

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

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

**29Q326**

**School Name:**

**CAMBRIA HEIGHTS ACADEMY**

**Principal:**

**MELISSA MENAKE**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 29Q326  
School Type: Public Grades Served: 9-12, SE  
School Address: 188-04 91<sup>st</sup> Ave, Hollis, New York 11423  
Phone Number: 718-776-2815 Fax: 718-776-2818  
School Contact Person: Saby Malary, Assistant Principal Email Address: smalary@schools.nyc.gov  
Principal: Melissa Menake  
UFT Chapter Leader: Kara Crompton  
Parents' Association President: Co-Presidents: Sheila Hunter & Jennie Destephano  
SLT Chairperson: TBA  
Student Representative(s): Marva Ottley, Maxxim Cameau and Obed Nyarko

**District Information**

District: 29 Superintendent: Donald Conyers  
Superintendent's Office Address: 6565 Flatlands Avenue, Room 104c, Brooklyn, NY 11236  
Superintendent's Email Address: Dconyer@schools.nyc.gov  
Phone Number: (718) 968-4100 extension 1044 Fax: 718-241-9223

**Cluster and Network Information**

Cluster Number: Cluster 5, New Visions Cluster Leader: \_\_\_\_\_  
Network Number: 561 Network Leader: Derek Jones

## 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)
Melissa Menake	*Principal or Designee	
Kara Crompton	*UFT Chapter Leader or Designee	
Sheila Hunter	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Marva Ottley, Maxxim Cameau, and Obed Nyarko	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tippie Tucker	Member/PTA Parent	
Roxanne Roper	Member/PTA Parent	
Jennie Destephano	Member/PTA Parent	
Christopher Toffolo	Member/Teacher	
Daniel Lindner	Member/Teacher	
	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
<ul style="list-style-type: none"> <li>• <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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <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.</li> </ul>
<ul style="list-style-type: none"> <li>• <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.</li> </ul>
<ul style="list-style-type: none"> <li>• <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.</li> </ul>
<ul style="list-style-type: none"> <li>• <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</li> </ul>

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

Cambria Heights Academy is a small public school located in Hollis, Queens currently in its fifth year dedicated to closing the “digital divide” in New York City schools. At Cambria Heights Academy, we believe that technology is the new literacy and needs explicit and strategic teaching through the principles of Literacy, Ethics and Design (LEAD). Thus, we are a college-preparatory academy that prides itself on creating opportunities for students to engage with technology meaningfully each and every day. Additionally, our school provides students with a highly personalized education by offering consistent academic and social supports, including a rich advisory program, throughout our students’ high school experience.

At **Cambria Heights Academy**, we believe that a great team of educators and support staff can ensure academic equity through the creative use of technology in our students’ learning experiences. Cambria Heights Academy (CHA) was founded to embed technology in all subject areas but not to ignore the heart – or the human being behind the electronic tool. Our teachers educate our students to learn and grow in an interdependent and electronically-connected world through the union of **Literacy, Ethics and Design (LEAD)**. All students have access to state of the art technologies, are challenged to use them in strategic and creative ways, network academically and socially, identify global problems and take part in finding their solutions, and develop social consciousness in ongoing community service projects.

Our students come to us from a variety of backgrounds and academic experiences. Since the shift to the Common Core assessments in middle school, more than 95% of our incoming ninth-grade students score below grade level on the state-wide middle school math and English assessments. Additionally, 22% of our student population has special needs either in the form of a learning or an emotional disability and 3% of our student population are new immigrants and are beginners in English. Finally, each year approximately 75% of our population is eligible for free or reduced lunch (Title 1).

Some of Cambria Heights Academy’s strengths and accomplishments are highlighted below:

- The integration of meaningful technology use across core disciplines, i.e., English, social studies, and science: All three of these subject areas use Google Drive to distribute classwork, projects, and major assessments digitally. Teachers teach students how to manage their Google Drives and then require students to submit all their major projects through Drive. Teachers submit their feedback through Drive and students revise their work based on this feedback. All teacher feedback and student revisions are tracked in Drive.
- A robust digital art elective program in 11<sup>th</sup> and 12<sup>th</sup> grades: Students can select courses such as Advanced Graphic Design, Digital Media, Interactive Sculpture, and Web Design. This enables students to enroll in art courses beyond the two credit requirement for graduation.
- Investing our money into digital resources for students: We have more than 300 student laptops in the classrooms for student use and by the end of this year we will have a one-to-one laptop to student ratio.
- 80% graduation rate: Our first graduating class achieved an 80% percent graduation rate and our valedictorian received a full scholarship to Columbia University.

Last school year we placed great emphasis on strengthening our teacher teams in order to improve student achievement. We set aside per session for team leaders and the administrative team met with them regularly in order to develop their teacher leadership skills. We created a “teaming” protocol based on *The Power of Teacher Teams*, a book by Vivian Troen and Katherine C. Boles. Teams were charged with creating yearlong goals and were held accountable for those goals at the end of the year.

This year our focus is on strengthening the rigor in our classrooms. Our instructional focus is on Component 3B of the Danielson Framework for Teaching: Using Questioning and Discussion Techniques in the classroom.

