

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**18K629**

**School Name:**

**CULTURAL ACADEMY FOR THE ARTS AND SCIENCES**

**Principal:**

**DIANE VARANO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Cultural Academy for the Arts & Sciences School Number (DBN): 18K629

Grades Served: Grades 9-12

School Address: 5800 Tilden Avenue, Third Floor

Phone Number: 718-968-6630 Fax: 718-968-6635

School Contact Person: Diane Varano Email Address: dvarano@schools.nyc.gov

Principal: Diane Varano

UFT Chapter Leader: Brady Zelenka

Parents' Association President: Stacy McKoy

SLT Chairperson: Deirdre DeLoatch

Title I Parent Representative (or Parent Advisory Council Chairperson): \_\_\_\_\_

Student Representative(s): Janel Blackman  
Lori Ann Smith

**District Information**

District: 18 Superintendent: Michael Prayor

Superintendent's Office Address: 6565 Flatlands Avenue, Brooklyn, NY 11236

Superintendent's Email Address: mprayor@schools.nyc.gov

Phone Number: 718-968-4100 X1101 Fax: 718-241-9223

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Cheryl Watson-Harris

Director's Office Address: 415 89<sup>th</sup> Street, Brooklyn, NY 11209

Director's Email Address: cwatsonharris@schools.nyc.gov

Phone Number: 718-759-4875 Fax: 718-759-3909

## 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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Diane Varano	*Principal or Designee	
Brady Zelenka	*UFT Chapter Leader or Designee	
Stacy McKoy	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Tania Chambers	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Janeil Blackman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lori Ann Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mosea Issacs	Parent Member/	
Rhonda Slocombe	Parent Member/	
Chiron McKoy	Parent Member/	
Deirdre DeLoatch	Staff Member/	
Christopher Birkel	Staff Member/	
Jill Klinofsky	Staff Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Deborah Caquias	Staff Member/	
Monifa Kincaid	Staff Member/	
Esperanza Salamanca	Staff Member/	
Two additional parents will be joining us. This list will be updated.	Member/	
	Member/	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

Rigorous Instruction:

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

- Intensive, challenging reading and writing assignments that require the students to synthesize information rather than simply repeating the text. A focus on vocabulary and the use of academic language.
- Inquiry based lessons/units focused on developing student's strengths and supporting their individual needs in addition to providing lessons that require formulaic practice in order to reach levels of depth.
- Teachers are modeling academic language to establish CCLS aligned units of instruction and performance tasks.
- Teachers work to establish high expectations as a foundation with support systems are in place to assist students coming in below grade level, or lacking prerequisite skills, to meet expectations.
- Teachers work to make the instruction varied enough, and relevant to the learner and their learning style, so the students will want to complete the work as well as they can - thus establishing a classroom environment that is academically vigorous.
- The upper grade-levels in many cases are using college level curriculum and assessments, including College Now and AP courses.
- Student-led, teacher-sponsored organizations work to model inter-personal responsibility, i.e. Mediation helps students resolve conflicts through discussion and expression of priorities and decision-making. AMIGOS works to help community needs. The NEP Ambassadors work globally through Project New Hope for Afghanistan, and more recently Operation Magellan for multiple nations.
- Initiatives arise or are redesigned from current student desires and priorities, such as peer counseling on personal issues, and the recycle program, arose according to student priorities of particular years.
- The College Advocates & Mentors Program (CAM) establishes a mentor relationship

between CAAS upperclassmen and current college students at Colorado State

University. This unique program, being piloted only at CAAS by the national partner, to facilitate the transition into college.

- This year, we have joined the Medgar Evers College Pipeline.
- The NEP Ambassadors allow CAAS students opportunities to take an active part in helping students in Kandahar, Afghanistan acquire an education and career skills.
- Innovation Magazine is a trade journal for educators. Editing, layout, writing and publication is done by CAAS students. Innovation has a circulation of over 5,000 readers worldwide.

#### Supportive Environment:

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

Students receive assistance/extra help in regards to improving reading/writing skills, Regents practice, math and history. Students are also provided opportunities to take college classes, law and forensic science.

#### Collaborative Teachers:

- Our designation as a PROSE school will allow us to enhance the collaborative culture of our school through the use of peer coaching and inter-visitations as a means to improving shared leadership, teacher practice and, as a result, student outcomes.
- The rigorous AVID program will be implemented in order to support a select group of students who comprise the academic middle in their development of the skills necessary to graduate on time and to be accepted into and excel in the college of their choice.
- Among teachers, team instructional plans are "scaffolded" specifically for addition and alteration in subsequent years. An example of this is how the English teachers have worked with their grade level teams to build writing skills year-by-year.
- Teacher support through teams is specifically designed to analyze individual student data and aid teachers in making instructional decisions based on the needs of academic needs of students.
- Peer coaching, data analysis and decision-making, and personalized instruction has been the professional development and training foundation for all of these initiatives.
- Team meeting protocols support teachers, providing them with the flexibility for them to make improvements to the process as they go along, based on classroom data and instructional practice.

- We have developed an enriched school culture through collaborative relationships fostered by the NEP including our new Sister School initiative with Corbett Prep Academy. This exchange will enrich both campuses through collaborative faculty exchange opportunities. Faculty from both schools has co taught and collaborated on units of instruction.
- Writing across all subjects has been emphasized, including physical education and dance.
- The use of a common agenda among grade level, inquiry teams
- A teacher developed curriculum in each subject that does not simply ask the students to produce grade level work but expects more of them. This can be a challenge because many of our students are reluctant to challenge themselves.

#### Effective School Leadership:

Administrators are participating members of vertical (by discipline) and horizontal (by grade) teams. In addition, all administrators teach classes, providing practical experience to staff regarding student process, social-emotional and academic growth. In addition, administrators are members of the AVID and PROSE teams.

#### Strong Family-Community Ties:

The Parent Coordinator works to build relationships with parents, offering support in understanding academic expectations and providing guidance for use of school systems to keep abreast of their child's progress.

## 18K629 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	352	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	14	# Integrated Collaborative Teaching	29
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	9	# Dance	N/A	# CTE	1
School Composition (2013-14)					
% Title I Population	72.4%	% Attendance Rate			82.3%
% Free Lunch	74.4%	% Reduced Lunch			8.7%
% Limited English Proficient	7.4%	% Students with Disabilities			25.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			90.3%
% Hispanic or Latino	7.4%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	3.6%	% Teaching Out of Certification (2013-14)			5.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			5.79
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	55.0%	Mathematics Performance at levels 3 & 4			38.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	68.4%	% of 2nd year students who earned 10+ credits			57.9%
% of 3rd year students who earned 10+ credits	57.9%	4 Year Graduation Rate			60.5%
6 Year Graduation Rate	81.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We demonstrated growth in ELA, with a 13% increase from the previous school year (51%-63%) in our regents passing rate. This is based on our work across disciplines in writing. Statistics from our School Quality Guide indicate that our student population score below level in reading and math. The average 8<sup>th</sup> grade scores are 2.2 for reading and 2.1 for mathematics. In addition, in our previous school year, 68% of our 9<sup>th</sup> grade students accumulated 10 credits or more. We plan to continue to focus on reading and writing as our instructional focus areas for continued improvement in literacy to increase our credit accumulation. We do not have our current data as yet.

