks HS - Instructional software
- Citywide Inst Exp - Coverages for intervisitations, per session for Faculty Orientation, Regents Prep, Saturday School

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.

CHA will transition from using the Marshall Teacher Evaluation Rubric for the observation process to the Danielson Rubric to support teachers' individual growth and development in order to support school-wide goals and improve student achievement. From Sept-Dec, Administration will focus heavily on new teachers and teachers new to the building in order to help them adjust to the new community and support their instruction.

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.

Three of our teachers are not highly qualified, approximately 50% of our teaching faculty is untenured, and most of our teachers are teaching less than seven years. We would like to provide our young faculty with the highest level of support possible in order to increase the instructional rigor in their classrooms.

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.

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

Our teachers will:

- Self-assess using the Danielson Teacher Evaluation Rubric at the beginning of the year
- Identify strengths, areas for growth, and evidence for each of these on the domains on the rubric (with assistance from the administration)
- Set personal pedagogical goals based on the rubric and evidence
- Apply the administration's feedback immediately after receiving it
- Complete two interim assessments to reflect on their progress towards their goals – at the mid-point of the year and at the end of the year
- Reflect on the progress towards their goals and forecast goals for next year
- Use Google Apps for Education as a place to memorialize their growth during the 2013-14 school year

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

The administration along with the LEAP, APP, and RELAY interns. They will:

- Meet with teachers to assist with identifying areas for growth based on observations, feedback, and student assessment data

- Conduct 10 mini-observations for each teacher and provide actionable written and oral feedback
- Debrief observations bimonthly in one-on-one meetings with teachers
- Meet with principals' study group for support around the observation cycle
- Use Google Apps for Education to facilitate teacher goal setting and feedback from observations

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

- Teacher observation feedback (verbal and written)
- Reflection with teachers and administrative team
- Collection of low-inference classroom notes
- Student credit accumulation and state assessment scores

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

Timeline: Aug-Sept: Teacher selection process through Advance, Introduction of Danielson Rubric and self-assessment, Sept-Oct: Initial observations of teachers, Oct-Nov: Teacher goal setting, administrator-teacher alignment, Nov-Jan: Observations, feedback, and one-to-one meetings, Jan: Mid-year self-assessment, Feb-June: Observations, feedback, and one-to-one meetings, June: Goal/artifact presentations, final self-assessments, and forecasting goals for the future.

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

Teachers have the following time built in to the school day for common planning and whole-school faculty professional development:

- Whole-school faculty PD – two periods per week
- Department meetings – two periods per week
- Grade Level Team meetings – two periods per week

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).

We share the entire hiring process and the teacher evaluation system at School Leader Team meetings. They, in turn, roll out the updates to the PTA at their meetings. In addition, we start the year with a "Back-to-School" night where the teachers go over the purpose of their curriculum and the kinds of work they will see their students engaging in throughout the year. This has become a great tradition at our school as it begins the year on a positive academic note.

Budget and Resource Alignment

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

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

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.

The administrators and academic intervention team will develop a special education program that is personalized and individualized in order to increase the academic performance and support the social-emotional needs of our students with special needs.

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.

Approximately 18% of our student population has special needs, either in the form of a learning or an emotional disability (IEP).

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.

- **Strategies/activities that encompass the needs of identified subgroups**

To serve our special needs population in the best way possible and move them to the least restrictive environment and up to standard, we will:

- Use ARIS to get a snapshot of our entering 9th graders' academic strengths and areas for growth
- Gather baseline data in all major subject areas during the first week of school in order to schedule academic enrichment classes and other support services (i.e., counseling, one-to-one tutoring, etc.) according to students' specific needs
- Schedule interim assessments to target students' specific areas of growth
- Differentiate the CCSS-based performance tasks in all subject areas to ensure students with IEP's success
- Schedule enrichment class schedules semesterly based on students' assessment data in order to account for progress in various subject areas during the school year
- Plan differentiated and interdisciplinary instruction based on the results of the baseline assessments, performance tasks, analysis of student work, and student case study data during common planning time
- Use Title 1 funds to offer additional academic intervention service in mathematics and ELA, after-school and on Saturdays
- Purchase online grading software in order for students and parents to have instant access to students' academic progress over time
- Use iLearn adaptive technology software to strategically differentiate for the needs of the students in blended learning environment
- Hire three Special Education teachers to decrease their caseload and increase their impact on the students
- Schedule time during the school day for special education teachers to co-plan with their English and mathematics co-teachers
- Schedule time for the 9th grade Special Education teacher to push into science to increase support outside of ELA and math
- Schedule monthly Academic Intervention Team meetings with Principal, AP, Guidance Counselor, Special Education teacher, and ESL teacher in order to reflect and monitor our students with IEP's academic and social-emotional progress
- Support my Special Education teachers with ongoing professional development from my Network and Teachers College

- **Key personnel and other resources used to implement each strategy/activity**

- Assistant Principal in charge of Special Education and ELL's
- LEAP and APP interns
- Special Education team (three teachers, one dually certified in math, two dually certified in ELA)
- Hiring of Social Worker and Guidance Counselor to meet social-emotional needs of students with IEP's
- Increasing number of available ICT and SETSS courses
- Increasing number of non-academic courses, i.e., art, music, software engineering
- Using iLearn technology (software and hardware) to supplement students learning during enrichment/intervention courses during the school day
- Making use of our grade level team's common planning time within the school day to strategize about a plan of action for students in our lowest 3rd or other

<p>students who are struggling</p> <ul style="list-style-type: none"> Strategic use of the 37 ½ minutes for additional one-on-one time with struggling students
<ul style="list-style-type: none"> Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ul style="list-style-type: none"> Effective co-teaching relationships evaluated through the Danielson rubric Increasing students with IEP's self-reliance, independence, and initiative through counseling sessions School-wide advisory program to assist students with understanding academic requirements Attendance rates for students with IEP's Credit accumulation for students with IEP's Regents and local pass rates for Regents exams for students with IEP's
<ul style="list-style-type: none"> Timeline for implementation and completion including start and end dates
<p>Aug-Sept: Special Education intake meetings with incoming families, Sept-Oct: Baseline assessments and student needs assessments, Nov – Jan: Special Education PD sessions (UDL) during whole-faculty PD, Feb-June: Special Ed Team PD sessions re: analysis of Sped Ed data (credit accumulation and Regents pass rates), Interventions are ongoing.</p>
<ul style="list-style-type: none"> Describe programmatic details and resources that will be used to support each instructional strategy/activity
<p>Teachers have the following time built in to the school day for common planning and whole-school faculty professional development:</p> <ul style="list-style-type: none"> Whole-school faculty PD – two periods per week Department meetings – two periods per week Grade Level Team meetings – two periods per week Special education collaborative team teaching planning time – various according to case load and subject area

Strategies to Increase Parental Involvement

<p>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).</p>
<p>We have dedicated three PTA meetings/parent workshops per year to include strategies to help students with special needs. We also send home informational flyers regarding city-wide CSE meetings with our students with special needs.</p>

Budget and Resource Alignment

<p>Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.</p>										
X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	Grants
<p>List any additional fund sources your school is using to support the instructional goal below.</p>										
<ul style="list-style-type: none"> We have an ICT and SETSS program at our school. We also provide mandated counseling and speech services to our students who are mandated for those services. We have funded two paraprofessionals to assist students with school anxiety and behavioral issues Title 1 SWP and TI Mandated Counseling Shared - F-Status Guidance Counselor and an F-Status Guidance Counselor who works with our students who receive mandated counseling 										

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

<p>Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.</p>
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To develop a well-rounded student and to integrate the arts, CHA will partner with Purelements Artists-In-Residence to expand the arts course options for our freshmen and sophomore students. Through their experience in different artistic mediums, student academic engagement and self-esteem will increase.

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.

Our lower classmen need to work on increasing their confidence levels, ways to manage their emotions, self-reliance, and responsibility. We see this in the detention and suspension data as our lower classmen have higher levels of disciplinary actions than our upper classmen. Our partnership with Purelements is focused on increasing these specific skills through an arts-immersion program.