The following instructional programs/partnerships make Cambria Heights Academy a unique school:

### **ADVISORY (REQUIRED 9-12)**

An important part of the school's mission is to provide each student with a supportive and individualized high school experience. We meet this goal through our highly individualized advisory program. Advisory at Cambria Heights Academy has the following three purposes:

- 1) to support students' social-emotional health
- 2) to support students' academic success in high school and promote early college awareness
- 3) to come together under a unifying theme that contributes to the betterment of our school, i.e., Spirit Club, Welcoming Committee, etc.

Each faculty member serves as advisor to a group of 15-20 students. The faculty member serves as advocate, guide, and mentor for his/her advisees. In two weekly meetings, advisors lead community-building activities, facilitate school-wide initiatives, and provide one-on-one guidance to advisees. All advisors schedule and hold parent-teacher conferences twice per year, once in the fall and once in the spring. Advisors function as a knowledgeable representative of their grade level team during these parent/guardian conferences. All advisories are responsible for signing up to present at least one initiative (to the school community) during community meeting.

### **(SEP) Software Engineering Program & Digital Art/Graphic Design Program:**

During the 2013-2014 school year, Cambria Heights Academy was accepted into the NYC DOE Software Engineering Pilot Program. The Software Engineering (SEP) course sequence provides an introduction to concepts in computer science. Students begin the year working with Scratch, a visual programming environment. As the year progresses, students use HTML and CSS for web production; Lego Mindstorms for robotics; Arduino and LilyPad for electronics; and App Inventor for experimenting with mobile app production. The students learn coding (Processing), web production, Mobile Development (with Touch Develop), and Data (databases and networking). This course places a heavy emphasis on creative problem solving, and students are expected to work both independently and collaboratively to come up with solutions to a variety of problems. Students keep design notebooks and a digital portfolio in which they plan and reflect on their projects. Their portfolios are started freshmen year and added to every year until they graduate. This program will grant our students the opportunity to earn a CTE certificate in addition to a high school diploma starting in 2017. Part of earning the CTE certificate includes a portfolio evaluation. Students in the 11<sup>th</sup> and 12<sup>th</sup> grades study Advanced Graphic Design and Digital Art and select electives from a range of digital art courses.

### **PURELEMENTS ARTS CLASSES (REQUIRED 9-10)**

Cambria Heights Academy currently partners with *Purelements: An Evolution in Dance* who provides onsite arts instruction to our students. *Purelements* uses the performing arts to educate students academically, socially, and emotionally. They empower students to live healthy, creative, and balanced lifestyles through the arts. Purelements' artists-in-residence visit our academy weekly for a double period to teach our students various art forms, i.e., African Dance, graffiti art, music production, and theatre. Each art class culminates in a midterm and final showcase each semester.

### **INTERNSHIP PROGRAM (REQUIRED 11-12)**

Internship placements are with our partnership organizations and occur outside of our school building in the community in which we live. Some of our current partnerships include **Helping Hand Daycare, NYPD Career Explorers, New York Police Athletic League (PAL), Hillside Manor, Haitian Americans United for Progress, Farmers Blvd Development Corp, Afrikan Poetry Theater, and additional CBO's throughout New York City.** Internships not only prepare students for on-the-job training in the "real world" but also help our students network for their future careers. All qualifying students have a shortened schedule on Wednesdays to travel to their offsite placement. Students must exhibit great independence, responsibility, reliability, and their parent's/guardian's permission in order to stay in the program. The Cambria Heights Academy Internship Program is for current juniors and seniors in good academic standing. Students must have taken and passed all course requirements in order to be eligible for our internship program. Students also must take and pass the internship training and orientation training project with a 3 or above in order to interview for a

prospective internship placement.

**COLLEGE NOW (*MUST MEET SPECIFIC REQUIREMENTS TO PARTICIPATE*)**

Cambria Heights Academy's College Now program is for current juniors and seniors in good academic standing. Students must score a 75 or higher on the English Regents examination in order to be eligible for a College Now course. All students must travel offsite 1-2 times per week, on Saturdays, or during the summer to take College Now courses at York College.

## 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.

Since the shift to the Common Core assessments in middle school, more than 95% of our incoming ninth-grade students score below grade level on the state-wide middle school math and English assessments. Additionally, 22% of our student population has special needs either in the form of a learning or an emotional disability and 3% of our student population are new immigrants and are beginners in English.

According to the School Quality Snapshot, we have an 80% high school graduation rate. However, only 15% of those students graduate college and career ready.

### 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.

Across all core departments areas (English, mathematics, science and social studies), teachers will use the Common Core Learning Standards to plan their curriculum, assessments, and Performance Tasks in order to increase students’ college and career readiness, fully integrate the Common Core across disciplines, create curriculum maps, target interventions, and differentiate instruction to meet increase student achievement.