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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 71% of 9th grade students in Cohort S will accumulate a minimum of 10 credits.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will employ research-based strategies from <i>Core Six</i>, specifically Reading for Meaning and Writing to Learn as aligned with our instructional focus. AVID WICOR initiatives will be shared by the AVID team to include strategies for reading informational text and writing skills. <i>Checking for Understanding</i> will be added to increase teacher capacity for ongoing assessment in the classroom.</p>	<p>Grade specific</p>	<p>September 2015 – June 2016</p>	<p>Teachers, paraprofessionals, Administrators</p>
<p>Grade Teams will continue to conduct inquiry work, using grade specific and individual student goal-setting/plans for incoming freshmen in addition to continue plans for grades 10-12 students to identify and/or assess student needs, formulating student goals and benchmarks aligned with the CCLS. Benchmarks will be set by team to include a mid-year benchmark assessment to determine whether we are on track to reach our goal. review of student work to identify gaps in learning, develop instructional strategies based on grade specific needs and set goals in individual student Plans.</p> <p>As per PROSE initiative, school-wide horizontal grade teams (Grade 9, Grade 10 and Grades 11-12) meet every week on Wednesday for 120 minutes and school-wide vertical subject specific teams meet every week on Monday for 60 minutes. AVID and PROSE teams will utilize Wednesday time once per month to analyze data and make revisions where appropriate for continuous improvement.</p>	<p>Grade specific</p>	<p>September 2015- June 2016</p>	<p>Administration Math Vertical Team</p>
<p>Integrated Co-Teaching teams will collaborate during teacher team planning to discuss the modifications and differentiation necessary so that students have equal access to the lesson as well as multiple options for success.</p>	<p>Grade specific</p>	<p>September 2015 – June 2016</p>	<p>Administration Horizontal Grade Teams</p>
<p>Vertical team meetings will continue to be utilized for instructional planning across grades and data analysis to determine impact on student progress and possible needs for revision.</p>	<p>Grade specific</p>	<p>September 2015 – June 2016</p>	<p>Vertical team by discipline</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding for TeacherEase Program and the School Messenger Program.

Funding for AVID participation and library.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

February, 2016:

By February, 2016, 71% of 9<sup>th</sup> grade students in Cohort S will accumulate 5 credits as a predictor for meeting the long-term goal in June, 2016. This will be evidenced by their report card since we are an annualized school.

Progress towards this goal will be measured by:

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

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

#### Environmental Survey

- 96% of parents feel their child is safe in school
- 87% of students feel they are safe in school
- 91% feel supported by their teachers
- 96% students understand they need to work hard to succeed

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

#### Priority Needs:

- Opportunities for students to have support classes in areas of individual need.
- Building of SESIS understanding among all staff.
- Finding ways for additional planning time for ICT partnerships.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 95% of our students will feel supported by their teachers and 98% of our students will understand they need to work hard to succeed as per the Environmental Survey.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>We will begin the first AVID class elective in the 2015-2016 school year, utilizing AVID coursework and strategies beginning in grade 10.</p> <p>We have become a PROSE school. Our initiative provides increased planning time to include peer coaching and inter-visitation. During this time each week, teachers will meet to discuss analysis of student work and data to inform planning, determine adjustments to curricula and student progress towards goals. This additional time will provide additional planning time for ICT Partnerships.</p> <p>Fueled Learning on-line classes will be offered as an additional opportunity for credit recovery and advancement.</p> <p>National partner/instructional coach will work with ELA teacher to continue development and maintenance of CAM Program (College, Advocates and Mentors) with our partner at Colorado State University We will collect data to improve the scope of the program and add an additional grade until all students are involved.</p> <p>We will continue our partnership with Brooklyn College Trio Program and their representative will be on site to work with students.</p> <p>We will continue our partnership with Kingsborough Community College and offer four College Now Courses that are part of junior and senior schedules.</p> <p>We will continue our partnership with Medgar Evers College as part of the Medgar Evers Pipeline. We will work with Medgar Evers to set up college mentorships for our AVID elective class.</p>	<p>10<sup>th</sup> Grade Cohort</p> <p>Teachers</p> <p>Grades 9-12</p> <p>Grade 9 and 11</p> <p>Grade 9</p> <p>Grade 11 and 12</p>	<p>September 2015 – June 2016</p> <p>October 2015 – May 2016</p> <p>October 2015 – to May 2016</p> <p>September 2015- May 2016</p>	<p>AVID Team</p> <p>PROSE Team</p> <p>Teachers</p> <p>Administrators</p> <p>Administration</p> <p>9<sup>th</sup> and 11<sup>th</sup> Grade English Teacher, Principal and National Partner</p> <p>Trio Program Coordinator, Parent Coordinator</p> <p>College Now Teachers, Coordinator, Principal</p>

<p>All staff will continue to build an understanding of SESIS as part of their academy planning and individual student planning. General Education staff will be provided with opportunities to attend professional development centered on students with special needs.</p> <p>School wide grade team meetings will continue to identify gaps in learning, develop instructional strategies based on grade and student specific needs, setting individual student academic and social/emotional goals.</p> <p>Deans will continue to work with students in Mediation to help them build skills in solving their own problems.</p> <p>Teacher team leaders will meet once a week with the principal for support to plan and make decisions based on the needs of their students and the teams. This will include decisions regarding professional development.</p> <p>Class conferencing between teachers and students will take place to identify student and teacher goals to be included in individual student plans. This information is shared in teams for planning and decision making. Pertinent data is also brought to the SIT meetings for case management.</p> <p>Students will be assessed and identified for two additional classes in a determined subject area. Additional classes will also be used to fulfill SETSS and ESL mandates in addition to College Now Courses and electives. Based on need, afterschool support classes will be created.</p>	<p>School staff</p> <p>Grade specific</p> <p>All students</p> <p>Team leaders</p> <p>Grade specific</p> <p>SETSS, ESL, identified students, grades 11 and 12 (college now)</p>	<p>September 2015 – June 2016</p> <p>September 2015-June 2016</p>	<p>Administration</p> <p>Grade Teams</p> <p>Administration</p> <p>Deans</p> <p>AP Discipline</p> <p>Administration</p> <p>Principal</p> <p>Teachers</p> <p>Administration</p> <p>Teacher teams</p> <p>Administration</p>
<p>Parent Coordinator will build relationships with parents to continue to reinforce school expectations as partners in their children's' success.</p> <p>During team meetings, teachers discuss student needs and make parent contact. The horizontal grade teams schedule parent meetings as needed to increase communication and partnership in student success.</p>	<p>Grade specific</p> <p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator</p> <p>Teacher Teams</p> <p>Administration</p>
<p>CAAS will continue celebrations for student achievement and citizenship.</p>	<p>School Community</p>	<p>September 2015 – June 2016</p>	<p>School Community</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Per Session hours for extra support classes.</p> <p>Schedule for Teacher Teams to collaborate.</p>

Schedule adjustments for support classes as per students' needs.

