

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

DRAFT - PENDING SUPERINTENDENT APPROVAL

**DBN: (i.e. 01M001):**

**18K629**

**School Name:**

**CULTURAL ACADEMY FOR THE ARTS & SCIENCES**

**Principal:**

**DIANE VARANO**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 18K629  
School Type: Public School Grades Served: Grades 9-12  
School Address: 5800 Tilden Avenue  
Phone Number: 718-968-6630 Fax: 718-968-6635  
School Contact Person: Diane Varano Email Address: [dvarano@schools.nyc.gov](mailto:dvarano@schools.nyc.gov)  
Principal: Diane Varano  
UFT Chapter Leader: Brady Zelenka  
Parents' Association President: Valerie Lionel  
SLT Chairperson: Deirdre DeLoatch  
Student Representative(s): Shameeka Merrick, Yannic Sandy

**District Information**

District: 18 Superintendent: Michael Prayor  
Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn, NY 11236  
Superintendent's Email Address: [mprayor@schools.nyc.gov](mailto:mprayor@schools.nyc.gov)  
Phone Number: 718-968-4100 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 201 Network Leader: Joseph Zaza

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Diane Varano	*Principal or Designee	
Brady Zelenka	*UFT Chapter Leader or Designee	
Valerie Lionel	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Shameeka Merrick Yannic Sandy	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Deirdre DeLoatch	Member/ Teacher	
Tania Chambers	Member/Parent	
Jill Klinofsky	Member/ Staff	
Patricia Williams	Member/ Parent	
Monifa Kincaid	Member/Teacher	
M. Henry	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

We have made the most growth in ELA based on our work across disciplines in reading and writing. Students who attend this school are below level in reading, averaging 2.2 on their eighth grade exams. We continue to focus on reading and writing as our instructional focus areas for improvement this school year.

We work to individualize instruction and social emotional growth for our students. The challenge is the amount of time it takes to encourage the non-cognitive development of our students in order to build strength and perseverance to achieve. We continue to work for success in this area.

CAAS defines “rigor” as the first step in accomplishing “vigor” as defined by the National Educator Program. Vigor has three components of 1) high expectations, 2) student support and 3) students are motivated to do the work. In addition teams define rigor as academic challenges set up to benefit the students’ preparation for their future endeavors.

Evidence from teams and instructional coach include:

- Intensive, challenging reading and writing assignments that require the students to synthesize information rather than simply repeating the text. A focus on vocabulary and the use of academic language.
- Inquiry based lessons/units focused on developing student’s strengths and supporting their individual needs in addition to providing lessons that require formulaic practice in order to reach levels of depth.
- Teachers are modeling academic language to establish CCLS aligned units of instruction and performance tasks.
- Teachers work to establish high expectations as a foundation with support systems are in place to assist students coming in below grade level, or lacking prerequisite skills, to meet expectations.
- Teachers work to make the instruction varied enough, and relevant to the learner and their learning style, so the students will want to complete the work as well as they can - thus establishing a classroom environment that is academically vigorous.
- The upper grade-levels in many cases are using college level curriculum and assessments, including College Now and AP courses.

The culture at CAAS is one that promotes a) personal accountability and b) responsibility to others. By incorporating components of Glasser’s Choice Theory, students are taught personal responsibility from 9th grade and up; about cause and effect brought about by personal decisions. When a student ends up with negative consequences of a poor decision, staff members discuss with the student how the decisions made led to the result, and how different decisions could lead elsewhere in the future. Responsibility to others is modeled first by the teachers, who practice mutual support in team meetings to build on each other’s work. It then carries over to student work and organizations to provide peer support, and assistance to charitable causes and the community.

- Among teachers, team instructional plans are “scaffolded” specifically for addition and alteration in subsequent years. An example of this is how the English teachers have worked with their grade level teams to build writing skills year-by-year.
- Student-led, teacher-sponsored organizations work to model inter-personal responsibility, i.e. Mediation helps students resolve conflicts through discussion and expression of priorities and decision-making. AMIGOS works to help community needs. The NEP Ambassadors work globally through Project New Hope for Afghanistan, and more recently Operation Magellan for multiple nations.
- Initiatives arise or are redesigned from current student desires and priorities, such as peer counseling on personal issues, and the recycle program, arose according to student priorities of particular years.
- Teacher support through teams is specifically designed to analyze individual student data and aid teachers in making instructional decisions based on the needs of academic needs of students.

- Peer coaching, data analysis and decision-making, and personalized instruction has been the professional development and training foundation for all of these initiatives.
- Team meeting protocols support teachers, providing them with the flexibility for them to make improvements to the process as they go along, based on classroom data and instructional practice.
- We have developed an enriched school culture through collaborative relationships fostered by the NEP including our new Sister School initiative with Corbett Prep Academy. This exchange will enrich both campuses through collaborative faculty exchange opportunities. Faculty from both schools has co taught and collaborated on units of instruction.
- The College Advocates & Mentors Program (CAM) establishes a mentor relationship between CAAS upperclassmen and current college students at Colorado State University. This unique program, being piloted only at CAAS by the national partner, to facilitate the transition into college.
- This year, we have joined the Medgar Evers College Pipeline.
- The NEP Ambassadors allow CAAS students opportunities to take an active part in helping students in Kandahar, Afghanistan acquire an education and career skills.
- Innovation Magazine is a trade journal for educators. Editing, layout, writing and publication is done by CAAS students. Innovation has a circulation of over 5,000 readers worldwide.
- Writing across all subjects has been emphasized, including physical education and dance.
- The use of a common agenda among grade level, inquiry teams
- A teacher developed curriculum in each subject that does not simply ask the students to produce grade level work but expects more of them. This can be a challenge because many of our students are reluctant to challenge themselves.
- Students receive assistance/extra help in regards to improving reading/writing skills, Regents practice, math and history Students are also provided opportunities to take college classes, law and forensic science.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We demonstrated growth in ELA, with a 13% increase from the previous school year (51%-63%) in our regents passing rate. This is based on our work across disciplines in writing. Statistics from our School Quality Guide indicate that our student population score below level in reading and math. The average 8<sup>th</sup> grade scores are 2.2 for reading and 2.1 for mathematics. In addition, in our previous school year, 68% of our 9<sup>th</sup> grade students accumulated 10 credits or more. We plan to continue to focus on reading and writing as our instructional focus areas for continued improvement in literacy to increase our credit accumulation.