### 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>
Collaboratively developing a whole - faculty Professional Development plan that focuses heavily on CCSS lesson planning alignment, analysis of student work, and the refining of CCSS curriculum maps across all subject areas. Within this activity requiring teachers to use our school-wide writing rubric based on the Common Core to plan all performance	<ul style="list-style-type: none"> <li>• 9-12 grade students</li> <li>• Students with</li> </ul>	Timeline: <b>Aug-Sept:</b> Teachers attend faculty orientation addressing Cambria Heights	<ul style="list-style-type: none"> <li>• Principal, Assistant Principal in charge of Special Education and</li> </ul>

tasks and grade all projects.	IEP's	Academy	ELL's
Developing action plans for teacher pedagogy based on their self-assessment on the Danielson rubric and individualized goals	<ul style="list-style-type: none"> <li>Teacher Team Leaders</li> </ul>	teaming/teaching expectations;	<ul style="list-style-type: none"> <li>LEAP intern in charge of grade level teams and grade level team leadership development</li> </ul>
Organizing intervisitations that look for evidence of CCSS in teachers' planning and instruction. Facilitating focused intervisitations for teachers to look for CCSS across the disciplines and across schools where/when possible, and entry points for students with special needs		<b>Sept-June:</b> Since grade level team meetings and department meetings are built within the school day, through the year teachers attend such meetings twice per week. During this time, teams set team goals, action plans and conduct the inquiry cycle in order to strengthen practice in their classrooms. Teachers also attend whole-school faculty Professional Development based on the grade level team leaders' team assessments. Teachers attend Network/offsite Professional Development based on individualized strengths and weaknesses. Teacher leaders turnkey key learnings to faculty during whole-staff Professional Development.	<ul style="list-style-type: none"> <li>Teacher Team Leaders</li> </ul>
Building common planning time within the school day for whole staff and for grade level teams, participating in ongoing Network Professional Development that focuses on CCSS/Performance Task implementation whenever possible, sending teachers to participate in off-site professional development based on their individualized needs.			<ul style="list-style-type: none"> <li>Instructional Support Services (Special Education) team (three teachers, one dually certified in math, two dually certified in ELA</li> </ul>

**Part 4 – Resources Needed**

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

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

- Whole-school faculty Professional Development – two periods per week
- Department meetings – two periods per week (one of which is common planning time)
- Grade Level Team meetings – two periods per week

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

- AP Review courses
- Advanced Regents Prep
- Saturday School Regents Prep
- IEP intervention services

Comp time positions have been created for the following:

- Technology Coordinator

Support Staff positions have been created:

- Full time onsite school-based technician
- Full-time community assistant to assist with College Now applications and internship placements

An additional administrator has been hired so that one AP can dedicate more time to supporting students with IEP’s and the Instructional Support Services team.

An additional Instructional Support Services (special education) teacher has been hired in order to allow have a special education advocate on each grade level team.

**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.

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

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

**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.

January 31<sup>st</sup> 2015, after the first semester, teacher teams will reflect on their progress towards their goals during one-on-one meetings with administration. Meetings will be memorialized in Google Drive.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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 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.

According to the School Quality Snapshot, almost 70% of the students feel safe in the hallways, bathrooms, locker rooms, and cafeteria. Our goal is to increase this by 10% this year.

### 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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

The students, teachers, staff, and administration will create a positive school climate and culture where students feel safe, supported, and challenged by their peers through a student-centered and self-selected advisory program.

### 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: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<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>
All faculty, including administration, lead an advisory class of 15-20 students. Cambria Heights Academy Advisors are our students’ families primary point of contact.	<ul style="list-style-type: none"> <li>• Students 9-12</li> <li>• Students with IEP’s</li> <li>• ELL’s</li> </ul>	August-June	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Guidance Counselors</li> <li>• Instructional Support Services (Special Education) Teachers</li> <li>• Teachers/Staff</li> </ul>
Faculty think up three possible themes for an advisory that help build a positive school culture and climate. Students select and receive one of their top three advisory choices through an initial student-interest survey. Through these theme-based advisories, students create school programs and events that help build a positive school culture and climate at Cambria Heights Academy.			
The Advisory Committee, along with the Guidance Counselors, plan the core advisory curriculum based on grade level (transitioning to high school, adolescent pressures, college and career readiness standards, etc.). The Advisory Committee conducts Professional Development to support staff with the advisory curriculum to ensure that all advisors feel supported in teaching advisory.			
After the advisory teachers have finished the core advisory lessons, advisors focus on their advisory themes (i.e., Student Leadership, Student Spirit, Welcoming Committee, etc.). The students are surveyed twice per each year regarding their overall advisory			

experiences to get feedback on progress towards meeting our school culture improvement goal.			
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**Part 4 – Resources Needed**

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

- During summer faculty orientation, all faculty participated in professional learning dedicated to the goals and purposes of advisory.
- All faculty contributed their input regarding their advisory’s theme.
- During student orientation, faculty introduced the students to advisory through co-created lessons and taught students the overall goals of advisory.
- Students selected their top three choices during this orientation week. They were encouraged to select an advisory based on their needs and interests.
- The Advisory Committee and the guidance counselors created the mandated advisory curriculum that is based on supporting students’ social-emotional needs. The college advisor created the mandated curriculum based on helping students achieve college and career readiness.
- All faculty were trained during professional development time.
- Guidance Counselors observe advisors and offer feedback to support teachers in conducting an effective advisory.