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.

- **Strategies/activities that encompass the needs of identified subgroups**

- Students rank and receive one of their top three choices in the arts
- Students have the option to apply for a course change by the end of the course second meeting
- Students perform/show their work twice per semester during a mid-term and final performance to the entire school community
- Students plan and showcase their best work at the end of the year performance for the school community

- **Key personnel and other resources used to implement each strategy/activity**

- Administration and Dean of students
- Purelements Directors
- Artists-in-residence from Purelements
- Parent Coordinator

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Students buy-in to the community as evidenced by attendance rates and survey of their arts-immersion experience
- Student pass rates in their arts classes
- 90% credit accumulation in their academic subjects

- **Timeline for implementation and completion including start and end dates**

Sept: Students select Purelements arts classes Oct – Jan: Students create and produce individual projects and ready them for mid-term and final presentations Jan: Student final showcase highlight best work Feb: Students select a new arts class Feb- June: Students create and produce individual projects and ready them for mid-term and final presentations June: Student final showcase highlight best work

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

- Students meet in a block period once per week in order to be able to go into depth into the art curriculum and process
- Students perform for each other in the multi-purpose room at various stages of their artistic development in order to build self-esteem, confidence, comrade, and community

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).

Parents are invited to all final performances which are coordinated with Parent Coordinator and PTA meetings.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
<ul style="list-style-type: none"> Title 1 SWP – Artists-in-residence consultants Title 1 SWP – Printing and performance costs 							

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.

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.

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.

- **Strategies/activities that encompass the needs of identified subgroups**
- 6.
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

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

	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.						

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	75	Small group	During the school day
Mathematics	75	Small group	During the school day
Science	60	Small group	After-school
Social Studies	60	Small group	After-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	50	One-to-one, small group	During the school day, after school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.
Our Hiring Committee screens resumes according to our staff-developed hiring rubric. We then schedule phone interviews with all the candidates who meet the requirements of our rubric. We then invite each teacher who excels during the phone interview to participate in a group interview which focused on analyzing our school-wide data. We individually interview the best candidates and they plan a demonstration lesson for a class at our school.
The administration creates many opportunities for teachers to be involved in leadership roles. This is a retention strategy because these leadership roles often are comp time positions. Our teachers who apply feel connected to our community and are likely to stay on at CHA. Historically we've had very little teacher turnover with on average one teacher leaving each year.
The administration plans all professional development in house based on the faculty's strengths and weaknesses. The PD is individualized, differentiated, and research-based.

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).
The administration plans all professional development in house based on the faculty's strengths and weaknesses. The PD is individualized, differentiated, and research-based. The administration also provides leadership development for team leaders and provides opportunities for teachers to become administrators through LEAP and RELAY. All of the PD is based on the citywide instructional initiatives.

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.).
All funding is allocated as per regulation for students in temporary housing. We generally use the funds to purchase uniforms and school supplies for those STH.

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.).
n/a

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 in teams to assess the various options; consult the standards, state assessments, and student work exemplars; and propose their selections to the administration, who provides feedback and adjusts as necessary for approval.

TA Schools Only

Use of Program Resources

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

n/a

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).

n/a

Parent Involvement Policy (PIP)

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;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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.

**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 29	Borough Queens	School Number 326
School Name Cambria Heights Academy		

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 Melissa Menake	Assistant Principal Saby Malary
Coach Bob Lubetsky	Coach type here
ESL Teacher Eli Steier	Guidance Counselor Saby Malary
Teacher/Subject Area Maureen Murphy/ ELA /Sp Ed	Parent Sheila Hunter/Co-Presiden PTA
Teacher/Subject Area Michael Beaudry/ Social Studie	Parent Coordinator Dilcia Medina
Related Service Provider Carole Hamilton, Aaron Worley	Other type here
Network Leader(Only if working with the LAP team) Derek Jones	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
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)	338	Total number of ELLs	10	ELLs as share of total student population (%)	2.96%
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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														
Push-In										1	1	1	1	7
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	4	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	3
SIFE	2	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	1

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	10	2	1			1		1	1	10
Total	10	2	1	0	0	1	0	1	1	10

Number of ELLs who have an alternate placement paraprofessional:

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
Haitian														0
Spanish														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)												1		1

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)										2	1			3
Advanced (A)											2	1		3
Total	0	0	0	0	0	0	0	0	0	2	3	2	0	7

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		0	
Integrated Algebra	7		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2		1	
Living Environment	7		0	
Physics				
Global History and Geography	2		1	
US History and Government	1		0	
Foreign Language				
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.