Schedule adjustments for CAM Program and TRIO Program.

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

February, 2016

Progress towards this goal will be measured by:

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

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The QR stated teacher teams meet consistently to analyze assessments and work for targeted, at risk students. Distributed leadership structures are in place to allow teachers to have a voice in decisions. Teacher team work and leadership capacity lead to adjustments to curricula and student progress toward goals for groups of students across the school.

Teacher teams set goals to adjust curriculum throughout the year towards student progress for specific skills, such as the development of central ideas and analyzing claims and evidence. A review of grade 9 data reflects a 77% gain in the development of central ideas. In analyzing claims and evidence, a 54% gain was made in grade 9. In the grade 11-12 team which focused on argumentative writing with an emphasis on elaboration demonstrated a gain of 32% in this skill area. However, there was only a slight increase in citing evidence of 1% which is now their skill focus. To support students in this area, the grade 11-12 team has decided to make adjustments in their instruction to emphasize annotation to support struggling students in this area. A review of unit plans reflected prompts to support this change in the curricula.

- 100% agree that teachers collaborate in teams

Priority Need: Continue to improve teacher collaboration through peer coaching and inter-visitation for improved and consistent teacher practice and impact on student learning and achievement.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teacher teams will implement a peer coaching methodology as per our PROSE initiative and plan to include opportunities for inter-visitation.

Vertical and Horizontal grade teams will collaborate to continue to develop strategies to support individual students’ needs to improve student literacy as evidenced by an increase in the ELA Regents Exam.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teacher teams and administration will work collaboratively to develop a peer coaching paradigm to further develop their professional practice.</p>	<p>Teachers Administration</p>	<p>September 2015 – June 2016</p>	<p>Teacher Teams Administration</p>
<p>Teacher teams will continue to conduct inquiry work with individual student plans for incoming freshmen in addition to continue plans for grades 10-12 students to identify and/or assess student needs, formulating student goals and benchmarks aligned with the CCLS. Teacher teams continue to align their units and practice to the CCLS through the use of the Danielson framework.</p>	<p>Teachers Administration</p>	<p>September 2015 – June 2016</p>	<p>Teacher Teams Administration</p>
<p>Certified ELL teacher will continue to work collaboratively with both the general education and special education teachers to provide ongoing support for ELL students.</p>	<p>Teachers</p>	<p>September 2015 – June 2016</p>	<p>ELL Teacher Teacher Teams</p>
<p>We will continue to provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Parent Coordinator Administration Teacher Teams</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Schedule to support teacher team work.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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February, 2016

Progress towards this goal will be measured by:

- Administrative involvement, guidance and observation of team process and protocols.
- Mid-year improvement in consistency of peer coaching and inter-visitation as evidenced by the data produced in peer coaching, team minutes and observations.
- Ongoing assessments as an indicator of student success on the ELA regent exams.
- ELA Regents data.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As per 2014-2015 QR, School leaders communicate high expectations through weekly team meetings, professional development, emails and memoranda. Through weekly teacher leader team meetings, grade-level representatives receive information on the school’s progress toward meeting Comprehensive Education Plan (CEP) goals and the instructional focus on literacy. During a recent meeting, school leaders emphasized that Core Six, a school study on entry points, should be fully implemented to increase student access. A review of a professional learning agenda provides workshop objectives which include articulation of the Danielson Framework for Teaching Domain 2 related to “sound teaching in the classroom.”

Priority Need: Based on QR, continue to support and strengthen the capacity of teacher teams to consistently use data from ongoing checks for understanding and student self-assessment, providing actionable feedback in order to increase teacher effectiveness and make effective adjustments to meet all students’ learning needs.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of horizontal grade teams will demonstrate increased teacher effectiveness in ongoing assessment, actionable feedback and multiple entry points.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>August retreat: Administrators will work with school staff to plan for instructional focus as aligned with the Common Core Standards and Danielson’s domains for professional growth. Professional development will include the organization of Peer Coaching, work related to actionable feedback, ongoing assessment and multiple entry points.</p> <p>Election Day PD will be provided by administration to strengthen staff understanding on identifying measurable objectives based on agreed upon specific areas of teacher practice aligned with CCSS and Danielson’s competencies.</p> <p>Instructional leaders (administration) will support school staff to further develop their understanding of Danielson’s competencies to identify areas for professional growth through academy teamwork, Peer Coaching, informal and formal observations.</p> <p>NEP partner will work as master coach to support the development of Peer Coaching.</p> <p>Administration provides opportunities for current off-site professional development, e.g. Boosting ELL Achievement Through Teacher Practice, Meeting the Needs of Diverse Learners, Building Resiliency, and Integrating Informational Text in the ESL/Bilingual Classroom.</p> <p>Continue to work to provide opportunities for Fueled Education blended learning program as a multiple entry point.</p>	<p>Teachers and Support Staff</p> <p>Teachers and support staff</p> <p>Teachers</p> <p>Teachers</p> <p>Teacher Teams</p> <p>Teachers</p> <p>Students</p>	<p>August, 2015</p> <p>November, 2015</p> <p>September 2015 – June 2016</p> <p>August, 2015 – June 2016</p> <p>September 2015 – August 2016</p>	<p>Administrators</p> <p>Team Leaders</p> <p>National Partner</p> <p>Administration</p> <p>Team Leaders</p> <p>Administration</p> <p>National Partner</p> <p>Administration</p> <p>Administration</p> <p>School Staff</p>
<p>Teachers will work to design and implement assessments that are skill-specific in order to pinpoint individual student needs and class trends. Assessment will be rubric-centered, provide quick feedback to students and the results/data need to be revisited repeatedly by the individual instructor and the grade team and be analyzed for trends/areas of concern.</p>	<p>Grade specific</p>	<p>September 2015 – June 2016</p>	<p>Teacher teams</p> <p>Administration</p>

Monthly, all staff will meet as a student intervention and school implementation team (SIT), supported and lead by the Assistant Principal of Instructional Support and the Guidance Counselor.			
Parent Coordinator will receive direction and support from administration and professional development opportunities to build stronger partnerships between parents and school to impact upon student success.  Events will be planned with the PTA to push further on this aim.	Parent Coordinator  Parents	September 2015 – June 2016	Administration  PTA
Team Leaders meet weekly with the Principal. Part of the work of the Team Leaders, which includes data specialist and instructional leads, will align our professional work with teacher effectiveness during Academy team meetings.	Team Leaders  Grade specific	September 2015 – June 2016	Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funding for the August Retreat											
Funding for outside professional development											
Schedule for teacher team meetings											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
February, 2016
Progress towards this goal will be measured by:
<ul style="list-style-type: none"> <li>• Administrative observations of strategies implemented based on professional development.</li> <li>• Mid-year improvement on Danielson’s components 3d (assessment) as evidenced by the data produced in peer coaching and observations.</li> <li>• Mid-year improvement in consistency of ongoing actionable feedback and multiple entry points as evidenced by the data produced in peer coaching and observations.</li> </ul>
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Parent Involvement continues to be a challenge in our school with low attendance at PTA meetings (approximately 10% of our student population’s parents attend). The Parent Coordinator has made great efforts to build parent involvement by providing every parent with access to his cell number, visiting homes along with the Attendance teacher and on his own.