**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	X	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.

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

- Title 1 SWP/TL - Curriculum and staff development, Instructional Support Services (Special Education) teacher to provide intervention and support services to students
- Title 1 SWP/TL – Hiring of a Guidance Counselor to support students with social emotional issues

**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:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

January 31<sup>st</sup> 2015, after the first semester student advisory survey responses will be distributed to advisors. Advisors and Advisory committee will reflect on the feedback from the students to plan future mandated advisory lessons.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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

1. 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).
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.

Every year since our founding year in 2010, our teachers have participated in school-wide professional development on a weekly basis. It is during this time that our teachers reflect on their strengths and weakness, collaborate with their colleagues, create their curriculum maps, and analyze student progress. Teachers value this time and according to the 2013-14 Learning Environment Survey 100% of the teachers surveyed stated that they agree that the school places a huge emphasis on the value of teaching and 86% agree that the school focused on instructional shifts from the Common Core during professional development.

### 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.

This year our goal is to establish a professional development team of teachers who co-plan and co-facilitate the professional development for staff based on our school’s strengths and weaknesses including students’ and teachers’ strengths and weaknesses.

### 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: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<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>
Teacher team leaders will be identified and invited to join the school-wide professional development team. Those teachers participating on the professional team will receive additional support through professional development that focuses on helping those participants develop as teacher leaders.	<ul style="list-style-type: none"> <li>• Teachers serving on the professional development team</li> <li>• Administrators</li> <li>• Teachers</li> <li>• Students</li> </ul>	August- June	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teacher Team Leaders</li> </ul>
The professional development team will develop a year-long professional development calendar based on the school-wide strengths and areas for growth, including students’ and			

teachers' strengths and areas for growth.			
Professional development facilitators will be identified based on team members' areas of expertise.			
Professional development plans will be shared with administrators prior to sessions and debriefed afterwards to strengthen teacher leadership.			

**Part 4 – Resources Needed**

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

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

- Whole-school faculty Professional Development – two periods per week
- Department meetings – two periods per week (one of which is common planning time)
- Grade Level Team meetings – two periods per week, including Instructional Support Services (Special Education) Team

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

- Teacher Team Leader/Professional Development planning meetings

Comp time positions have been created for the following:

- Technology Coordinator who conduct technology professional development for all faculty based on their individualized needs

Technology Resources:

- All teachers have been given a laptop on which to do their individual work
- Use Google Apps for Education as a place to memorialize their teacher goals, growth, observations, feedback, etc. during the 2014-15 school year
- We hired a full-time onsite school-based technician to assist with any technology issues

**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.

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

- Title 1 SWP/TL - Curriculum and staff development, Instructional Support Services (Special Education) teacher to provide intervention and support services to students
- Title 1 SWP - Instructional supplies and technological equipment, i.e., LCD projectors, document cameras, Chromebooks, laptops, and interactive white boards
- TL NYSTL Textbooks HS - Instructional software

Citywide Inst Exp - Coverages for intervisitations, per session for Faculty Orientation, AP Review courses, Regents Prep, and Saturday School

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

End of the first semester check in with teachers serving on the professional development team.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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 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

3. 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).
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.

Last year, 74% of our teachers were rated Effective, 22% of our teachers were rated Developing, and 4% of our teachers were rated Ineffective. Since then, we’ve have had some teacher turnover, and have welcomed new teachers to our community. When analyzing the teachers’ individual ratings according to the Danielson framework, we found that while very strong overall in Domain 2 (The Classroom Environment), our school needs to work with teachers to improve their practice in components 3B (Questioning) and 3D (Assessment).

### 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.

We will continue to use the Danielson Framework to support teachers’ individual growth and development in order to support school-wide goals and improve student achievement. From Sept-Dec, administration will focus heavily on observing and giving new teachers and teachers new to the building feedback in order to help them adjust to our culture and support their instructional growth. From Dec –June, administration will create a regular schedule of observations of all faculty in order to improve practice and increase student achievement. Administrators will observe all teachers and debrief regularly with teachers during biweekly one-on-one meetings. Teachers will receive 6-10 classroom observations each 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: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<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>
Teachers self-assess using the Danielson Teacher Evaluation Rubric at the beginning of the year. Through this self-assessment teachers will identify their strengths and areas for growth in each of the four domains.	Teachers	August-June	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• New teacher mentors</li> <li>• Team Leaders</li> </ul>
During one-on-one meetings with the administration, teachers and administrators work together to ensure alignment of identified strengths and weaknesses based on evidence from their classroom			

<p>observations, student work, and student assessments. Once alignment has been reached, teachers create personal pedagogical goals that aim to improve their practice and ratings in each domain. They also develop action plans to ensure that they are meeting specific benchmarks along the way.</p>			
<p>Administrators will observe teachers 6-10 times per year depending on individual needs. Teachers who are struggling will receive more observations and more feedback and support, i.e., new teachers and teachers who received a developing or ineffective rating in 2013-14. Teachers will be charged with implementing the feedback immediately after receiving it.</p>			
<p>Teachers will complete two interim assessments to reflect on their progress towards their goals – at the mid-point of the year and at the end of the year. Teachers will share their goals individually through artifacts at the end of the year during professional development. They will meet with the administration one-on-one to reflect on the progress towards their goals this year and forecast goals for next year.</p>			