We use ARIS data, all NY State assessments, and a teacher-created baseline in addition to the LAB and NYSESLAT to help assess students. The data can be used to gear the level of support with materials and staff that the ELL's population will need in each classroom.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our school has a high level of proficient ELL students who are trending towards full integration with the general student body, with supports remaining for testing etc. for mandating length of time. Students tend to do well during their freshmen year, but plateau after that in their sophomore and junior year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our ESL program aims to assisting students to become proficient in the English language after at least 3 years. Evaluation is done by way of the NYSESLAT which is administered once a year. This examination provides information on the students’ ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT of May 2013, the ESL students are at the intermediate and advanced levels. Also, they show that the ELLs are weakest in the writing skill while their greatest strength is in listening and speaking. Although their reading skill is generally good, there is room for improvement.

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?

Beginner level students are our generally our entering 9th and 10th graders who have been receiving services for 1 or 2 years and our intermediates are the students who have been with us for more than two years. The beginners struggle more in their Regents-based exams in English verses the intermediate and advanced students. Additionally, if they are ELL and Special Ed, they struggle most significantly. If they are advanced, they are passing their Regents exams. Also, most of the students prefer to take exams in English over their native language.

School leadership is using the results of the ELL periodic assessment to craft goals for serving this population. We also hire strategically and look for content area teachers who are dually certified in a content-area and ESL. We provide professional development for the ESL teachers that help them address the needs of this population.

The teachers are differentiating their lessons. Administration strategically schedules students who are bilingual in the classrooms with ELL students and asks content-area teachers to pair them together. Teachers also create lessons that contain more visual aids and allow more accessibility for the ELL students.

Our school is learning a great deal about our ELL population. We particularly noted the trends around which ELL students trend as beginner, intermediate or advanced, as we cited above.

Some of the ELLs receive online supports through Achieve 3000 and Rosetta Stone computer programs to help them learn English online outside of the school day.

Native language is used to communicate with students and families, but not in our academic settings.

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](#).)
 - Rigorous practice in improving the writing skills, through journal writing, vocabulary exercises, sentence and paragraph construction and sequencing.

- Use of ESL dictionaries (The American Heritage English as a Second Language Dictionary), and glossaries in a print-rich classroom environment.
 - P.M. school and Saturday Academy to provide as much practice as possible in the weak modalities.
 - Academic intervention as required to foster students' academic development and progress.
 - Thorough practice in problem-solving strategies and justifying answers in Mathematics.
 - Providing opportunities for negotiating academic language in Mathematics and Science.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- Rigorous targeting of the language skills, especially that of reading and writing in ESL and the content areas through meaningful activities.
 - Close collaboration between the ESL teacher and Content Area teachers on identifying and correcting specific deficiencies in individual students.
7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- All subsequent support activities will focus on helping the students acquire progress in their language skills so as to promote academic progress.
- Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive Regents testing accommodations for such as extra time, testing in a separate location, and use of glossaries and dictionaries. This will continue for as long as the students need such accommodations, but for not more than an additional two years.

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

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.
Our Parent Coordinator and teachers who are fluent in the native language of the family schedule a follow-up meeting with the family after the LAB-R is administered. The faculty and support staff explain the difference between the three ESL programs (Transitional Bilingual Education, Dual Language, and Free Standing ESL). Additionally, the parents are provided with the informational brochure “Guide for Parents of English Language Learners”, which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language, where possible. The Guidance Counselor also does outreach to the neighboring schools in the area if the parent/family feel/s that a different setting would be more suitable.
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 [\[see tool kit\]](#).)
Our Parent Coordinator is responsible for the administration of the Home Language Identification Survey.
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 ESL teacher is informed if there is an indication that a student has a native language other than English. All of the information is entered into ATS. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English.
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.
Students are matched with a teacher or translator in the child's native language to ensure proper administration of all sections of the exam.
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. 
N/A

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])?

