

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M293

School Name:

CITY COLLEGE ACADEMY OF THE ARTS

Principal:

BURNEDETTE DRYSDALE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: City College Academy of the Arts School Number (DBN): 06m293
Grades Served: 6th through 12th
School Address: 4600 Broadway NY NY 10040
Phone Number: 212 567-3164 Fax: 212 567-3958
School Contact Person: Dr. Drysdale Email Address: bdrysdale@shools.nyc.gov
Principal: Dr. Burnedette Drysdale
UFT Chapter Leader: Lewis Michelson
Parents' Association President: Glery Hernandez
SLT Chairperson: TBD
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mickey De Simeon
Student Representative(s): Leslie Martinez
TBD

District Information

District: 06 Superintendent: Fred Walsh
Superintendent's Office Address: 333 Seventh Avenue NY NY
Superintendent's Email Address: Fwalsh@schools.nyc.gov
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

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)
Dr. Burnedette Drysdale	*Principal or Designee	
Lewis Michelson	*UFT Chapter Leader or Designee	
Glery Hernandez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Mickey De Simeon	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Leslie Martinez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
TBD	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Migdalia Torres-Cprtes	CBO Representative, if applicable	
Ana Cordero	Member/Parents	
Armando Tejeda	Member/Parent	
Marilyn Vittini	Member/Parent	
Kristy Gallo	Member/ Teacher	
Patrick Rush	Member/ Teacher	
Martin Toomajian	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: 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.

City College Academy of The Arts (CCAA) was created in 2005 in collaboration with the New York City Department of Education, the Early College Initiative (ECI) and City College of New York with funding from the Bill and Melinda Gates Foundation. The school is designed to give students a rigorous and intellectually challenging educational experience that prepares them for enrollment in college courses beginning in the 9th grade of high school. Starting in the 6th grade students begin to be exposed to the Early College Program at CCNY. 8th graders participate in the Bridge to College Program which provides them the opportunity to study with CCNY instructors. The instructors give the students a sense of what college courses will be like and a taste of the college culture. In the 9th grade, CCAA offers a Freshman Seminar course to all students. This course is focused on getting the student acclimated to being both a high school and college student. This is a yearlong course that transitions into an advisory class for the spring. Students, who qualify, beginning in the 9th grade, enroll in high school and college level courses that will lead to a New York State Regents high school diploma and up to 60 college credits from The City College of New York. CCAA's mission statement reflects our program focus. It reads:

City College Academy of the Arts (CCAA) is a 6-12 early college school. With City College

of New York and the Early College Initiative, our primary partners, we have designed a learning

community that is supportive and safe, as well as, rigorous and challenging. CCAA students graduate

with as much as two years of college credit. The arts are the conduit through which students develop

the skills to become problem-solvers, critical thinkers and analytical learners. CCAA is committed to

ensuring that our students succeed not only in college but as valued members of their families and

community.

CCAA's strength:

- The success of our early college program
- Our partnership with our CBO-Children's Aid Society which provides a wealth of support to the school. These include:
 - Our arts program:
 - AIS programs
 - Guidance/college readiness program:

Our challenges include:

- Ensuring that all our students are receiving rigorous instruction that will enable them to be not only successful high school students, but also successful college students.

- Ensuring that our ELLs and special education students are also making gains that is evident by their success at the middle school level on New York State Examinations in ELA, at the high school level by their success on NY State Regents Examinations, credit accumulation toward graduation and in meeting the schools goal of students obtaining up to 60 college credits from CCNY
- Providing professional development support for teachers and staff that will improve not only teachers instruction but also students' outcomes
- Increasing parent engagement

06M293 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	587	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	12	# Music	7	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	77.2%	% Attendance Rate		94.7%
% Free Lunch	78.1%	% Reduced Lunch		10.6%
% Limited English Proficient	4.4%	% Students with Disabilities		14.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		4.2%
% Hispanic or Latino	93.3%	% Asian or Native Hawaiian/Pacific Islander		0.7%
% White	1.5%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		25.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.24
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	28.6%	Mathematics Performance at levels 3 & 4		50.8%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		55.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	81.8%	Mathematics Performance at levels 3 & 4		87.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	73.8%	% of 2nd year students who earned 10+ credits		92.2%
% of 3rd year students who earned 10+ credits	89.4%	4 Year Graduation Rate		97.4%
6 Year Graduation Rate	100.0%			
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				
Accountability Status – Elementary and Middle Schools				
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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	YES	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			
Accountability Status – High Schools				
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	YES	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			
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	YES	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			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	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.