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teachers have the following time built in to the school day for common planning and whole-school faculty professional development:</p> <ul style="list-style-type: none"> <li>• Whole-school faculty Professional Development – two periods per week</li> <li>• Department meetings – two periods per week (one of which is common planning time)</li> <li>• Grade Level Team meetings – two periods per week</li> </ul> <p>Per session postings have been created for the following additional support:</p> <ul style="list-style-type: none"> <li>• Teacher Team Leader/Professional Development planning meetings</li> </ul> <p>Comp time positions have been created for the following:</p> <ul style="list-style-type: none"> <li>• Technology Coordinator who conduct technology professional development for all faculty based on their individualized needs</li> </ul> <p>Technology Resources:</p> <ul style="list-style-type: none"> <li>• All teachers have been given a laptop on which to do their individual work</li> <li>• Use Google Apps for Education as a place to memorialize their teacher goals, growth, observations, feedback, etc. during the 2014-15 school year</li> <li>• We hired a full-time onsite school-based technician to assist with any technology issues</li> </ul>

**Part 5 – Budget and Resource Alignment**

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p>We currently have the following allocations set aside for common planning time, professional development, parent involvement, instructional support, and resources to help us achieve this goal:</p>									

- Title 1 SWP/TL - Curriculum and staff development, Instructional Support Services (Special Education) teacher to provide intervention and support services to students
- Title 1 SWP - Instructional supplies and technological equipment, i.e., LCD projectors, document cameras, Chromebooks, laptops, and interactive white boards
- TL NYSTL Textbooks HS - Instructional software
- Citywide Inst Exp - Coverages for intervisitations, per session for Faculty Orientation, AP Review courses, Regents Prep, and Saturday School

**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:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

On January 31<sup>st</sup>, administration will ensure that a benchmark of at least three written and evaluated observations have been debriefed with teachers. Teachers who are struggling will be identified and targeted for additional support.

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

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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

5. 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).
6. 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.

According to the School Quality Snapshot, 95% of the families surveyed are satisfied with the education that their child has received during the 2013-14 school year. We are proud of that percentage and aim to maintain or increase it this year. We attribute most of our success to our Parent Coordinator who aims to address all our parents’ needs and concerns within 24 hours. In addition, our Parent Coordinator is an active presence during PTA Executive Board planning meetings and monthly PTA meetings. She recruits different teachers each month to make presentations about their curriculum, Common Core performance tasks, and other major projects.

Also, all families have a free Pupilpath account (our online teacher gradebook) where they can log in to check their student’s progress in live time and through which they can email teachers and administrators. Early in the year, our technology coordinator facilitates a “Pupilpath Family Night” to help all parents and gaurdians log in and sign up for student progress text messages.

### 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.

We aim to maintain or increase the number of families who are satisfied with their child’s educational experience at Cambria Heights Academy during the 2014-15 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: Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	<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>
Administration and Parent Coordinator will attend 100% of Executive Board and PTA meetings throughout the 2014-15 school year. Parent Coordinator will schedule teacher presentations on a monthly basis and distribute calendar to parents/families in order to increase parent/family comfort	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Teacher Advisors</li> </ul>	August - June	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Parent Coordinator</li> <li>• Support Staff</li> </ul>

levels around Common Core State Standards.			<ul style="list-style-type: none"> <li>Teachers</li> </ul>
Teacher advisors schedule individualized, one-on-one appointments with parents during parent-teacher conferences. Advisor represents the entire team of teachers for the student and goes over teacher comments/concerns with the family in-person.			
Mailings are sent out to remind parents about PTA meetings. All progress reports and reports cards, along with a letter from administration, are mailed out, in addition to being posted on Pupilpath, twice per quarter. Global Connect/Blackboard is used to remind parents of all upcoming school events, initiatives, student attendance and latenesses (daily).			
Parent/Family translation needs are well documented and Spanish and Creole translation is made available during every monthly PTA meeting.			

#### **Part 4 – Resources Needed**

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

- Use Google Apps for Education to communicate with the PTA via email
- Teachers/teacher teams use of the parent-outreach tracker in Google Drive
- Use of UFT weekly parent-outreach contractual obligation for targeted outreach/interventions
- Purchase online grading software in order for students and parents to have instant access to students' academic progress over time
- Purchase Global Connect/Blackboard (robo-caller) to send automated calls to parents regarding school-wide events, initiatives, PTA meetings, outreach, etc.

#### **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	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<ul style="list-style-type: none"> <li>• Title 1 SWP – Parent Involvement funds including refreshments, postage, copies, etc.</li> <li>• TL Per session - For teacher presentations during PTA meetings</li> <li>• Title 1/TL – postage, Global Connect/Blackboard (robo-caller), website fees</li> <li>• TL – Technology Coordinator for maintaining all digital communication for PTA/SLT including email, website alerts, calendar, etc.</li> </ul>									

#### **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:

Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Specify a timeframe for mid-point progress monitoring activities.