We use collaborative team teaching in English and math and/or push-in of ESL and SETSS teachers in the majority of our heterogeneous classrooms.

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)?

Our ELL population is extremely small, less than 4%, and so our school currently only offers a push-in English as a Second Language (ESL) program. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade-level exams as well as English for basic everyday communication and interaction in society at large.

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

- Dedicated ESL teacher who pushes-in, pulls-out, and follows groups of ELL students within their general education classrooms
- Strategic hiring of a dually certified English/ESL teacher
- Scaffolding instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and

text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imagining the Text, and so on.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The number of ELL students is relatively small, with only 10 students. We use collaborative team teaching in English and math and/or push-in of ESL and SETSS teachers in the majority of our classrooms. We have capped the class size at around 28 students, and where possible have reduced that number even further. Currently our ELL/SIFE students are also programmed for enrichment classes in English where they further learn the language in a class that has the reduced class size of twenty students. Our ESL teacher takes their attendance in the attendance booklet to ensure that they meet the mandated requirements each week. We believe this is fundamental in providing support for the ELL population of our school. This allows for better modified and individualized instruction within regular education classrooms as well as better support of and communication with the families of these students.

In this way we provide the ESL students with the mandated number of minutes as stated in New York State Chancellor's Regulations Part 154. We don't have any long term ELL's but plan to continue to provide them with services as per Chancellor's Regulations.

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

There are implications on the ESL instructional program based on the assessment of the NYSYSLAT 2010 as well as other assessments such as the periodic assessments, classroom exams, formal and informal observations, and the New York State tests in Mathematics, ELA, Social Studies and Science.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 - P.M. school and Saturday Academy to provide as much practice as possible in the weak modalities.
 - Academic intervention as required to foster students' academic development and progress.
 - Thorough practice in problem-solving strategies and justifying answers in Mathematics.

- Providing opportunities for negotiating academic language in Mathematics and Science.

6. How do you differentiate instruction for ELL subgroups?

- Describe your instructional plan for SIFE.
- Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- Describe your plan for ELLs receiving service 4 to 6 years.
- Describe your plan for long-term ELLs (completed 6+ years).
- Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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?

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

All ELLs (intermediate and advanced) in the Free Standing ELL classroom are fully served according to the mandated number of instructional minutes to be provided. This is done through use of regular classroom instructional time, additional English enrichment classes, and mandated Office Hours after school and during zero period. In addition, our ESL teacher will push-in in content area classes as well as pull-out of students, in accordance with content teacher's request for individual attention.

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?

Our school tries to match the students with teachers that have experience teaching in that language. We use our after-school Office hours program to allow students to get small-group and individualized support throughout the content areas. Students also have opportunities to study English through our blended online learning model through ilearn.

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:			