CCAA has determined that the school needs to provide additional mathematics support for a core group of students who are lacking fluency in rudimentary math and this is a major reason why they are in danger of failing in this subject both at the middle school level and in the high school. This determination was made by the Math Teacher Team, after reviewing student work using the tuning protocol and collaborative protocol, quantitative data such as teacher created and New York State periodic assessments and their scores on the New York State Common Core Regents and NY State Mathematics Examinations which were administered to students in grades 8 and 9 in 2014. Based on their evaluation of the data, it was determined that a mandated mathematics intervention course that is focused on rudimentary mathematics skills and fluency was needed in order to increase students’ performance in math classes, on New York State Examinations & assessment, and high school credit accumulation. CCAA will continue to work on this initiative in the school year 2015-2016.

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, CCAA will improve its AIS program for math students, in grades 8–9, for whom it has been determined, are in need of assistance in mastery of math skills and to build fluency in basic math foundations in order to increase students’ academic performance on the New York State Common Core Algebra Regents Examination by 10%.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Students will be identified by classroom teachers through in class teacher created assessments, research based diagnostic assessments such as STARS and CTB/McGraw Hill Baseline Assessment, their performance on NY State middle school examinations in mathematics and the Common Core Algebra Regents examination which were administered to 8th grade students in June 2015. Students will be taught via a variety of research based mathematics curriculum resources such as Khan Academy, an online curriculum, Prentice Hall, Record and Practice Journal by Big Ideas Math, and Math Tools: 64 Ways to Differentiate Instruction and Increase Student Engagement.</p>	<p>Students</p>	<p>9/'15-6/'16</p>	<p>Math teacher team, APs & Principal</p>
<p>Identified students in grades 8 & 9 will be programmed for two additional hours of math instruction as a part of their regular program.</p>	<p>Students</p>	<p>9/'15-6/'16</p>	<p>Grade level math teachers, Guidance Counselors, APs & Principal</p>
<p>Parent meetings will be held to inform parents about this AIS program, the use of assessment data, and topics such as how to use the online grade support technology available in Jupiter Grades, how to “read” the report card, research based technology being used at CCAA (such as EDMODO), Graduation Requirements and college readiness. Parent meetings will also be coordinated by Children’s Aid Society. Translation services will be provided by CCAA for parents</p>	<p>Parents</p>	<p>9/'15-6/'16</p>	<p>CCAA Teachers, Administrators, Parent Coordinator and CBO-CAS</p>
<p>The teacher of this AIS math class will maintain portfolios of students work and will share data regarding students’ progress toward academic progress with the math team and parents via Jupiter grades, phone calls and meetings with parents. Students will also create SMART goals in order that they may also track their own progress toward increasing their achievement in math.</p>	<p>Teachers, Parents, Students</p>	<p>9/'15-6/'16</p>	<p>Classroom Teacher, Parent Coordinator, Guidance Counselor</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.

CCAA will need additional funds in order support its afterschool portion of this AIS initiative.

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	X	Title III, Immigrant
	C4E		21 st 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.

Students receive 6 official report cards, and ongoing progress report via Jupiter grades. The Math Teacher Team will monitor students’ progress in following ways:

- Studying student classwork to determine their progress and to development/implement strategies for improving their practice or learning in math
- Update Jupiter Grades in timely fashion in order that parents and the guidance counselors are informed of students’ progress

Guidance Counselors will monitor students’ progress in the following ways:

- Keep parents updated
- Holding PPT –when apropos
- Meet with teacher of additional class to gauge students’ strides toward progress

Midpoint benchmarks: 20% of 9th grades will earn one high school credit in algebra by January 2016, 10% of students in grade 8 will move from performance level 1 to performance level 2 as will be evidenced by their scores on NY State assessments in mathematics which they will take in April 2016, 20% of the 9 grade students will earn two high school credits in algebra and 10% of them will pass the Common Core Algebra Regents with a minimum score of 65 by June 2016.