One of our challenges is the amount of time it takes to encourage the non-cognitive development of our students in order to build their confidence to achieve. We need to continue to work on developing additional ways to provide students with equal access to the curriculum through multiple entry points.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 71% of 9th grade students in Cohort R will accumulate a minimum of 10 credits.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Academy grade teams in collaboration with the Data Specialist and Instructional Leads develop 2 CCLS aligned units of study in all core subject areas and analyze and assess student work aligned with CCLS, and continue work with on Reading Standards for Informational Text to include all core subjects. Core Six will	Grade specific	September 2014-June 2015	Teachers Paraprofessionals Administration



Coach.  Certified ELL teacher works closely with both the general education and special education teachers through team meetings to provide ongoing support for ELL students.			
3. Teacher-Ease will be used to provide parents access to their child's progress and staff contact, in order to build teacher-parent relationships, increase parent involvement, and increase student academic awareness. The Parent Coordinator provides parents with professional development to effectively use this tool.  Parent Coordinator will continue to work with Mr. Moses to increase parent involvement. All parents meet with the Parent Coordinator as a first contact and they have his contact information. Our school also has an ongoing open house policy for parents to visit or discuss their children.  The Grade Teams will communicate with parents and conduct parent meetings as necessary to build stronger parent relationships as a partnership for student success.	Parents/Students	September 2014-June 2015	Teachers Parents Parent Coordinator
4. Teachers will work collaboratively with their colleagues on the professional development team, which is comprised of the teacher team leaders, to make decisions regarding relevant and practical professional development opportunities aligned with our instructional focus and individual staff needs. A pilot group will work collaboratively to develop a peer coaching paradigm to further develop their professional practice.	Instructional Staff	September 2014-June 2015	Teacher team leaders Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Vertical Teacher teams are scheduled for meetings on Monday from 2:15 p.m. to 3:30 p.m. and horizontal teacher teams meet on Thursday from 2:15 p.m. to 3:45 p.m. During team meetings, teachers discuss student needs and make parent contact. The horizontal grade teams schedule parent meetings as needed to increase communication and partnership in student success.

Funding for TeacherEase Program and the School Messenger Program.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

**February 2-12, 2015:**

By February 12, 2015, 71% of 9<sup>th</sup> grade students in Cohort R will accumulate 5 credits as a predictor for meeting the long-term goal in June, 2015. This will be evidenced by their report card since we are an annualized school.

Progress towards this goal will be measured by:

- Credit accumulation based on passing grades on the report card at the end of the first semester.
- Administrative observations of strategies implemented based on instructional focus, e.g. Core Six.
- Analysis of student work as an indicator of the impact of academic intervention, e.g. Academy of Reading Program, "FastforWord" on MYScilearn.com, Aventa/Fueled Learning blended learning program.
- Administration will support teachers to insure that Teacher-Ease EBook provides current information regarding assignments/projects so that students can make up any missing work.

**Part 6b. Complete in February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	<b>X</b>	No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
Currently, 60% of our 9 <sup>th</sup> grade students have accumulated at least 5 credits. We have made adjustments by adding additional support classes and tutoring to increase their accreditation.				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>Environmental Survey</p> <ul style="list-style-type: none"> <li>• 96% of parents feel their child is safe in school</li> <li>• 87% of students feel they are safe in school</li> <li>• 91% feel supported by their teachers</li> <li>• 96% students understand they need to work hard to succeed</li> </ul> <p>The principal nurtures a trusting and inclusive culture and aligns professional development to both family outreach and student progress to promote behaviors that are conducive to students' needs. (1.4)</p> <p>Priority Needs:</p> <ul style="list-style-type: none"> <li>• Opportunities for students to have support classes in areas of individual need.</li> <li>• Building of SESIS understanding among all staff.</li> <li>• Finding ways for additional planning time for ICT partnerships.</li> </ul>	

### Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, 95% of our students will feel supported by their teachers and 98% of our students will understand they need to work hard to succeed as per the Environmental Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
5. All staff will continue to build an understanding of SESIS as part of their academy planning and individual student planning. General Education staff will be provided with opportunities to attend professional development centered on students with special needs.	Students with Special Needs	September 2014-June 2015	Administration Teachers

<p>Ongoing academic support through our Bright Promise Program.</p> <p>Aventa/Fueled Learning on-line classes will be offered as an additional opportunity for credit recovery and advancement. A pilot group of teachers will work to build skills in peer coaching strategies with the assistance of an on-site teacher and the national partner.</p> <p>CAAS will continue celebrations for student achievement and citizenship.</p> <p>National partner/instructional coach will work with ELA teacher to continue development and maintenance of CAM Program (College, Advocates and Mentors) with our partner at Colorado State University We will collect data to improve the scope of the program and add an additional grade until all students are involved.</p> <p>We will continue our partnership with Brooklyn College Trio Program and their representative will be on site to work with students.</p> <p>We will also continue our partnership with Kingsborough Community College and offer four College Now Courses that are part of junior and senior schedules.</p> <p>We will begin a new partnership Medgar Evers College as part of the Medgar Evers Pipeline.</p> <p>As per student requests, this year we created music, drama, film and classical dance classes open to interested students after school in addition to our culinary arts class. We will continue to build our arts program, using it as a foundation to build cultural literacy and critical thinking skills.</p>	<p>All students</p> <p>All students</p> <p>All students</p> <p>11<sup>th</sup> grade students</p> <p>9<sup>th</sup> grade student group.</p> <p>11<sup>th</sup> grade students</p> <p>All students</p> <p>All students</p>	<p></p> <p></p> <p></p> <p>February, 2015-June 2015</p> <p>February 2015- June 2015</p> <p>November 2014-June 2015</p> <p>October 2014-June 2015</p>	<p>Teachers</p> <p>Teacher group National Partner Administration</p> <p>CAAS Community</p> <p>National Partner 11<sup>th</sup> Grade ELA Teacher</p> <p>Brooklyn College TRIO Representative Teacher College Now Coordinator</p> <p>Principal</p> <p>Instructional staff</p>
<p>6. School wide grade academy team meetings will continue to identify gaps in learning, develop instructional strategies based on grade and student specific needs, setting individual student academic and social/emotional goals.</p> <p>Deans will continue to work with students in Mediation to help them build skills in solving their own problems.</p> <p>Class conferencing between teachers and students will take place to identify student and teacher goals to be included in individual student plans. This information is shared in teams for planning and decision making. Pertinent data is also brought to the SIT meetings for case management.</p>	<p>Grade specific</p>	<p>September 2014-June 2015</p>	<p>Academy Grade Teams</p> <p>Deans</p> <p>Teachers</p>
<p>7. Parent Coordinator will build relationships with parents to continue to reinforce school expectations as partners in their children's' success.</p>	<p>Parents</p>	<p>September 2014-June 2015</p>	<p>Parent Coordinator</p>
<p>8. Teacher team leaders will meet once a week with the principal for support to plan and make decisions based on the needs of their students and the team.</p>	<p>Teacher Team Leaders</p>	<p>September 2014-June 2015</p>	<p>Teacher Team Leaders Principal</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Session hours for extra support classes.  
 Schedule for Teacher Teams to collaborate.  
 Schedule adjustments for support classes as per students’ needs.  
 Schedule adjustments for CAM Program and TRIO Program.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