Parent communication through the Teacher-Ease application continues to improve with evidence of increased parent – staff communication through email. This year, it appears we will have a more committed PTA administration with four parents taking the lead as the Executive Council.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will increase the attendance in our PTA meetings by 10%. We will also have at least two successful parent events during this school year.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>For the 2015-2016 school year, we have built a committed PTA Executive Council and increased the membership of our School Leadership Team.</p> <p>Providing workshop opportunities and at least 2 events for parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents</p>	<p>Students, Parents and School Staff</p> <p>Parents</p>	<p>September 2015- June 2016</p> <p>October 2015-May 2016</p>	<p>School Leadership Team Members</p> <p>PTA</p> <p>Parent Coordinator</p>
<p>Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children and other members of our school community.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator</p> <p>PTA</p>
<p>Provide parents with access to Teacher-Ease, our grade E-gradebook system to monitor their child's progress in an effort to build parent-student-teacher partnerships.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator</p>
<p>Provide training opportunities parents on Teacher-Ease to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. All new parents will meet with the Parent Coordinator the first day they arrive. He has a data base of parent contact numbers and parents are able to contact him at any time for support.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>We will work with our Borough Family Advocate, Mr. Mark Moses to assist us in reaching our goal.</p>										
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

February, 2016

Progress towards this goal will be measured by:

- Assessment of parent use of TeacherEase.
- Measure PTA meeting attendance rates
- Measure Parent Event attendance rates.
- Environmental Survey

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.)
<p><b>English Language Arts (ELA)</b></p>	<p>Teacher Grade Team Case management</p> <p>Student Intervention Team</p> <p>School Implementation Team</p> <p>Attendance Team</p>	<p>Students are identified and programmed for two additional 60 minute periods during the school day each week that include SETSS support as well as support in core subjects as needed. Services include tutoring, SETSS, and ESL.</p> <p>Teachers, students and parents have access to their progress data on Teacher-Ease.</p> <p>As part of our teamwork, we will work to find ways to provide multiple entry points and assessments aligned with Common Core Learning Standards.</p> <p>All staff meets twice per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting. In addition, professional development is determined by the</p>	<p>Small group</p> <p>One-to-one</p> <p>Small group</p> <p>Tutoring</p>	<ul style="list-style-type: none"> <li>• Additional support classes are during the school day, twice per week.</li> <li>• SETSS is offered during first period four days per week and additional two classes per week.</li> <li>• Tutoring is offered after school.</li> <li>• Fueled Learning on-line classes offer services for students with special needs and ESL. Students who are taking classes in this fashion can do so in school or wherever they have computer access with the exception of tests.</li> </ul>

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

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

		<p>setting. In addition, professional development is determined by the Professional Development Team to study and develop research-based strategies to provide all students access to academic language and vocabulary development.</p>		
<p><b>Social Studies</b></p>	<p>Teacher Grade Team Case management</p> <p>Student Intervention Team</p> <p>School Implementation Team</p> <p>Attendance Team</p>	<p>Students are identified and programmed for an addition two 60-minute periods during the school day each week and after-school classes for Social Studies tutoring, SETSS</p> <p>Teachers, students and parents have access to their progress data on Teacher-Ease.</p> <p>As part of our teamwork, we will work to find ways to provide multiple entry points and assessments aligned with Common Core Learning Standards.</p> <p>All staff meets three times per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting. In addition, professional development is determined by the Professional Development Team</p>	<p>Small group</p> <p>One-to-one</p>	<ul style="list-style-type: none"> <li>• Additional support classes are offered during the school day, twice per week.</li> <li>• SETSS is offered during first period four days per week and during additional support classes.</li> <li>• Tutoring is offered after school.</li> <li>• Fueled Education on-line classes offer services for students with special needs and ESL. Students who are taking classes in this fashion can do so in school or wherever they have computer access with the exception of tests.</li> </ul>

		<p>to study and develop research-based strategies to provide all students access to academic language and vocabulary development.</p> <p>All staff meets twice per week to insure ongoing students' content and skills, emotional and social needs assessments, planning and goal setting. In addition, professional development is determined by the Professional Development Team to study and develop research-based strategies to provide all students access to academic language and vocabulary development.</p> <p>Please note: Any identified</p> <p>SIFE and Bilingual students will be given additional instructional time to</p> <p>explore both the language, reading and writing skills in the core subjects. ESL students who are classified to receive mandated ESL services. Those students receive their mandated services from our certified ESL certified. We participate in a SIFE grant that is campus-wide. Saturday classes are</p>		
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		available on campus to all our students.		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor  On-Site Interborough Social Worker	<p>Our Guidance Counselor will continue to provide guidance and crisis Counseling services during the school day, one period a week or more frequently if needed, to all students especially SWD,</p> <p>LEP, Black, Hispanic and Economically Disadvantaged students in all grades. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.</p> <p>Our campus has a school social worker (Interborough Developmental and Consultation Center) who will offer clinical services, educational, social and personal services during the school day on an as needed basis to at risk students including students in the SWD, LEP, Black, Hispanic and Economically Disadvantaged subgroups.</p> <p>We have a nurse on staff at the Tilden Campus who provides health-related services.</p>	<p>One to one</p> <p>One to one</p> <p>Small group</p>	<ul style="list-style-type: none"> <li>• During the school day. However, if there is a need outside of school, our campus school social worker offers services to parents and students at Interborough Developmental and Consultation Center.</li> <li>• School nurse is on campus and provides services during the school day.</li> </ul>



## 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

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

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• Working with teacher team leaders to identify relevant professional development both on and off-site to build professional practice based on staff needs.</li> <li>• Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.</li> <li>• In conjunction with our national partner/instructional coach, National Educator Program, ongoing professional development is provided in order to develop our Peer Coaching paradigm in order to self-assess, improve instruction, and raise student achievement.</li> <li>• In conjunction with the NEP, we will continue to build our online community so that teachers can share best practices with schools throughout the United States.</li> </ul>

- Our Network supplies the school with two staff developers that work with the ELA and Math staff.
- Staff attends PD sessions that are given by NYSED and then turn keys this information to staff during the weekly vertical team meetings.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

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

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

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	229,077.00	X	16
Title II, Part A	Federal	0	X	
Title III, Part A	Federal	0	X	
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,468,413.00	X	15, 16, 21

**<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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** *(Required for All Title I Schools)*

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Cultural Academy for the Arts & Sciences** 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. **The Cultural Academy for the Arts & Sciences** 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, School Quality 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) Template

**The Cultural Academy for the Arts & Sciences** 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 on assessments.

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

*Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>629</b>
School Name <b>Cultural Academy For The Arts &amp; Sciences</b>		