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.

Goal 5B was informed by the results of the 2013 NY State ELA and Mathematics Performance Examination which indicate that many students in grades 6-8 who are performing at level 1 in ELA and math. Specifically the data reveal that:

- In the 6th grade where there were 87 students, 22 students or 25% of the grade performed at a level 1 in ELA and 20 or 23% performed at a level 1 in math
- In the 7th grade where there were 89 students, 10 students or 11% of the grade performed at a level 1 in ELA and 6 or 7% performed at a level 1 in math
- In the 8th grade where there were 76 students, 15 or 21% of the grade were performance at a level 1 in ELA and 19% performed at a level 1 in math

For CCAA the concern is two-fold: The students perform well from grades 6 to 7; however there is usually a significant drop in the students gains from grades 7 to 8 in both math and ELA. For CCAA this shift is a cause for concern because of the mission of the school. CCAA is an early college school where in order for our students to begin taking college courses in the spring semester of the 9th grade, they must begin taking high school level courses in the 8th grade. This means that they must be on track in terms of their academic abilities because as a part of CCAA’s accelerated 8th grade curriculum, they will be taking New York State Regents Examinations in the following subject areas: Common Core Algebra Regents, Living Environment, and United States History and Government. The students are being held to high standards as these are high stakes exams (the United States History and Government Regents is typically given at CCAA in the 8th grade instead of the 11th as is the norm in most NYC schools).

Although the 2014 data which shows that 85% of the 6th grade students showed growth in math as opposed to 18% in 2013 and 54% made growth in ELA as opposed to 16% in 2013, the need for the additional AIS support was deemed critical because the data for the last two years also showed that while 26% of the 7th graders showed growth in math as opposed to 0% in 2013, and 41% showed growth in ELA in 2014 as opposed to 15% in 2013. In short, the gains made by the students in grade 6 were not being sustained in grade 6 and although there was an increase in academic performance of students in grade 7 on both math (67% in 2014 as opposed to 9% in 2013) and ELA (74% in 2014 and 24% in 2013), the additional reading and mathematics AIS supports are needed to become more grounded in the CCLS in order to improve their academic performance on the NY State ELA and math examinations in 2016

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, the school will increase the performance of students in grades 6 – 8 on the New York State ELA and Math examinations by 10%.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development will focus on improving teacher practice particularly in the areas of instruction and preparation and special education ICT teaching models such as parallel teaching. Providing professional development on the use of STARS and CTB/McGraw Hill Baseline Diagnostics assessment tools, Junior Great Books from The Great Books Foundation, Imagine Reading, a research based reading program created specifically for CCAA by City College of New York, CUNY, Scholastic Code X, Engage NY, Math in Focus by Marshall Cavendish Education, Holt Mc Dougal Common Core Education the schools ELA and mathematics research based Common Core aligned curriculum</p>	<p>Teachers</p>	<p>9/15-ongoing</p>	<p>CCAA Teachers, APs, Principal, PSO-CUNY and other professional organizations and researchers)</p>
<ul style="list-style-type: none"> • Students in grades 6 & 7 will be programmed for 4-days of reading. Teachers will use the research based programs-Junior Great Books and Wordly Wise- to provide support. Identified 8 grade students will receive two periods of mandated reading and two additional periods of math instruction weekly. CCAA will ensure that all ICT classes are appropriately staffed and that ICT teachers are following a specific model of instruction, such as parallel teaching. CCAA will leverage its resources to ensure that class sizes are, where feasible, 23. • Students will be required to attend study hall beginning in January 2014 that will be supervised by CCAA teachers. • Tutoring will be provided by school staff. <p>CBO-CAS will train and five CCAA high students with stipends to provide tutoring support services for middles school students.</p>	<p>Students</p>	<p>9/15-6/16</p>	<p>Teachers, School Administrators</p>

Parent meetings will be held to inform parents about the schools programs, AIS services, use of assessment data, and around topics such as how to use the online grade support technology Jupiter Grades, how to “read” the report card, research based technology being used at CCAA (such as EDMODO), Graduation Requirements and college readiness. Translation services will be provided by CCAA and all documents and flyers will be printed in both Spanish and English.	Parents	9/’15-6/’16	Teachers, Parent Coordinator, Guidance Counselor, School Administrators
All classroom teachers will be assigned a reading period four mornings per week. A math teacher will teach identified math students in grade eight two periods of mathematics two days per week. These eight grade students will also receive two days of reading.	Students	9/’15-6/’16	Classroom Teachers