At the end of January 2015, we will calculate the attendance at PTA meetings, and tally number of parent meetings/visits, parent mailings, and calls in order to strategize effectively for the remainder of the year.

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

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

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Students who currently are receiving a one (failing) in the class. Students who enter Cambria Heights Academy scoring a one on the 7 <sup>th</sup> /8 <sup>th</sup> ELA grade test.	Programmed for High School Transitions class, Study Hall, Enrichment Courses, and Mandated for Office Hours (one-on-one support).	Group/one-on-one	During the school day and after school.
<b>Mathematics</b>	Students who currently are receiving a one (failing) in the class. Students who enter Cambria Heights Academy scoring a one on the 7 <sup>th</sup> /8 <sup>th</sup> Math grade test.	Programmed for High School Transitions class, Study Hall, Enrichment Courses, and Mandated for Office Hours (one-on-one support), Saturday school, Spring Regents Prep.	Group/one-on-one	During the school day, after school, and on Saturdays.
<b>Science</b>	Students who currently are receiving a one (failing) in the class and/or not completing their state-mandated labs.	Programmed for High School Transitions class, Study Hall, Enrichment Courses, and Mandated for Office Hours (one-on-one support), Saturday school, Spring Regents Prep.	Group/one-on-one	During the school day, after school, and on Saturdays.
<b>Social Studies</b>	Students who currently are receiving a one (failing) in the class. Students who enter Cambria Heights Academy scoring a one or a two on the 7 <sup>th</sup> /8 <sup>th</sup> ELA grade test	Programmed for High School Transitions class, Study Hall, Enrichment Courses, and Mandated for Office Hours (one-on-one support), Saturday school, Spring Regents Prep.	Group/one-on-one	During the school day, after school, and on Saturdays.
<b>At-risk services (e.g. provided by the</b>	Students who earn less than 85%	Advisory, counseling, daily check-in's by	One-on-one	During the school day

<p><i>Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>attendance during the previous year, students who fail multiple courses the previous semester/year, students who are suspended multiple times, students referred by a grade level team to the guidance department.</p>	<p>attendance coordinator, behavior contract established by the dean.</p>		
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## Section 7: Title I Program Information

**Directions:**

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

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>
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**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.

Each year we invite our teachers to join the Cambria Heights Academy hiring committee to screen teachers through a group interview, demo lesson, one-on-one interview, and background/reference check. We attend all NYC Recruitment Fairs and utilize the staff, resources, and recommendations from our Network Team to ensure that all teachers are highly qualified. In addition, based on the individualized teacher goals and feedback during observations, areas of growth are identified and Professional Development is shaped around those areas to build teacher capacity.

**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).

Based on the individualized teacher goals, self-assessment using the Danielson, and feedback during observations, areas of growth are identified and Professional Development is shaped around those areas to build teacher capacity. Teacher Team Leaders also plan and provide Professional Development based on individualized team challenges.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**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).

N/A

**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 Professional Development & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A – We are a High School

**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.

Teachers co-create common baseline, interim, and final assessments based on Regents questions in all four disciplines. During Professional Development, teacher teams analyze the results from these baselines and use them to shape upcoming lessons. Since there is only one teacher per subject area, all other assessments are common assessments for the students within that grade level/course.

**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 Schoolwide 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	133,571	X	12, 15,17, 21, 23
Title I School Improvement 1003(a)	Federal	n/a		
Title I Priority and Focus School Improvement Funds	Federal	n/a		
Title II, Part A	Federal	n/a		
Title III, Part A	Federal	n/a		
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	2,233,536	X	12, 15, 17, 21, 23

### **<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.

---

### Parent Involvement Policy (PIP)

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

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

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

**[Cambria Heights Academy]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **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>29</b>	Borough <b>Queens</b>	School Number <b>326</b>
School Name <b>Cambria Heights Academy</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>Melissa Menake</b>	Assistant Principal <b>Saby Malary</b>
Coach <b>Bob Lubetsky</b>	Coach <b>type here</b>
ESL Teacher <b>Eli Steier</b>	Guidance Counselor <b>Saby Malary</b>
Teacher/Subject Area <b>Maureen Murphy/ ELA /Sp Ed</b>	Parent <b>Sheila Hunter/Co-Presiden PTA</b>
Teacher/Subject Area <b>Michael Beaudry/ Social Studie</b>	Parent Coordinator <b>Dilcia Medina</b>
Related Service Provider <b>Carole Hamilton, Aaron Worley</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Derek Jones</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>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>338</b>	Total number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>2.96%</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>														
Push-In										1	1	1	1	7
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	1	4	7

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	10	2	1			1		1	1	10

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>10</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>10</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Haitian														0
Spanish														0
SELECT ONE														0
<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		4	5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										0	3	1		4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>10</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)												1		1
Intermediate(I)										2	1			3
Advanced (A)											2	1		3
Total	<b>0</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>7</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>											1		