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Diane Varano</b>	Assistant Principal <b>Halley Tache</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Carine Darnell</b>	School Counselor <b>Kenneth Tanzer</b>
Teacher/Subject Area <b>Marie Petit-Blanc/Math</b>	Parent <b>Stacey Mckoy</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Martin Young</b>
Related-Service Provider <b>Kenneth Tanzer</b>	Borough Field Support Center Staff Member <b>Aaron Perez</b>
Superintendent <b>Michael Prayor</b>	Other (Name and Title) <b>Christine Etienne/SECAP</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>2</b>	Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>358</b>	Total number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	34	<b>Newcomers</b> (ELLs receiving service 0-3 years)	22	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	22		0	5			7		5	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										3	0	0	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	1	0	0	0
Haitian										15	6	1	5	0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										7				0
<b>Emerging</b> (Low Intermediate)										4				0
<b>Transitioning</b> (High Intermediate)										3				0
<b>Expanding</b> (Advanced)										2	6		3	0
<b>Commanding</b> (Proficient)										3	2	2	2	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										1	2	0	2	0

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					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	5		4	
Integrated Algebra/CC Algebra	11		4	
Geometry/CC Algebra	3		3	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Chemistry	4		3	
Earth Science	4		1	
Living Environment	10		5	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	7		1	
Geography				
US History and Government	15		7	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

CAAS continues to use the Slosson Sort-R as an informal literacy assessment. we are continuing to use this data in order to support our ELL students with decoding skills and be able to work with them on their "frustration" level of literacy. CAAS has created a Grade Team network. The Grade Teams use anecdotal data based on teacher observations, goals and interim benchmarks. Students conference with their teachers based on their learning goals and are actively involved in developing goals and steps for success this is in tandem with the Performance Tasks For ELL's. This enables our teachers to create lesson plans that are differentiated for these students as well as others in need of the extra support.

CAAS as a High School receives students directly from other countries with little to no English language skills as well as formal education. Through teacher created assessments and the NYSITELL we find that our students have multiple levels with respect to their English skills. This enables us to tailor our instruction for ENL students. In addition we have found that writing and listening are the weaker skills according to data form the NYSESLAT as well as teacher observation. Looking at the NYSESLAT data from 2015 we found that 18 out of 23 students who took the exam showed low scores in both listening and writing. This data, as stated above, is used throughour the school during vertical and grade team meetings in order to support our ENL students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

CAAS currently has students in the ESL Program. The data reveals that listening and writing skills need to be addressed and improved across all grade levels. The data below is only for students who took the NYSESLAT last May 2015. The data patterns are as follows:

9th Grade NYSESLAT/NYSITELL 2015: 7 students scored Entering(Beginner)  
 4 students scored Emerging (Low Intermediate)  
 3 student scored Transitioning (High Intermediate)  
 2 student scored Expanding (Advanced)

3 student scored Commanding (Proficient)

10th Grade NYSESLAT/NYSITELL 2015: 0 students scored Entering (Beginner)  
0 students scored Emerging (Low Intermediate)  
0 students scored Transitioning (High Intermediate)  
6 students scored Expanding (Advanced)  
2 students scored Commanding (Proficient)

11th Grade NYSESLAT/NYSITELL 2015: 0 students scored Entering (Beginner)  
0 students scored Emerging (Low Intermediate)  
0 students scored Transitioning (High Intermediate)  
0 students scored Expanding (Advanced)  
2 students scored Commanding (Proficient)

12th Grade NYSESLAT/NYSITELL 2015: 0 students scored Entering (Beginner)  
0 students scored Emerging (Low Intermediate)  
0 student scored Transitioning (High Intermediate)  
3 student scored Expanding (Advanced)  
2 student scored Commanding (Proficient)

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

CAAS had 23 students take the NYSESLAT and 5 students achieved proficiency. However, for the Annual Measureable Achievement Objectives 1 we are unable to assess due to the changes in the NYSESLAT proficiency levels. When we reviewed the AMAO 2 we see that during the 2014-2015 NYSESLAT administration, CAAS achieved 21.74% proficiency rate based on students tested and we have met the target. We use this information during our horizontal "Grade Teams" and vertical "Subject Teams". These teams meet weekly for individual student goal setting and planning, data-based planning instruction and inquiry research projects based on students' needs. Part of the team meetings include accomodations and modifications for ELL students, targeting specific skills to address any literacy deficiencies.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

For our Freestanding ENL program, the patterns across proficiencies and grades show growth from Entering to Emerging and Transitioning to Expanding and Commanding in the 9th grade. Our students have shown great progress in grades 10, 11 and 12. There are students in Expanding and Commanding proficiency levels as well as those students who have tested out.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A C.A.A.S. is a High School. However we provide AIS to those students who are in jeopardy and require the extra needed support in order to ensure minimal recommendations for evaluations.

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

CAAS uses Targets of Measurement/ Bilingual Progressions in planning scaffolded instruction for the four modalities (speaking, reading, writing and listening), in conjunction with CCLS (Common Core Learning Standards ) to ensure progression the target language. We provide opportunities for students to acquire the necessary vocabulary in an environment of support and personalization. Under the guidelines of UDL , we continually use various strategies in order for our ESL learners to develop their English language skills in both social and academic contexts. Scaffolding is provided by way of graphic organizers, visual aides, bilingual dictionaries/glossaries, as well as peer and home language help. These supports are gradually removed as students' skills develop to allow ELL students the opportunity and necessary support to meet rigorous or vigorous academic demands.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?

c. How are EPs performing on State and other assessments?

N/A at this time.

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

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

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If at that point there is any indication the student is a SIFE student, then we begin the identification process and Mrs. Darnell administers the SIFE questionnaire in their home language in addition to the parent interview during orientation in order to determine if the student is SIFE. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered online. The SIFE Questionnaire covers the following information: Personal and Language History, Family and Home Background, Education History, Language and Literacy Practices and Other Questions. SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC).

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Ms. Tache, Assistant Principal of ENL and Instructional Support and member of the Language Proficiency Team (LPT) with Ms. Darnell reviews the ATS Bio Data sheets and SESIS for identifying newly enrolled students with IEP's. The members of the LPT are: Ms. Diane Varano, Principal, Ms. Halley Tache, Assistant Principal of Special Education, Mrs. Carine Darnell, Mr. Kenny Tanzer, Guidance Counselor, and the Student's Parent or Guardian. If necessary, a qualified interpreter or translator of the language or mode of communication the parent or guardian best understands will be present at each meeting of the LPT. These procedures will be used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL. The LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. However, if the LPT determines that the student does not

have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. If the principal agrees with the LPT, the case will then be sent to the Superintendent or their designee. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form (page 53 of the Reference Guide) must be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The Cultural Academy For The Arts & Sciences is a small school where Ms. Tache, Assistant Principal and Ms. Darnell work in tandem to ensure that all entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The Cultural Academy For The Arts & Sciences is a small school where Ms. Tache, Assistant Principal and Ms. Darnell work in tandem to ensure that all parents are informed that they have the right to appeal ELL status within 45 days of enrollment during the students initial orientation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The structures that are in place to ensure that parents understand all program choices are individual orientation sessions held for each parent as he/she brings a student to CAAS at intake. When an ELL parent and student arrive at CAAS, they are brought to the Parent Support Center and meet with the licensed and trained pedagogue and the Parent Coordinator. Parents are made aware at intake that CAAS currently offers a Freestanding ENL program. In addition, CAAS informs parents regarding the CCLS, assessments and school expectations for ELLs. CAAS also states what the goals are for our integrated freestanding ENL program. We also advise parents that if the Parent Survey and Parent Selection form are not returned within five (5) school days, the default program is a bilingual program. Therefore, they are advised that their child will be placed in our ENL program.