February 2-6, 2015

Progress towards this goal will be measured by:

- Administrative involvement, guidance and observation of team process and protocols.
- Analysis of student work as an indicator of the impact of academic intervention.
- Analysis of OORS and scholarship data

**Part 6b.** Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

The QR stated that we have structures in place that promote teacher collaboration so we are working to improve the practice of teacher teams so that teachers improve their instruction and therefore improve student achievement. Environmental Survey

- 100% agree that teachers collaborate in teams

Priority Need: Continue to improve teacher collaboration to impact student achievement.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Vertical and Horizontal grade teams will collaborate to develop strategies to support individual students’ needs to improve student literacy as evidenced by an increase from a 63% passing rate to a 68% passing rate on the ELA Regents Exam.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
15. Teacher teams work to align their units and practice to the CCLS through the use of the Danielson framework for teacher effectiveness. Network support will continue to be provided for ELA, mathematics and social studies the work will be turn-keyed to remaining staff through team meetings.  Teams will conduct inquiry work with their students on individual student plans for incoming freshmen in addition to continue plans for grades 10-12 students to identify and/or assess student needs, formulating student goals and benchmarks aligned with the CCLS.	Grade specific	September 2014-June 2015	Grade and Subject specific teacher teams

16. Certified ELL teacher will continue to work collaboratively with both the general education and special education teachers to provide ongoing support for ELL students.	ELL students	September 2014-June 2015	ELL Teacher and teaching staff
17. 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.	Parents	September 2014-June 2015	Parent Coordinator
18. Teachers work collaboratively with their colleagues on the professional development team to make decisions regarding relevant and practical professional development opportunities aligned with our instructional focus and individual staff needs.  Teachers will work collaboratively to develop a peer coaching paradigm to further develop their professional practice.  In addition, teachers will have the opportunity to make decisions regarding the development of their unit plans based on student data and aligned with CCLS.	Instructional Staff	September 2014-June 2015	Teachers Paraprofessionals  Team Leader Teacher Teams

**Part 4 – Resources Needed**

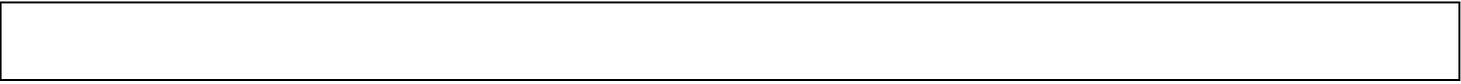
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Schedule to support teacher team work.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
February 2-6, 2015				
Progress towards this goal will be measured by:				
<ul style="list-style-type: none"> <li>Administrative involvement, guidance and observation of team process and protocols.</li> <li>Ongoing assessments as an indicator of student success on the ELA regents exam.</li> <li>ELA Regents data.</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

As per QR, school leaders make organizational decisions that are beginning to support school goals and efforts to increase instructional capacity.

Priority Need: Continue to support and strengthen the capacity of teacher teams to use data more effectively in order to improve their practice.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 70% of horizontal grade teams will demonstrate increased teacher effectiveness in Component 3d of the Danielson Framework, as evidenced in observation reports on Advance where teachers will improve by at least one rating.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
25/26. August retreat offered by administration provided teachers with school-wide goals and focus areas as aligned with the Common Core Standards and Danielson’s domains for professional growth. FSF was used to provide funding for the retreat.  25/26. Election Day PD will be provided by administration to strengthen staff understanding on identifying measurable objectives based on agreed upon specific areas of teacher practice aligned with CCSS and Danielson’s competencies.  Instructional leaders (administration and instructional master coach)	Instructional staff	August 2014-June 2015	Administration Teachers Paraprofessionals National Educator Program National Partner

<p>will support school staff to further develop their understanding of Danielson’s competencies to identify areas for professional growth through academy teamwork, Peer Coaching, informal and formal observations.</p> <p>NEP partner will work as master coach to support the development of Peer Coaching and continue to develop the CAM Program (College, Advocates and Mentors Program) with our partner at Colorado State University.</p> <p>Administration provides opportunities for current off-site professional development, e.g. Boosting ELL Achievement Through Teacher Practice, Meeting the Needs of Diverse Learners, Building Resiliency, Integrating Informational Text in the ESL/Bilingual Classroom.</p> <p>Work with teachers to learn to use Aventa/Fueled Learning blended learning program as a multiple entry point.</p>	<p>Pilot teacher group</p> <p>Instructional Staff</p> <p>Teacher grade teams</p>	<p>Ongoing</p> <p>January 2015-June 2015</p>	<p>Administration</p> <p>Administration</p>
<p>26. Monthly, all staff will meet as a student intervention and school implementation team (SIT), supported and lead by the Assistant Principal of Instructional Support and the Guidance Counselor.</p>	<p>Identified student group</p>	<p>September 2014-June 2015</p>	<p>Administration Teachers Paraprofessionals Guidance Counselor</p>
<p>27. Parent Coordinator will receive direction and support from administration and professional development opportunities to build stronger partnerships between parents and school to impact upon student success.</p> <p>Events will be planned with the PTA to push further on this aim.</p>		<p>September 2014-June 2015</p>	<p>Administration Teachers Paraprofessionals</p>
<p>28. A pilot group will develop a Peer Coaching paradigm with professional development provided by our national partner who will serve as Master Coach to teach teachers to be coaches to improve teacher effectiveness.</p> <p>Team Leaders meet weekly with the Principal. Part of the work of the Team Leaders, which includes data specialist and instructional leads, will align our professional work with teacher effectiveness during Academy team meetings.</p>		<p>September 2014-June 2015</p>	<p>Teacher Team Leaders Principal Teachers National Educator Program National Partner</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding for the August Retreat  
Schedule for teacher team meetings

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

February 2-6, 2015

Progress towards this goal will be measured by:

- Administrative observations of strategies implemented based on professional development.
- Mid-year improvement on Danielson’s components 3d as evidenced in Advance.