SPEAKING	I												2	1
	A											2	1	
	P													
READING/ WRITING	B											2	1	1
	I												1	
	A												1	1
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
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	2		0	
Integrated Algebra	7		1	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	2		1	
Living Environment	7		0	
Physics				
Global History and Geography	2		1	
US History and Government	1		0	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use ARIS data, all NY State assessments, and a teacher-created baseline in addition to the LAB and NYSESLAT to help assess students. The data can be used to gear the level of support with materials and staff that the ELL's population will need in each classroom.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our school has a high level of proficient ELL students who are trending towards full integration with the general student body, with supports remaining for testing etc. for mandating length of time. Students tend to do well during their freshmen year, but plateau after that in their sophomore and junior year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Our ESL program aims to assisting students to become proficient in the English language after at least 3 years. Evaluation is done by way of the NYSESLAT which is administered once a year. This examination provides information on the students' ability in the four language skills (listening, speaking, reading and writing) as well as their overall level (beginning, intermediate, advanced or proficient). Based on the results of the NYSESLAT of May 2013, the ESL students are at the intermediate and advanced levels. Also, they show that the ELLs are weakest in the writing skill while their greatest strength is in listening and speaking. Although their reading skill is generally good, there is room for improvement.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- Beginner level students are our generally our entering 9th and 10th graders who have been receiving services for 1 or 2 years and our intermediates are the students who have been with us for more than two years. The beginners struggle more in their Regents-based exams in English verses the intermediate and advanced students. Additionally, if they are ELL and Special Ed, they struggle most significantly. If they are advanced, they are passing their Regents exams. Also, most of the students prefer to take exams in English over their native language.
- School leadership is using the results of the ELL periodic assessment to craft goals for serving this population. We also hire strategically and look for content area teachers who are dually certified in a content-area and ESL. We provide professional development for the ESL teachers that help them address the needs of this population.
- The teachers are differentiating their lessons. Administration strategically schedules students who are bilingual in the classrooms with ELL students and asks content-area teachers to pair them together. Teachers also create lessons that contain more visual aids and allow more accessibility for the ELL students.
- Our school is learning a great deal about our ELL population. We particularly noted the trends around which ELL students trend as beginner, intermediate or advanced, as we cited above.
- Some of the ELLs receive online supports through Achieve 3000 and Rosetta Stone computer programs to help them learn English online outside of the school day.
- Native language is used to communicate with students and families, but not in our academic settings.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- Rigorous practice in improving the writing skills, through journal writing, vocabulary exercises, sentence and paragraph construction and sequencing.
  - Use of ESL dictionaries (The American Heritage English as a Second Language Dictionary), and glossaries in a print-rich classroom environment.
  - P.M. school and Saturday Academy to provide as much practice as possible in the weak modalities.
  - Academic intervention as required to foster students' academic development and progress.
  - Thorough practice in problem-solving strategies and justifying answers in Mathematics.
  - Providing opportunities for negotiating academic language in Mathematics and Science.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- Rigorous targeting of the language skills, especially that of reading and writing in ESL and the content areas through meaningful activities.
  - Close collaboration between the ESL teacher and Content Area teachers on identifying and correcting specific deficiencies in individual students.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

All subsequent support activities will focus on helping the students acquire progress in their language skills so as to promote academic progress.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will continue to receive Regents testing accommodations for such as extra time, testing in a separate location, and use of glossaries and dictionaries.

This will continue for as long as the students need such accommodations, but for not more than an additional two years.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
As part of Cambria Heights Academy's intake process, all parents/students complete a Home Language Identification Survey (HLIF). There is also an oral interview with the parents/guardians and students to explain the purpose of the survey and to answer any questions and/or concerns. For our Spanish speaking parents who speak little or no English, our Parent Coordinator, who is fluent in Spanish, conducts the interview. For our Haitian Creole speaking parents, this interview is conducted by one of our two teachers who speak Haitian Creole. If the HLS indicates that the student speaks little or no English and that the native language is used in the home setting, the LAB-R is administered and the student is programmed in an ESL class. A letter is sent to the parent informing of the child's ESL identification and enrollment in the relevant program. We have hired a certified ESL teacher who is dually certified in English.  
Our Assistant Principal Saby Malary is the primary point person for this process.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Our Parent Coordinator and teachers who are fluent in the native language of the family schedule a follow-up meeting with the family after the LAB-R is administered. The faculty and support staff explain the difference between the three ESL programs (Transitional Bilingual Education, Dual Language, and Free Standing ESL). Additionally, the parents are provided with the informational brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language, where possible. The Guidance Counselor also does outreach to the neighboring schools in the area if the parent/family feel/s that a different setting would be more suitable.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Our Parent Coordinator is responsible for the administration of the Home Language Identification Survey.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
The ESL teacher is informed if there is an indication that a student has a native language other than English. All of the information is entered into ATS. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
**Students are matched with a teacher or translator in the child's native language to ensure proper administration of all sections of the exam.**
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**  
**N/A**

## 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])?  
**We use collaborative team teaching in English and math and/or push-in of ESL and SETSS teachers in the majority of our heterogeneous classrooms.**
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?  
**Our ELL population is extremely small, less than 4%, and so our school currently only offers a push-in English as a Second Language (ESL) program. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state grade-level exams as well as English for basic everyday communication and interaction in society at large. The instruction and distribution of time for compliance to CR Part 154 for ELL students will be achieved in the following ways:**
    - Dedicated ESL teacher who pushes-in, pulls-out, and follows groups of ELL students within their general education classrooms
    - Strategic hiring of a dually certified English/ESL teacher

- Scaffolding instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imagining the Text, and so on.