Subsequent to parents and students watching the video on program choice provided by the DOE, the parents/guardians make an informed decision. Should parents choose a program other than Freestanding ENL, we advise them that CAAS will continue to monitor our ELL population to see if we can offer that program at a later date and advise them at that point. The parent signs that they have watched the video.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

At the end of the year, the licensed pedagogue and Ms. Tache review the existing Parent Selection forms to assess what the majority of the parents have selected. The ELL population is reviewed to ascertain whether or not we meet the criteria for a bilingual program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Ms. Darnell, ENL teacher ensures that all Parent Survey and Program Selection forms are completed and returned. These forms are completed while the parents are here for orientation with Ms. Darnell, ENL Teacher and Mr. Young the Parent Coordinator in tandem with Mr. Tanzer, Guidance Counselor.
9. Describe how your school ensures that placement parent notification letters are distributed. All original letters and documentation are dated, mailed and copies are kept in the students' cumulative ELL file in room 319A the Assistant Principal's office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All original letters and documentation are dated, mailed and copies are kept in the students' cumulative ELL file in room 319A the Assistant Principal's office.

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

Ms. Tache, Assistant Principal , Mrs. Carine Darnell and Ms. Petit-Blanc have been trained to administer the NYSESLAT exam and will administer the NYSESLAT in the spring 2016 school term at the appropriate time. Letters are sent home with students announcing the NYSESLAT administration schedule. School staff are given the schedule as well. Each section is administered according to the time frame given by State. Prior to administering the NYSESLAT, CAAS prints out the RLAT report from ATS to determine NYSESLAT eligibility of current students. Subsequent to compiling the list of students arrangements are made to procure a well-ventilated, quiet room for the administration of the NYSESLAT. A laptop computer with a DVD drive attached to a smart board is made available to ensure accurate listening for the listening portion of the NYSESLAT. The speaking component is administered in a quiet room , one-to-one with the licensed pedagogue. For the Reading/Writing component of the NYSESLAT, the same procured room for the listening component is used.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Mrs. Darnell ensures that continued entitlement and transitional support parent notification letters are distributed after receiving NYSESLAT results. All Letters and documentation are dated and mailed within the mandated time frame. Original copies are kept in the students' cumulative ELL file in room 319A - Ms. Tache's office.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The Cultural Academy for the Arts & Sciences is a small school and has a small ELL population. Over the past four years, we have admitted 30 new ELLs and the trend in program choice that parents have requested is a freestanding ENL program (30 out of 30). Parents appear to want their children immersed in English-only classes with ENL supports. In addition, the fact that we are a small school offers our students one-to-one personal support, which is vital to their success.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

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

- b. TBE program. *If applicable.*

N/A at this time

- c. DL program. *If applicable.*

N/A at this time

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

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

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

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

Students are given the option to request State and Local exams in their own language. Mrs. Darnell also provides ENL students with home language supports.

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

Students are continually evaluated in all four modalities of English acquisition through portfolio assessment, rubrics and teacher observation.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Upon receipt of NYSESLAT scores, the RLAT report is reviewed to identify student needs. Students are then scheduled for the mandated 90 minute unit. ENL instruction is provided as an integrated ENL classroom in ELA. In addition, CAAS reviews the entering 9<sup>th</sup> grade students to identify any ELL students requiring services as well as those ELLs who have tested out. We ascertain the year of proficiency and determine if they should be scheduled for either one or two years of mandated services dependent on the year of proficiency.

There is a campus-wide support program for all ENL students to attend whether they are SIFE students or not. It takes place on Saturdays and after school. Students receive small group instruction in order to support their individual language and literacy needs. We offer after-school small group and one-to-one support/tutoring one day per week with Ms. Darnell, ESL teacher in addition to their mandated minutes. This provides additional opportunities for speaking and listening in English in a smaller setting with an emphasis in conversational practice, phonemic awareness and American acculturation. An important aspect of this additional time is the opportunity to become acquainted with these newcomers in a less formal, albeit professional way. Ms. Darnell pairs newcomers with intermediate/advanced students during her lessons so that they provide support, clarify material so that all students have equal access to the material. She also uses the SmartBoard to provide visual learning opportunities, in addition to the use of realia, and graphic organizers as part of her lessons. Depending on students' individual needs, Ms. Darnell differentiates her lessons, planning for different goals and outcomes according to specific language needs, i.e. creating posters, composing essays, leveling complex texts, etc. She provides all of her students with glossaries and continues to build her bilingual library. Mrs. Darnell has been trained and is implementing the new Academic Vocabulary Tool Kit curriculum. We are a family-oriented community and both students and staff are made aware of new students through classes that Ms. Darnell team teaches in, and discussions regarding planning and additional support are conducted during vertical subject team meetings and horizontal grade team meetings.

Students 4-6 years are provided the same academic support in the core subjects. For ENL students receiving services for four plus years and former ELLs, her after school support program is available as well. Mrs. Darnell has an open door policy

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

C.A.A.S. is a small school with a small ELL population. We have not yet experienced any of our students as re-identified or non-ELL based on an approved re-identified appeal within 45 days of student enrollment. However if this does occur we will provide these students with extra support. The Principal will consult with Ms. Tache, Assistant Principi, Guidance Counselor and Mrs. Darnell(Lisenced pedagogue).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who:

- Have a home language other than English, and are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

#### PHASE 1

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)3F4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

#### PHASE 2

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

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

Ms. Darnell and general education staff in tandem with Instructional Support Teachers use: scaffolding, homogenous and heterogenous grouping when appropriate, differentiated instruction, graphic organizers, etc. The materials used: grade level text books, dictionaries, glossaries, vocabulary toolkit. In addition the ELL's who are SWD as well will be using: rewordify.com, scaffolding materials and tiered support. During weekly discipline and grade team meetings staff plan, set goals and benchmarks and develop curriculum maps for all subject areas that are common core aligned and modify the curriculum for all students to gain equal access to instruction (Ells and Ell-SWD). In addition, we have listening centers and an IPAD cart (that includes a Duolingo application) to provide additional technological support. ELLS and ELL-SWDs receive additional support from our extended day program that provides academic support for two extra periods a week and address students' language needs in all disciplines.