**Part 6b.** Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

The principal nurtures a trusting and inclusive culture and aligns professional development to both family outreach and student progress to promote behaviors that are conducive to students' needs. (1.4)

Parent Involvement has been a challenge in our school with low attendance at PTA meetings (approximately 10% of our student population’s parents attend). The Parent Coordinator has made great efforts to build parent involvement by providing every parent with access to his cell number, visiting homes along with the Attendance teacher and on his own. Parent communication through the Teacher-Ease application and the Parent Coordinator continues to improve. This year, we have a stronger PTA administration with four parents taking the lead as the Executive Council. They are in our school at least 4 days out of 5 and also have an afterschool snack program for our students.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase the attendance in our PTA meetings by 10%. We will also have at least two successful parent events during this school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
35. Providing workshop opportunities and at least 2 events for parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents	Parents	September 2014-June 2015	Parent Coordinator
36. 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 and other members of our school community.	Parents	September 2014-June 2015	SLT and Parent Coordinator
37. Provide parents with access to Teacher-Ease, our grade E-gradebook system to monitor their child’s progress in an effort to	Parents	September 2014-June	Parent Coordinator

build parent-student-teacher partnerships.		2015	
38. Provide training opportunities parents on Teacher-Ease to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. All new parents will meet with the Parent Coordinator the first day they arrive. He has a data base of parent contact numbers and parents are able to contact him at any time for support.	Parents	September 2014-June 2015	Parent Coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
We will work with our Borough Family Advocate, Mr. Mark Moses to assist us in reaching our goal.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
February 2-6, 2015				
Progress towards this goal will be measured by:				
<ul style="list-style-type: none"> <li>• Assessment of parent use of TeacherEase.</li> <li>• Measure PTA meeting attendance rates</li> <li>• Measure Parent Event attendance rates.</li> <li>• Environmental School Survey</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	X No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
Create events that would motivate parents to attend PTA meetings. Have parent coordinator work with Mr. Moses to learn strategies for an increase in parent attendance.				



		<p>development is determined by the Professional Development Team to study and develop research-based strategies to provide all students access to academic language and vocabulary development.</p> <p>Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading and writing skills in the core subjects because we have a push-in ESL Teacher. ESL students receive their mandated services from our certified ESL certified. We participate in a SIFE grant that is campus-wide. Saturday classes are available to all our students.</p>	<p>Tutoring</p> <p>One-to-one</p>	
<p><b>Mathematics</b></p>	<p>Teacher Grade Team Case management</p> <p>Student Intervention Team</p> <p>School Implementation Team</p> <p>Attendance Team</p>	<p>Bright Promise: Students are identified and programmed in small groups for two 60-minute periods during the school day each week and 60-minute after-school classes for Mathematics tutoring, SETSS and ESL.</p> <p>Teachers, students and parents have access to their progress data on Teacher-Ease.</p>	<p>Small group</p> <p>One-to-one</p>	<ul style="list-style-type: none"> <li>• Bright Promise is during the school day, twice per week.</li> <li>• SETSS is offered during first period four days per week and during Bright Promise.</li> <li>• Tutoring is offered after school.</li> <li>• Aventa/Fueled Learning on-line classes offer services for students with special needs and</li> </ul>

		<p>As part of our teamwork, we will work to find ways to provide multiple entry points and assessments aligned with Common Core Learning Standards</p> <p>All staff meets twice per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting. In addition, professional development is determined by the Professional Development Team to study and develop research-based strategies to provide all students access to academic language and vocabulary development.</p> <p>Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading and writing skills and the core subjects. Those students receive their mandated services on campus each day. We do have a SIFE grant that is campus-wide. Saturday and after school classes are available to all our students.</p>		<p>ESL. Students who are taking classes in this fashion can do so in school or wherever they have computer access with the exception of tests.</p>
<b>Science</b>	Teacher Grade Team Case management	Bright Promise: Students are identified and	Small group  One-to-one	<ul style="list-style-type: none"> <li>Bright Promise is during the school day, twice per</li> </ul>

	<p>Student Intervention Team</p> <p>School Implementation Team</p> <p>Attendance Team</p>	<p>programmed in small groups for two 60 minute periods during the school day each week and after-school classes for Science tutoring, SETSS .</p> <p>Teachers, students and parents have access to their progress data on Teacher-Ease.</p> <p>As part of our teamwork, we will work to find ways to provide multiple entry points and assessments aligned with Common Core Learning Standards</p> <p>All staff meets twice per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting.</p> <p>All staff meets twice per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting. In addition, professional development is determined by the Professional Development Team to study and develop research-based strategies to provide all students access to academic language and vocabulary development.</p>		<p>week.</p> <ul style="list-style-type: none"> <li>• SETSS is offered during first period four days per week and during Bright Promise.</li> <li>• Tutoring is offered after school.</li> <li>• Aventa/Fueled Learning on-line classes offer services for students with special needs and ESL. Students who are taking classes in this fashion can do so in school or wherever they have computer access with the exception of tests.</li> </ul>
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		<p>Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading and writing skills in the core subjects. ESL students who are classified to receive mandated ESL services. Those students receive their mandated services from our certified ESL certified. We participate in a SIFE grant that is campus-wide. Saturday classes are available on campus to all our students.</p>		
<p><b>Social Studies</b></p>	<p>Teacher Grade Team Case management</p> <p>Student Intervention Team</p> <p>School Implementation Team</p> <p>Attendance Team</p>	<p>Bright Promise: Students are identified and programmed in small groups for two 60 minute periods during the school day each week and after-school classes for Social Studies tutoring, SETSS</p> <p>Teachers, students and parents have access to their progress data on Teacher-Ease.</p> <p>As part of our teamwork, we will work to find ways to provide multiple entry points and assessments aligned with Common Core Learning Standards.</p>	<p>Small group</p> <p>One-to-one</p>	<ul style="list-style-type: none"> <li>• Bright Promise is during the school day, twice per week.</li> <li>• SETSS is offered during first period four days per week and during Bright Promise.</li> <li>• Tutoring is offered after school.</li> <li>• Aventa/Fueled Learning on-line classes offer services for students with special needs and ESL. Students who are taking classes in this fashion can do so in school or wherever they have computer</li> </ul>