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.											
CCAA is in dire need of funds in order to begin its afterschool and Saturday Academies. Although these are not included in the Part 2: Annual Goal, they were omitted because we currently lack the funds to provide these needed support services.											
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	X	Title III, Immigrant
	C4E		21 st 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.
<u>benchmark(s): Data derived from interim assessment such as teacher created classroom assessments, STARS and CTB /McGraw Hill Baseline Diagnostics tools, MOSL and students’ performance on New York State examinations which were administered in the spring of 2015.</u>
<u>Timeframe for mid-point progress: The end of Marking Periods 2, 3, 4, and results of students performance on State Examinations</u>
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.

This year, there has been a shift in the school-based PD. Given the terms of the new UFT contract, CCAA now has PDs that are still School-wide, teacher lead teacher teams; however the topics of the PDs are now determined by a professional development committee (team composition based on UFT contract) and is focused on creating PLCs- professional learning communities. The topics for PD were derived from the following sources:

- CCAA conducted a needs assessment survey among its teachers and the data provided indicated that work was needed in instruction and pedagogy (what was being taught, and how it was being taught) around such areas as content area literacy, supporting IEP learners, supporting ELLs, and questioning and discussion
- Students performance data on NY State Examinations in ELA and Math for grades 6-8 which showed uneven results between grades (See 5C needs assessment)

Students credit accumulation for 9th graders indicate that as of the end of the 2nd marking period, 9 students are in danger of failing. Of these, two possible holdovers will be students with disabilities. For CCAA, this is significant because in June 2013, nine students failed to meet the promotional criteria for 10th grade, six of them were students with disabilities. However, given the AIS that are in place, it is anticipated that all only three students will repeat the 9th grade in the fall of 2015 and of the six students who were held over from June 2013 at least three will be promoted to the 10th grade in January 2015.

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.

By June, 2016, the school will continue to regularly review student work and assessment results for evidence of individual student growth and gaps in learning, and make evidence-based adjustments to their units, lessons, and teaching practices. The goal is that this focus on student work will result in an increase in the academic performance of students in the following ways:

- At the middle school level by 10% increase in their ELA and mathematics scores on NY State Examinations
- At the high school level by a 10% increase in number of students accumulating credits for promotion to the next grade level

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>CCAA will review students work to assess our instructional practices. Professional development will focus on topics such as:</p> <ul style="list-style-type: none"> • Evaluating student data such as teacher created assessment and the CTB/McGraw Hill Baseline Assessments, MOSL, using protocols such as the tuning protocol, the consultancy protocol, collaborative and Atlas protocols for reviewing students’ work • Kang cooperative groups • STARS classroom assessment • The Danielson Framework • Setting SMART goals for students • The many uses of Technology to support students learning (Skedula & Edmodo) • Interactive notebooks • Intervisitation: Using the intervisitation protocol provided by the UFT • Effective questioning techniques using the guidelines such as the Danielson Framework for effective and highly effective questioning and discussion techniques (Component 3b) • Effective planning –Lesson studies • Differentiating instruction 	<p>Teachers</p>	<p>9/'15-6/'16</p>	<p>Teachers & Administrators</p>
<p>Conduct professional development workshops that will engage all teachers in a variety of activities that are school-based, provided by our network-PSO-CUNY, by the DOE and other outside institutions. These include:</p>	<p>Teachers</p>	<p>Ongoing</p>	<p>Teachers, Administrators, PSO-CUNY, et al</p>