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

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

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

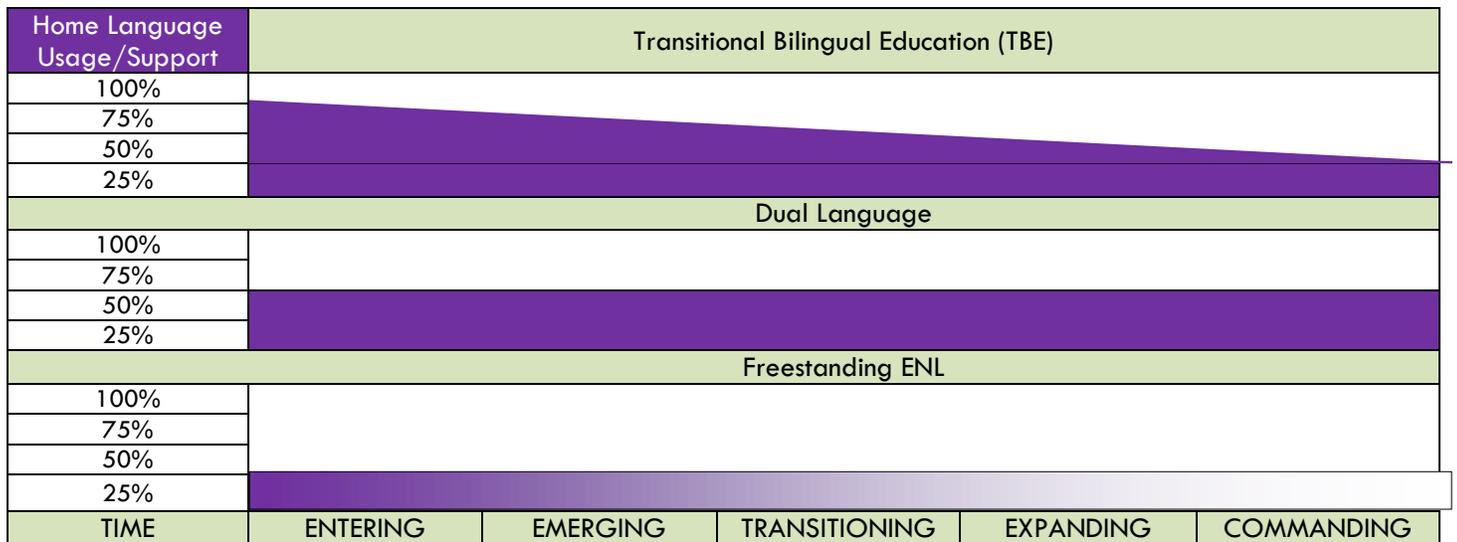


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Push in support for ELA classes with ELLs. Ms. Darnell works collaboratively with the grade teams to identify ELL student needs in math, science and social studies. She uses this data to plan and work with her students during Extended Day classes and then after school tutoring program. In addition, she provides her colleagues in the other disciplines with strategies and supports which follow the Universal Design for Learning Guidelines. Content area teachers ensure ELLs have access to bilingual glossaries in their subject area in addition to identifying and directly teaching specific vocabulary needed for comprehension. Data is gleaned from grade and discipline meetings in addition to reportcard grades.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our program is effectively meeting the needs of our ELLs in both content and language development as well as ELA, Science, Mathematics and Social Studies classes, which is based on the data collected from the NYSESLAT scores, state regents exams in ELA, Science, Mathematics and Social Studies, and report cards. All teachers are informed they are teachers of ELLs at our annual retreat in the end of August. We discuss as a small school of 300 plus students.
12. What new programs or improvements will be considered for the upcoming school year?  
Ms. Darnell will be implementing the Academic Vocabulary Tool Kit Curriculum in October 2015 and will implement strategies to assist ENL students in mastering the skills needed to work with the academic language demands of the CCLS. In addition, Ms. Darnell is using the iPad cart and Smart board technology in her classroom. The students use the Duolingo application, where they are learning how to speak English as well as grammar and vocabulary. )
13. What programs/services for ELLs will be discontinued and why?  
Fast ForWord was discontinued due to students' lack of participation and interest in the program. This program suffered from technical problems (such as lack of access on students' phones, since some students did not have computers at home) and was not as user-friendly as initially presented.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
CAAS offers ELL students equal access to all school programs (i.e., Culinary and Law) including after-school tutoring. These programs provide extra support for ELL students in US schools less than three years, receiving service 4 to 6 years and long-term ELLs that have completed 6 years. As previously mentioned above, CAAS also has the Extended Day Program on Wednesday and Friday each week. In addition, our ICT model is designed to support equal access for all students to academic success. Through the Integrated Co-teaching model or team-teaching, ELL students receive instruction using a model similar to push-in support in their academic classes as well as push-in services twice weekly in ELA. We have a campus-wide SIFE program that offers academic classes and support on Saturdays. Students also may join teams through PSAL, drama through Opening Act and chorus. SIFE program which provides academic classes with language proficiency support are offered on Saturdays. When various programs become available or are offered to CAAS, the ENL teacher advises the ELLs of these opportunities to participate. This is done in writing (in the form of a flyer or schedule) and also verbally announced in classes. Many of our ELLs enjoy participating in many academic, physical and social programs provided by CAAS and outside sources. They are well represented in these activities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
CAAS uses the following instructional materials: smart board technology, over head projectors, dictionaries, glossaries, textbooks, maps and diagrams, iPads.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native Language support is provided by our two foreign language teachers and our state certified ESL teacher. In addition, students have access to iPads where they can use various NL programs including Duolingo in addition to dictionaries and glossaries. Students who need alternative languages while taking the regents are provided this opportunity. If students are taking the regents exam in English, they are provided with a test-related glossary in their native language where appropriate.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
As stated above, our intervention services and ICT classes provide students with equal access to the curriculum based on their academic needs. Since our school personalizes instruction, teacher teams make instructional decisions based on student needs and revise them based on their process and progress. In addition, CAAS has vertical team meetings weekly to structure curriculum maps to include scaffolding and multiple pathways to learning. ELL students are assessed based on their current level and planned for accordingly in academy teams. Students are made aware of their goals and are involved in their learning process. As students grow in language proficiency, their plans are revised. If additional support is needed, it is provided. We have 5 ELL students that have IEPs. Students who required special support services are given support classes in accordance with their mandates.

Our intervention services include, Extended Day which provides support for students in particular classes as needed and includes an ESL component, tutoring, Duolingo application on iPads for language and literacy proficiency, ICT to provide additional support in

all core classes and push-in support. We also have a campus-wide SIFE program held on Saturdays from 9:00 a.m. to 1:00 p.m.