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

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

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

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

There are implications on the ESL instructional program based on the assessment of the NYSESLAT 2010 as well as other assessments such as the periodic assessments, classroom exams, formal and informal observations, and the New York State tests in Mathematics, ELA, Social Studies and Science.

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

- P.M. school and Saturday Academy to provide as much practice as possible in the weak modalities.
- Academic intervention as required to foster students' academic development and progress.
- Thorough practice in problem-solving strategies and justifying answers in Mathematics.
- Providing opportunities for negotiating academic language in Mathematics and Science.

6. How do you differentiate instruction for ELL subgroups?

- 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).

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

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

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

### Courses Taught in Languages Other than English

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

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

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

### 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

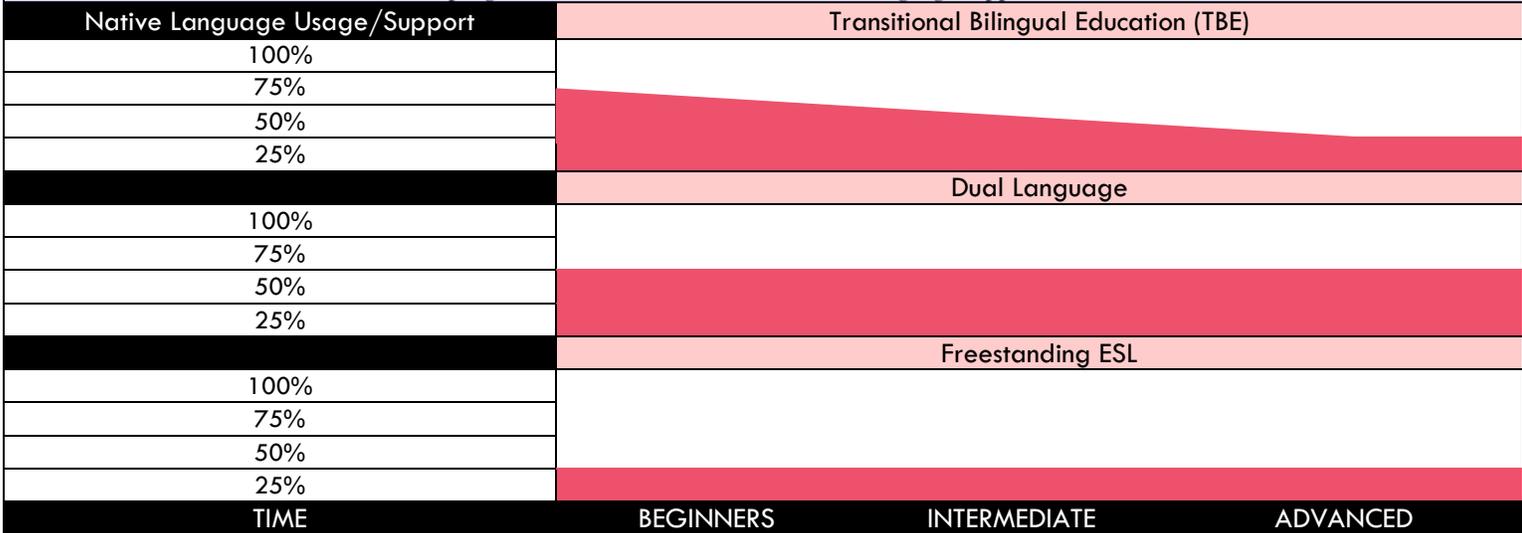
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
  - Use of bilingual and ESL dictionaries and glossaries in the content-area classrooms
  - Extended time opportunities for students such as after-school classes in ELA and math content area classes.
  - Conferencing with ELLs in and out of classroom
  - After-school and before-school ELL enrichment programs, particularly during the 37 1/2 minutes small group instruction time.
18. What language electives are offered to ELLs?  
**Spanish and French**
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

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

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

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

Within the school, professional development concentrates on:

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

### D. Parental Involvement

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

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

### **E. Additional Information**

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

Paste response to question here:

**School Name:** Cambria Heights Academy

**School DBN:** 29Q326

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melissa Menake	Principal		11/15/13
Saby Malary	Assistant Principal		11/15/13
Dilcia Medina	Parent Coordinator		11/15/13
Eli Steier	ESL Teacher		11/15/13
Sheila Hunter	Parent		11/15/13
Maureen Murphy	Teacher/Subject Area		11/15/13
Michael Beaudry	Teacher/Subject Area		11/15/13
Bob Lubetsky	Coach		11/15/13
	Coach		
Saby Malary	Guidance Counselor		11/15/13
Derek Jones	Network Leader		11/15/13
	Other _____		

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

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

DBN: **29Q326** School Name: **Cambria Heights Academy**

Cluster: **05** Network: **CFN 561**

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