<ul style="list-style-type: none"> • Schoolwide • Teacher Teams: Grade & content level <p>Video Learning: the Using Video Camera Protocol to look at teacher instructional practices</p> <ul style="list-style-type: none"> • Intervisitation: Using the Intervisitation Protocol to provide effective feedback • Instructional Leadership: PSO-CUNY • Teacher Leadership Program (TLP): DOE –To move instruction through the use of protocols • PLC-Facing History • Astor Educators: Metropolitan Museum of Art • Integrated Algebra: City College of New York, CUNY • STARS Classroom Assessment: PSO-CUNY 			
<p>Parent workshops will be held to inform parents about the schools programs including AIS services, use of assessment data, and around topics such as how to use the online grade support technology Jupiter Grades, how to “read” the report card, on helping topics such as helping students prepare for the NY State CCLS assessments in ELA and Math, updates on the New York State CC Math Regents Examinations in Algebra and Geometry. Translation services will be provided and all materials will be translated in Spanish and English</p>	Parents	Ongoing	Teachers, School Administrators
<p>Publication of updated Curriculum Maps for transparency, and completion of at least one lesson study by content area teacher teams</p>	Teacher Teams	9/’15-6/’16	Teacher Team Leaders, Administrators

Part 4 – Budget and Resource Alignment

<p>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.</p> <p>Funds in order to hire professional/outside support and for per session</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.

Benchmarks: Students scores on assessments, improved quality of students work, more student involvement in self-assessment, at the high school level-more credit accumulation. At both levels, improved performance of students on NY State Examinations, Increased “rigor” in teacher practice as evidence in teacher observation reports using the Danielson Framework, Increase used of questions that are higher order reflecting those in the effective and highly effective categories of Domain 3b of the Danielson Framework .

Timeframe for progress monitoring activities: School year 2015-2016

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.

Goal 5D is the culminating part of CCAA’s mission which begins when the students entered the 6th grade, continues in the 8th grade with College Seminar at CCNY. In the fall of the 9th grade begins the Freshman Seminar and in the spring semester of the 9th grade students take their first college course. By the time the students leave CCAA, the goal is that they will have done the following: taken at least one college course and have been accepted by a college. The data indicate that we are almost in sight of our goal. According to the data provided by CUNY, from 2012-2016 (anticipated) all students including students with disabilities will have completed at least 1 course at CCNY. According to the data provided through the Early College Initiative, 18% of the students who graduated CCAA in 2015 did so with over 60 college credits while 39% had between 41 and 59 college credits and 24% had between 21 and 40 college credits. However, despite their success at CCNY, CCAA students continue to struggle on assessments such as the ACTs & SATs. Besides private colleges, CCAA is also focused on getting its students into four-year CUNY senior colleges such as CCNY, Lehman College and Hunter College. In 2015, some of students made great strides in their performance on these assessments. For example, we had two students who received POSSE Scholarships, a student who will be attending Amherst College, one will attend Brandeis University, and a third will attend the University of Southern California. Finally, CCAA achieved another milestone with the acceptance of a student to the CCNY Grove School of Engineering as a transfer student.

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, the school will achieve a 90% college acceptance rate for students graduating in June 2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> ♣ Students will be encouraged to prepare for the ACT and SAT exams through multiple sources: a year-long course that will culminate in the students' completion of their college essay and will utilize resources such as Kaplan Test Preparation materials, and online resources such as Khan Academy, an ACT/SAT test preparation that is provided through a partnership with the YMCA, or through Kaplan Test Prep Company. ♣ The guidance counselor will conduct student-centered workshops on the completion of college applications such as the Common App, SUNY and CUNY applications. ♣ Students will be required to meet the CUNY entrance requirement of 75 on the ELA Regents or 80 on at least one math Regents examination. Data shows that of class of June 2015 72% have thus far met the CUNY requirement for math and 80% have met the ELA requirement. We would like to increase these data by 10 percent for the class of 2016. ♣ Students will receive updates on the college application updates via email, monthly senior meetings and through a group Facebook account that will be coordinated by the high school guidance counselor 	<p>Students</p>	<p>9/'15-6/'16</p>	<p>Guidance Counselor & School Administrators</p>
<p>The college application process for students will begin in the spring semester of the junior year and will continue over the summer when students will be required to complete their college resume, and develop a list of colleges to which they are interested in applying. Students will attend college fairs, one of which will be school based.</p>	<p>Students Students</p>	<p>4/'15-6/'16</p>	<p>Guidance Counselor & School Administrators</p>
<ul style="list-style-type: none"> ♣ The guidance counselor/college advisor will be assigned to the college one day each week to support students through the process ♣ The guidance counselor will attend workshops such as Options Institute and Southern Westchester Guidance Expo that are focused on supporting students whose ACT/SAT scores are not reflective of their potential. These include workshops offered by 	<p>Guidance Counselor, teachers</p>	<p>4/'15-6/'16</p>	<p>Guidance Counselor, School Administrator, CCNY-CUNY Liaison</p>