		<p>All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting. In addition, professional development is determined by the Professional Development Team to study and develop research-based strategies to provide all students access to academic language and vocabulary development.</p> <p>All staff meets twice per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting. In addition, professional development is determined by the Professional Development Team to study and develop research-based strategies to provide all students access to academic language and vocabulary development.</p> <p>Please note: Any identified SIFE and Bilingual students will be given additional instructional time to explore both the language, reading</p>		<p>access with the exception of tests.</p>
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		<p>risk students including students in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups.</p> <p>We have a nurse on staff at the Tilden Campus who provides health-related services.</p>		
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## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

**2b. High Quality and Ongoing Professional Development**

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Academy grade teams and Vertical subject teams will continue to work with team leaders and data specialist to analyze student work and assessments in order to make informed instructional decisions.

Teachers will work collaboratively with their colleagues on the professional development team to make decisions regarding relevant and practical professional development opportunities aligned with our instructional focus and individual staff needs.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to School- wide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$224,098	X	Page 14
Title I School Improvement 1003(a)	Federal			Pages 18, 21
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,213,912	X	

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### CULTURAL ACADEMY FOR THE ARTS & SCIENCES

#### TILDEN EDUCATIONAL CAMPUS

5800 Tilden Avenue

Brooklyn, NY 11203

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

DIANE VARANO, PRINCIPAL

### **SCHOOL/PARENT INVOLVEMENT POLICY**

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

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

#### **CAAS Activities for Parent Involvement include:**

- Parent visitation/orientation/tours at CAAS are customized to meet the needs of parents' schedules. Parents are informed that they may call the Parent Coordinator or Administrative Assistant to schedule an appointment. During their visit, the importance of parental involvement in student success is discussed in addition to what our school can offer their child. These tours are conducted year-round.
- Parent-Teacher Conference dinner for parents to network, meet and talk with the PTA Executive Council and the school community with their families in an informal setting to build positive and productive relationships before the parent-teacher conferences.
- Thanksgiving Feast: Students, Staff and Parents gather to share culture, food and various activities.
- Cultural Festival
- Celebration of Black History
- Family night to discuss high school expectations.
- College Application Night to apply to college and discuss the financial aid process

coordinated by the SLT and Guidance Counselor.

- Mr. Martin Young, Parent Coordinator has created a Parent Support Center where parents can get information regarding who to speak with about their child's progress, academic plan and any concerns, thus building a stronger partnership with parents in their child's success in school. The Center provides parents with the opportunity to learn how to use the ARIS Parent Link, create their own account and have computer access at school.

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

The administration has arranged for the Principal to be available on any morning by appointment as early as 7:15 a.m. and as late as 6 p.m. in the evening. The Principal and other support staff conduct meetings with parents when there is a need to develop a plan for student success. The school has staff members on site who speak Spanish and Haitian Creole for parent outreach, providing vital information to all parents.

In addition, our Parent Coordinator will continue to work to support parents and build a strong partnership between our parents and school community. All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community. The Parent Coordinator will work to provide parents with his cell phone and email address so that they can contact him at any time when a need arises. He will make himself available to assist parents in keeping informed about their child's progress and academic plan.

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

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

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

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

**How we will assess the efficacy of our involvement plan.**

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

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

## **Compact.**

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

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

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

Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support

and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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-Teacher Association and Title I Parent Committee;
- supporting or hosting Family 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 Teacher-Ease EBooks and verbal progress reports that are periodically given to keep parents informed of their children's 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;

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TILDEN EDUCATIONAL CAMPUS  
5800 TILDEN AVENUE  
BROOKLYN, NY 11203  
718-968-6630 FAX: 718-968-6635  
DIANE VARANO, PRINCIPAL**

**SCHOOL/PARENT COMPACT FOR 18K629**

**I. SCHOOL RESPONSIBILITIES**

PROVIDE HIGH QUALITY CURRICULUM AND INSTRUCTION CONSISTENT WITH STATE AND COMMON CORE STANDARDS TO ENABLE PARTICIPATING CHILDREN TO MEET THE STANDARDS BY:

- USING ACADEMIC LEARNING TIME EFFICIENTLY;
- RESPECTING CULTURAL, RACIAL AND ETHNIC DIFFERENCES;
- IMPLEMENTING A CURRICULUM ALIGNED TO THE COMMON CORE STATE LEARNING STANDARDS;
- OFFERING HIGH QUALITY INSTRUCTION IN ALL CONTENT AREAS;
- PROVIDING INSTRUCTION BY HIGHLY QUALIFIED TEACHERS AND WHEN THIS DOES NOT OCCUR, NOTIFYING PARENTS AS REQUIRED BY THE NO CHILD LEFT BEHIND (NCLB) ACT;

SUPPORT HOME-SCHOOL RELATIONSHIPS AND IMPROVE COMMUNICATION BY:

- CONDUCTING PARENT-TEACHER CONFERENCES EACH SEMESTER DURING WHICH THE INDIVIDUAL CHILD'S ACHIEVEMENT WILL BE DISCUSSED AS WELL AS HOW THIS COMPACT IS RELATED;
- CONVENING AN ANNUAL TITLE I PARENT MEETING PRIOR TO DECEMBER 1ST OF EACH SCHOOL YEAR FOR PARENTS OF STUDENTS PARTICIPATING IN THE TITLE I PROGRAM TO INFORM THEM OF THE SCHOOL'S TITLE I STATUS AND FUNDED PROGRAMS AND THEIR RIGHT TO BE INVOLVED;
- ARRANGING ADDITIONAL MEETINGS AT OTHER FLEXIBLE TIMES, E.G., MORNING, EVENING AND PROVIDING (IF NECESSARY AND FUNDS ARE AVAILABLE) TRANSPORTATION OR CHILD CARE FOR THOSE PARENTS WHO CANNOT ATTEND A REGULAR MEETING;
- RESPECTING THE RIGHTS OF LIMITED ENGLISH PROFICIENT FAMILIES TO RECEIVE TRANSLATED DOCUMENTS AND INTERPRETATION SERVICES IN ORDER TO ENSURE PARTICIPATION IN THE CHILD'S EDUCATION;
- PROVIDING INFORMATION RELATED TO SCHOOL AND PARENT PROGRAMS, MEETINGS AND OTHER ACTIVITIES IS SENT TO PARENTS OF PARTICIPATING CHILDREN IN A FORMAT AND TO THE EXTENT PRACTICABLE IN A LANGUAGE THAT PARENTS CAN UNDERSTAND;
- INVOLVING PARENTS IN THE PLANNING PROCESS TO REVIEW, EVALUATE AND IMPROVE THE EXISTING TITLE I PROGRAMS, PARENT INVOLVEMENT POLICY AND THIS COMPACT;
- PROVIDING PARENTS WITH TIMELY INFORMATION REGARDING PERFORMANCE PROFILES AND INDIVIDUAL STUDENT ASSESSMENT RESULTS FOR EACH CHILD AND OTHER PERTINENT INDIVIDUAL SCHOOL INFORMATION;
- ENSURING THAT THE PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT ARE DISTRIBUTED AND DISCUSSED WITH PARENTS EACH YEAR;

PROVIDE PARENTS REASONABLE ACCESS TO STAFF BY:

- ENSURING THAT STAFF WILL HAVE ACCESS TO INTERPRETATION SERVICES IN ORDER TO EFFECTIVELY COMMUNICATE WITH LIMITED ENGLISH SPEAKING PARENTS;
- NOTIFYING PARENTS OF THE PROCEDURES TO ARRANGE AN APPOINTMENT WITH THEIR CHILD'S TEACHER OR OTHER SCHOOL STAFF MEMBER;
- ARRANGING OPPORTUNITIES FOR PARENTS TO RECEIVE TRAINING TO VOLUNTEER AND PARTICIPATE IN THEIR CHILD'S CLASS, AND TO OBSERVE CLASSROOM ACTIVITIES;
- PLANNING ACTIVITIES FOR PARENTS DURING THE SCHOOL YEAR, E.G., PARENT-TEACHER CONFERENCES;

PROVIDE GENERAL SUPPORT TO PARENTS BY:

- CREATING A SAFE, SUPPORTIVE AND EFFECTIVE LEARNING COMMUNITY FOR STUDENTS AND A WELCOMING RESPECTFUL ENVIRONMENT FOR PARENTS AND GUARDIANS;
- ASSISTING PARENTS IN UNDERSTANDING ACADEMIC ACHIEVEMENT STANDARDS AND ASSESSMENTS AND HOW TO MONITOR THEIR CHILD'S PROGRESS BY PROVIDING PROFESSIONAL DEVELOPMENT OPPORTUNITIES (TIMES WILL BE SCHEDULED SO THAT THE MAJORITY OF PARENTS CAN

ATTEND);

- SHARING AND COMMUNICATING BEST PRACTICES FOR EFFECTIVE COMMUNICATION, COLLABORATION AND PARTNERING WILL ALL MEMBERS OF THE SCHOOL COMMUNITY;
- SUPPORTING PARENTAL INVOLVEMENT ACTIVITIES AS REQUESTED BY PARENTS;
- ENSURING THAT THE TITLE I FUNDS ALLOCATED FOR PARENT INVOLVEMENT ARE UTILIZED TO IMPLEMENT ACTIVITIES AS DESCRIBED IN THIS COMPACT AND THE PARENT INVOLVEMENT POLICY;
- ADVISING PARENTS OF THEIR RIGHT TO FILE A COMPLAINT UNDER THE DEPARTMENT’S GENERAL COMPLAINT PROCEDURES AND CONSISTENT WITH THE NO CHILD LEFT BEHIND TITLE I REQUIREMENT FOR ELEMENTARY SECONDARY EDUCATION ACT (ESEA) AND TITLE I PROGRAMS;

## II. PARENT/GUARDIAN RESPONSIBILITIES:

- MONITOR MY CHILD’S ATTENDANCE AND ENSURE THAT MY CHILD ARRIVES TO SCHOOL ON TIME AS WELL AS FOLLOW THE APPROPRIATE PROCEDURES TO INFORM THE SCHOOL WHEN MY CHILD IS ABSENT;
- ENSURE THAT MY CHILD COMES TO SCHOOL RESTED BY SETTING A SCHEDULE FOR BEDTIME BASED ON THE NEEDS OF MY CHILD AND HIS/HER AGE;
- CHECK AND ASSIST MY CHILD IN COMPLETING HOMEWORK TASKS, WHEN NECESSARY;
- READ TO MY CHILD AND/OR DISCUSS WHAT MY CHILD IS READING EACH DAY (FOR A MINIMUM OF 15 MINUTES);
- SET LIMITS TO THE AMOUNT OF TIME MY CHILD WATCHES TELEVISION OR PLAYS VIDEO GAMES;
- PROMOTE POSITIVE USE OF EXTRACURRICULAR TIME SUCH AS, EXTENDED DAY LEARNING OPPORTUNITIES, CLUBS, TEAM SPORTS AND/OR QUALITY FAMILY TIME;
- ENCOURAGE MY CHILD TO FOLLOW SCHOOL RULES AND REGULATIONS AND DISCUSS THIS COMPACT WITH MY CHILD;
- VOLUNTEER IN MY CHILD’S SCHOOL OR ASSIST FROM MY HOME AS TIME PERMITS;
- PARTICIPATE, AS APPROPRIATE, IN THE DECISIONS RELATING TO MY CHILD’S EDUCATION;
- COMMUNICATE WITH MY CHILD’S TEACHER ABOUT EDUCATIONAL NEEDS AND STAY INFORMED ABOUT THEIR EDUCATION BY PROMPTING READING AND RESPONDING TO ALL NOTICES RECEIVED FROM THE SCHOOL OR DISTRICT;
- RESPOND TO SURVEYS, FEEDBACK FORMS AND NOTICES WHEN REQUESTED;
- BECOME INVOLVED IN THE DEVELOPMENT, IMPLEMENTATION, EVALUATION AND REVISION TO THE PARENT INVOLVEMENT POLICY AND THIS COMPACT;
- PARTICIPATE IN OR REQUEST TRAINING OFFERED BY THE SCHOOL, DISTRICT, CENTRAL AND/OR STATE EDUCATION DEPARTMENT LEARN MORE ABOUT TEACHING AND LEARNING STRATEGIES WHENEVER POSSIBLE;
- TAKE PART IN THE SCHOOL’S PARENT ASSOCIATION OR PARENT-TEACHER ASSOCIATION OR SERVE TO THE EXTENT POSSIBLE ON ADVISORY GROUPS, E.G., TITLE I PARENT COMMITTEES, SCHOOL OR DISTRICT LEADERSHIP TEAMS;
- SHARE RESPONSIBILITY FOR THE IMPROVED ACADEMIC ACHIEVEMENT OF MY CHILD;