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

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.
- Our ELL population is small, with only 10 students, and so our school currently only offers a free-standing English as a Second Language (ESL) program. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade-level exams as well as English for basic everyday communication and interaction in society at large. The instruction and distribution of time for compliance to CR Part 154 for ELL students is achieved in the following ways:
- Strategic hiring of a dually certified English/ESL teacher who also pushes-in, pulls out, and targets specific students who are having difficulty in their content area classes.
 - Scaffolding instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imaging the Text, and so on.
 - After-school and before-school ELL enrichment programs, particularly to offer small group instruction time.
 - Regular conferencing between ESL and content-area teachers on challenging material, especially in math and science, and how we may simplify concepts to increase comprehension.
 - Use of bilingual and ESL dictionaries and glossaries in the content area classrooms
 - Conferencing with ELLs in and out of classroom
 - Assessment through formal and informal assessments, and running records.
 - Use of a variety of high-interest texts, vocabulary workshop, listening and speaking activities as well as free and guided writing exercises.
 - Use of material to familiarize ELLs with the state assessments formats.
 - Extended time opportunities for students such as after-school classes in ELA and math content area classes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students are functioning at a high level academically and have been fully integrated into the general ed classrooms, giving them extra support as needed through our programs during Office Hours (37.5 minutes) after school.
11. What new programs or improvements will be considered for the upcoming school year?
- We are considering increasing the staff support for our ELLs population by having two ESL certified teachers to meet the needs of our students.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We translate all information that is sent home. In addition, our online gradebook provides translation for non-English speaking families. Teachers often madate our ELL's to meet with them after-school during our Office Hours (37.5 minutes) for small-group instruction time.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Regular conferencing between ESL and Content Area teachers on challenging material, especially in math and science, and how we may simplify concepts to increase comprehension.
 - Use of bilingual and ESL dictionaries and glossaries in the content-area classrooms
 - Use of material to familiarize ELLs with the state assessments formats.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Because our ELL population is small, with only 10 students, our school currently only offers a free-standing English as a Second Language (ESL) program. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade exams as well as English for basic everyday communication and interaction in society at large.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services and resources support our ELL students. Our ELLs receive more individualized attention from our ESL certified teachers. The focus is on the students in the lower grades, in which the majority of our higher needs students are located. Based on the data, the students need less additional support in the upper grades as they have had more years of service.

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.
- Use of bilingual and ESL dictionaries and glossaries in the content-area classrooms
 - Extended time opportunities for students such as after-school classes in ELA and math content area classes.
 - Conferencing with ELLs in and out of classroom
 - After-school and before-school ELL enrichment programs, particularly during the 37 1/2 minutes small group instruction time.
18. What language electives are offered to ELLs?
Spanish and French
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.

Our ELL personnel are trained in our weekly professional developments on Wednesday afternoons, with a focus on adapting materials and pedagogy to Common Core Learning Standards. The staff is further supported through grade teams and subject teams and co-planning, with time allocated in the day for the collaborative work.

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

Within the school, professional development concentrates on:

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

D. Parental Involvement

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

Parent volunteers are encouraged to spend time and assist in school. Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs and are supported by the SLT and the PTA. At our monthly PTA meetings we provide onsite translation services.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Cambria Heights Academy</u>		School DBN: <u>29Q326</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Menake	Principal		11/15/13
Saby Malary	Assistant Principal		11/15/13
Dilcia Medina	Parent Coordinator		11/15/13
Eli Steier	ESL Teacher		11/15/13
Sheila Hunter	Parent		11/15/13
Maureen Murphy	Teacher/Subject Area		11/15/13
Michael Beaudry	Teacher/Subject Area		11/15/13
Bob Lubetsky	Coach		11/15/13
	Coach		
Saby Malary	Guidance Counselor		11/15/13
Derek Jones	Network Leader		11/15/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q326 School Name: Cambria Heights Academy

Cluster: 05 Network: CFN 561

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.

At Cambria Heights Academy, historically, we have a small population of families who speak Haitian - Creole and Spanish. We were able to assess these families' needs by looking at the Home Language Survey done by High School Enrollment as well as our own home language survey. The data from these surveys allowed us to assess the needs of the families, identify the families in need of further services, and offer translation services when necessary.

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.

Our population has about ten students and families or about 2.6% of our school community. Teachers are encourage to utilize ARIS in order to know additional information about specific student and family translation needs. Staff is informed of the translation needs in staff meetings and via electronic communications.

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.

Written communication is translated directly from ATS. Other communications are translated by our bilingual staff in Haitian-Creole and Spanish. As other translation needs arise, we contact the translation unit for written translation.

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.

Our in-house school staff is able to provide the majority of our oral translation. Staff in the office as well as teaching staff are able to translate our primary language needs of Haitian-Creole and Spanish. However, at times, we contact the translation unit for phone translation, filling out the forms and scheduling meetings/phone conferences as circumstances require.

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 on translation services is posted around the school and included in translations of memos for the identified families. We state the following on direct communication to all families: translation and interpretation services will be provided as requested.