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

CAAS offers Orientation prior to the beginning of the new school year. It takes place in August and/or September depending on family availability. This is in addition to year-long customizable orientations for the convenience of incoming parents. All students are invited to attend. CAAS offers Spanish elective to all ELL students.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A at this time.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
We continually provide professional development to all teachers and administrators that specifically address the needs of our English language learners. We will provide a minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. All CAAS staff are invited to participate in any and all professional development. Ms. Darnell, ENL teacher attends PD through out the year, focusing on ENL workshops. She meets with all CAAS teachers weekly during our Monday verticle team meetings. She visits a different academic subject area each week each month on a rotated basis. The topics included for all content area instruction are: scaffolding, slowing down speech, academic vocabulary tool kit, guidelines of RTI, strategic grouping and how to use it, using visual aides and creating a print rich enviroment.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Mrs. Darnell will attend workshops offered through the DELLSS' website included are RTI resources. Some of the documents are;  
Document 1: Rtl for ELLs -- An Overview  
Document 2: Rtl Infrastructure – Coordinating a Team and Organizing Stakeholders  
Document 3: Strong Core Instruction for ELLs – Tier 1  
Document 4: Serving Struggling ELLs – A Step-by-Step Approach  
Document 5: Assessment and Evaluation for Special Education – Tiers 2 and 3  
  
Mrs. Darnell is implementing the Academic Vocabulary Tool kit and continues to attend the workshops offered. As dicussed above, CAAS staff meet on Mondays in verticle teams to continually work on professional development that supports the implementation of 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?  
As part of our support for staff we provide this during our PPT/SIT/CIT monthly meetings. We discuss and create action plans for all students in need. In addition CAAS is designed with grade teams that meet every Wednesday.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
C.A.A.S has vertical and horizontal teams in place that meet weekly. The vertical and horizontal team meetings will include support and strategies for ELL support. In addition, Mrs. Darnell will attend professional developent sessions through out the year from the Superintendency as well as other outside of school PD's. All records are kept and maintained in the main office as well as in the Principal's office. Binders are created and dated as materials are used in professional developments provided to staff.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

C.A.A.S is a small school with 34 ELL students. Mrs. Darnell works with each of her students and their families as needed. She meets with parents and students and reviews their portfolios and progress. In addition our school has Teacherease (electronic grade book) that parents and students have access to.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Mrs. Darnell , ENL Teacher, maintains portfolios in her room under lock and key. In addition she maintains her goals with her students on a quarterly basis. She also maintains phone logs in a locked file.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our Parent Coordinator, as well as, our Guidance Counselor work with incoming ELL parents to insure that any needs are addressed. In addition, the Parent Coordinator has set up a parent network where parents can contact him at any time and day of the week. He keeps our ELL parents consistently informed in their native language if necessary and works to provide opportunities to visit and spend time at our school. In addition, he works with the PTA Council to be sure there is consistent parent outreach to build additional parent involvement. The Parent Coordinator also works to offer workshops at our school as a means of parental support.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school is part of the Medgar Evers College Pipeline, which offers opportunities for parents to attend a Parent Academy each week so that they can obtain a GED, computer and other necessary skills or further their education.

5. How do you evaluate the needs of the parents?

When a new student and parent comes to our school, they receive a welcome packet with information in their native language if necessary. In addition ELL parents meet with our Assistant Principal, Guidance Counselor, Parent Coordinator and our ENL Teacher to discuss any needs our parents have initially. The Parent Coordinator provides parents with his cell number so that they have immediate access to information or if they require assistance. The ENL teacher keeps in contact with all ELL parents, building a supportive relationship throughout their school years at CAAS. In addition, we also have a school messenger service that email, texts and makes phone calls to parents in the appropriate language needed to keep parents consistently informed.

6. How do your parental involvement activities address the needs of the parents?

The Parent Coordinator works with the PTA Council in collaboration with staff to identify the needs of parents so that he can identify their specific needs and provide purposeful parental activities.

### D. Additional Information

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

## Part VI: LAP Assurances

School Name: <u>C.A.A.S.</u>		School DBN: <u>18K629</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Varano	Principal		1/1/16
Halley Tache	Assistant Principal		1/1/16
Martin Young	Parent Coordinator		1/1/16
Carine Darnell	ENL/Bilingual Teacher		1/1/16
Stacey Mckoy	Parent		1/1/16
Marie Petit-Blanc/Math	Teacher/Subject Area		1/1/16
	Teacher/Subject Area		1/1/16
	Coach		1/1/16
	Coach		1/1/16
Kenneth Tanzer	School Counselor		1/1/16
Michael Prayor	Superintendent		1/1/16
Aaron Perez	Borough Field Support Center Staff Member <u>South</u>		1/1/16
	Other _____		1/1/16
	Other _____		1/1/16
	Other _____		1/1/16



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **18k629**      School Name: **C.A.A.S.**  
Superintendent: **M. Prayor**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Cultural Academy For The Arts and Sciences provides parents with written communications in their own languages. We gather this information during the intake process and how they want to receive communications. Also, during the initial meeting with the family they are asked if they need a translator and this is documented in the students file. We also have allocated monies for on site interpretation if need be by our two bilingual paraprofessionals (Spanish), two foreign language teachers(Spanish), ESL teacher (French, Haitian Creole), bi-ligual math teacher (Haitian Creole and French). The following are the languages preferred by our ENL Parents: Spanish, French, Haitian Creole, and Arabic.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Cultural Academy For The Arts And Sciences has a small population of ENL students and all of our families' written translation and oral interpretation needs are supported. We conduct a schoolwide SIT meeting every month. It is here where we are able to update and inform our entire school community any pertinent information they need to know about our students.This is in addition to day-to day discussion as needed.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

As stated above Cultural Academy For The Arts and Sciences provides all written communications to our families in their native languages: Spanish, French, Haitian Creole and Arabic. In addition, we have budgeted money for translation purposes that might arise before or after school hours. We send our letters home for Parent - Teacher conferences, Multicultural Day, Thanksgiving Feast and Annual BBQ. In addition all correspondence regarding our Afterschool program and testing are all translated into the above mentioned languages. In addition, our school has School Messenger which can send texts, make phone calls and send emails in our families' native languages if needed.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

C.A.A.S. has budgeted money for translation purposes that might arise before or after school hours. The formal face to face meeting with our parents take place on Parent teacher conference evenings as well as day conferences throughout the year. In addition, we will hold our annual family meet and greet in September to welcome and introduce our staff to our families. When our parents come up to school they will be greeted by the Administrative Assistant, Parent Coordinator, Ms. Darnell, Mr. Tanzer and Ms. Tache.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

C.A.A.S. will call and utilize the Translation Unit to translate needed documents as well as use New York City standard translated documents in support of ENL students.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

C.A.A.S. will utilize over the phone interpreters via the Translation and Interpretation Unit as well as in-house staff in order to support our ENL Parents and students.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Ms. Tache (Language Access Coordinator) will provide the entire school staff with the information and protocols for interpretation/translation services during the opening staff development planning retreat in September. She will periodically follow up with staff members via email. Staff are provided with the "I speak card" for translation information.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

C.A.A.S has posted the Welcome Poster in the Center (Main) Hall. The Parents' Bill of Rights and Parents' Guide to Language Access are included in our parent folder for new students. The Language ID Guide is posted at the Main security desk on the first floor as well as on our General Office room 331B.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Mr. Young, Parent Coordinator, Ms. Tache, Assistant Principal, Mrs. Darnell, ENL Teacher with the support of ENL Parents will consider creating a focus group that is inclusive of all cultures and languages represented in our school in order to gather feedback and best practices on the quality and availability of our services.