### *Provide 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;

**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 [i](#).

## Part I: School ELL Profile

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

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>629</b>
School Name <b>CULTURAL ACADEMY FOR THE ARTS &amp; SCIENCES</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>DIANE VARANO</b>	Assistant Principal <b>HALLEY TACHE</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>CARINE DARNELL</b>	Guidance Counselor <b>KENNETH TANZER</b>
Teacher/Subject Area <b>MARIE PETIT-BLANC/MATH</b>	Parent <b>KAREN PETERS</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>MARTIN YOUNG</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>313</b>	Total number of ELLs	<b>23</b>	ELLs as share of total student population (%)	<b>7.35%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										1	1	1	1	4
Push-In										1	1	1	1	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	2	2	8

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	18	9	0	2	1	1	3	0	2	23

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	<b>18</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>23</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1		1		2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										13	7		1	21
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>14</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>23</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										13				13
Intermediate(I)										1	2			3
Advanced (A)											5	1	1	7
Total	<b>0</b>	<b>14</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>23</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
CAAS has created an Academic Education Plan (AEP) for every student. The AEP includes anecdotal data based on teacher observations, a Kaleidoscope Profile that outlines thinking, learning and processing styles, goals and interim benchmarks. Students conference with their teachers based on their learning goals and are actively involved in developing goals and steps for success. In

addition we have continued to use the Slosson Sort -R as an informal literacy assessment. We are continuing to use this data in order to support the ELL students with decoding skills and be able to work with them on their "frustration" level of literacy. This enables our teachers to create lesson plans that are differentiated for these students as well as others in need of the extra support.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
CAAS currently has 23 students in the ESL Program, most just coming to CAAS for the first time. The data reveals that listening and writing skills need to be addressed and improved across all grade levels. The data below is only for students who took the NYSESLAT last May 2013 (17) The data patterns are as follows:  
  
9th Grade NYSESLAT 2013: 7 students scored beginner  
1 students scored intermediate  
0 student scored advanced  
  
10th Grade NYSESLAT 2013: 0 students scored beginner  
2 students scored intermediate  
5 students scored advanced  
  
11th Grade NYSESLAT 2013: 0 students score beginner  
0 students score intermediate  
1 students score advanced  
  
12th Grade NYSESLAT 2013: 0 students score beginner  
0 students score intermediate  
1 student score advanced
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Our school works in horizontal "Grade Teams" and vertical "Subject Teams". These teams meet weekly for individual student goal setting and planning, data-based planning instruction and inquiry research projects based on students' needs. Part of the team meetings include accommodations and modifications for ELL students, targeting specific skills to address any literacy deficiencies.
4. For each program, answer the following:
  - 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?For our Freestanding ESL program, the patterns across proficiencies and grades show growth from Beginner to Intermediate and Intermediate to Advanced. Advanced students show growth within the Advanced proficiency, coming extremely close to testing out.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We provide opportunities for students to acquire the necessary vocabulary in an environment of support and personalization. Scaffolding is provided by way of graphic organizers, visual aides, bilingual dictionaries/glossaries, as well as peer and home language help. These supports are gradually removed as students' skills develop to allow ELL students the opportunity and necessary support to meet rigorous or vigorous academic demands.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the strengths of our program by improved NYSESLAT scores, in addition to passing regents scores for each student. We will include looking at ELL students' academic progress each marking period throughout the year in each content area. Ms. Darnell will

continue push-in supports that will enable her to evaluate our students within their academic class as well.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Parents of students new to the NYC school system are interviewed by a pedagogue and administered a HLIS. At that time, students are assessed for experience with formal education in and out of the United States, experience with instruction in the English language, SIFE, or any additional special needs, etc. ATS is also reviewed in order to determine if the LAB-R was previously administered. If the LAB-R was not administered, upon review of the HLIS, students may be identified as LAB-R eligible. Eligible students are administered the LAB-R within ten days and if the student scores below 40%, a parent is invited to an orientation. These procedures are conducted by Ms. Carine Darnell, a state certified ESL teacher. At the orientation session, the parent watches a video that describes the options for an ESL program for the student. If the parent speaks another language, translation is provided to the parent by Ms. Carine Darnell. Mr. Martin Young, Parent Coordinator is present on intake (translation is administered by Ms. Salamanca/Spanish Teacher and Ms Marie Petit-Blanc,Teacher/Haitian Creole and Mrs. Carine Darnell,Teacher/French/Haitian Creole). All questions are answered in the language preferred by the parent. The parent also completes the option survey. The Entitlement letter is sent to the parents of new ELLs and continuation of Entitlement letters are sent to parents of students returning to the system. The student is given the Spanish lab if he or she speaks Spanish. The information is then provided to the guidance counselor to schedule the student, including the number of ESL units required by P154. Presently, CAAS ELL students receive their mandated hours of ESL instruction with Mrs. Carine Darnell, certified ESL teacher. There are also additional academic support opportunities for ELL students on campus after school and on Saturdays.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
The structures that are in place to ensure that parents understand all program choices are individual orientation sessions held for each parent as he/she brings a student to CAAS at intake. When an ELL parent and student arrive at CAAS, they are brought to the Parent Support Center and meet with the licensed and trained pedagogue and the Parent Coordinator. Parents are made aware at intake that CAAS currently offers a Freestanding ESL program. Subsequent to parents and students watching the video on program choice provided by the DOE, the parents/guardians make an informed decision. Should parents choose a program other than Freestanding ESL, we advise them that CAAS will continue to monitor our ELL population to see if we can offer that program at a later date and advise them at that point. The parent signs that they have watched the video.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Program selection letters are then distributed after parents view the video and all questions have been addressed in the parents' choice of language. They are then asked to make a program selection in the Parent Coordinator's office and return their paperwork before they leave the school. The parent letters are kept in the students' cumulative school records in the main office. Parents then meet with the Parent Coordinator where they are informed about the PTA and other pertinent information.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Our Guidance Counselor and Assistant Principal along with our Parent Coordinator and available translators Ms. Salamanca/Spanish Teacher, Ms. Marie Petit-Blanc and Mrs. Carine Darnell, Teacher/ Haitian Creole), Ms. Scott/Teacher (French)

work to support the parents in their program selection of ESL. Our Guidance Counselor then programs the student, aligned with parental choice of an ESL program, as well as, students' LAB-R results and previous academic data. If the student has not taken the LAB-R, a preliminary program based on parental choice and previous academic record is used as criteria for programming. The HLIS and LAB-R are being administered by a licensed pedagogue within 10 days of admission and the Parent Option letter is being provided in the home language within 10 days of LAB-R administration. Once the student takes the LAB-R, any revisions needed to their program are implemented by the Guidance Counselor. As explained above, returned HLIS and parent entitlement letters/forms are stored in the students' cumulative records school file in the main office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Ms. Tache, Assistant Principal Supervision, Mrs. Carine Darnell and Ms. Petit-Blanc have been trained to administer the NYSESLAT exam and will be administering the NYSESLAT in the spring 2014 school term at the appropriate time. Letters are sent home with students announcing the NYSESLAT administration schedule. School staff are given the schedule as well. Each section is administered according to the time frame given by State.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)
- The Cultural Academy for the Arts & Sciences is a small school in its sixth year and has a small ELL population. Over the past few years, we have admitted eleven new ELLs and the trend in program choice that parents have requested is a freestanding ESL program (11 out of 11). Parents appear to want their children immersed in English-only classes with supports. In addition, we are a small school and the one to one support is necessary to our students success. .

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Ms. Darnell and general education staff use: scaffolding, homogenous and heterogenous grouping when appropriate, differentiated instruction, graphic organizers, etc. During weekly discipline and grade team meetings staff plan, set goals and benchmarks and develop curriculum maps for all subject areas that are common core aligned and modify the curriculum for all students to gain equal access to instruction (ELLs and ELL-SWD). In addition, we have listening centers and an IPAD cart (that includes a Duolingo application) to provide additional technological support. ELLs and ELL-SWDs receive additional support from our Bright Promise program that provides academic support for two extra periods a week and address students' language needs in all disciplines.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Scheduling provides for Ms. Darnell to meet with discipline and grade teams on a weekly basis and collaborate with Instructional Support teachers to ensure that ELL-SWD's are working towards achieving their IEP goals and mandates in a least restrictive environment. Ms. Darnell is also scheduled to provide push-in services for ELL students in non-ICT classes in addition to the literacy support they receive in ICT English classes. ELL students also receive additional ESL support in their Bright Promise classes for two extra periods per week.

### Courses Taught in Languages Other than English

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

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

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

### 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

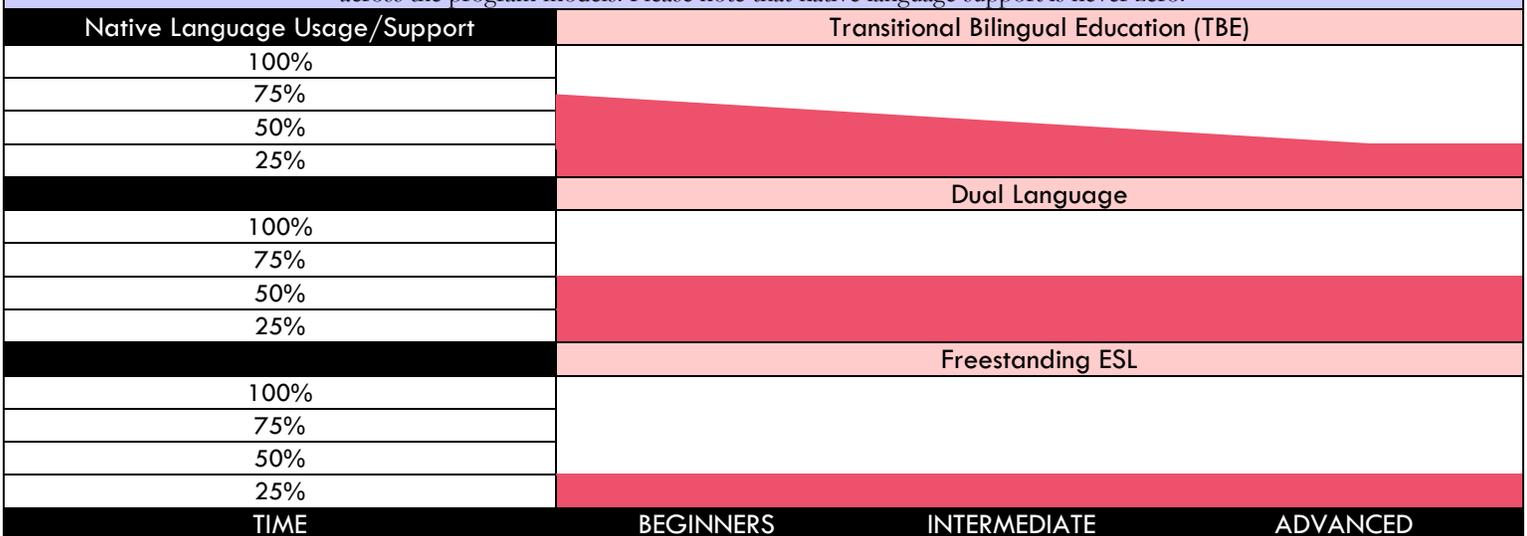
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

New Opportunities due to budgetary cuts

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

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

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

N/A

## Part VI: LAP Assurances

School Name: **CAAS**

School DBN: **18K629**

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

Cluster: 2 Network: 201

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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