<p>the College that Change Lives, the College Board and Training for SAT.</p> <p>♣ The guidance counselor/college advisor will coordinate at least one school based college fair</p> <p>The teachers of the school based classes will facilitate one professional development workshop about what students need to know and be able to do in order to be perform well on these high stakes examinations</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.											
Funds for per session activities											
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 st 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.
<u>Benchmarks Monitoring Activities: Students will complete their application and SUNY applications process by January 29, 2016. Most CCAA students will then begin the CUNY application process where they will apply as transfer students</u>
<u>Midpoint Benchmark: Ongoing beginning in November 2015 and will continue through 6/2016</u>
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 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.

CCAA parents care deeply about the academic achievement of their children. Parents typically attend Parent-Teacher Conferences, PPT Conferences or any meeting that is centered on academics. However meetings that are general in school or not specific to a need have limited attendance. Case in point, despite the fact that there are 587 students enrolled at the school, it is typical to have only 15-20 parents at a PTA meeting. The school will host a middle school technology night for parents. It will be advertised via a variety of sources: flyers will be distributed at the November Parent-Teacher Conferences. Reminder flyers will be sent home with students, phone calls were made and message were left with the phone messaging systems (all in Spanish and English). While CCAA struggles in the area of parent involvement, if there is an emergency meeting, many come. If I say, “We really need your support.” They are here. They attend meetings where multiple grades or multiple topics are being discussed. For example, on November 13, 2014, we scheduled a meeting in which the agenda included a meeting for 8th grade parents, a survey for the Quality Review and a planned trip to Washington DC. Our attendance records indicate that over 55 parents attended. Parents support the schools yearly health fair that is hosted in conjunction with the Children’s Aid Society and they also attend workshops (on topics such as nutrition, immigration, and computers) that are offered by the parent coordinator and our CBO-Children’s Aid Society (CAS) because they are conducted in a specific space within the building, The SUMA Room, and CAS has been in the community for over 25 years and provides a wealth of services to the community including medical and mental health services.

Please note that all materials and all meetings including PTA meetings and SLT meetings are conducted in both Spanish and English because for the majority of CCAA parents, Spanish is the primary language.

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, CCAA will increase parent participation in school events by 10%.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Apart from Parent-Teacher Conferences , Curriculum Night and PTA meetings, parents will also be invited to activities and workshops offered by CCAA and its CBO-Children’s Aid Society. These will include: workshops on Jupiter Grades, grade & content level meetings, CCAA’s 1st annual Blood Drive (January 20, 2015), the Christmas Show coordinated by the CBO, CCAA’s middle school string recital, winter musical and spring play.</p>	<p>Parents</p>	<p>Ongoing</p>	<p>Parent Coordinator, Principal & CBO</p>
<p>CCAA will inform parents of all activities via:</p> <ul style="list-style-type: none"> • Monthly calendars • Messaging system • Back of Flyers • Phone calls to parents 	<p>Parents</p>	<p>Ongoing</p>	<p>Parent Coordinator, Principal & CBO</p>
<ul style="list-style-type: none"> • Continue to use the SUMA Room as a central site for parent meetings • Host a least one PTA meeting in the morning • Invite parents to celebrations for students’ academic achievements such as honor roll luncheon, and publication of students’ work • Host parent meetings at CCNY in order that parents may feel comfortable at the college • Provide snacks and hold raffles as incentives for parents to attend school events • Update Blue Emergency Card to ensure that parent information (example: telephone numbers and addresses) is current • Hold joint events with CAS such as a school blood drive 	<p>Parentd</p>	<p>9/’15-6/’16</p>	<p>School Community, PTA & CBO</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.											
Support from CBO-Children’s Aid Society											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
<u>Attendance records from meetings, workshops and other activities coordinated by CCAA and the school’s CBO-Children’s Aid Society indicating a rise in parental participation compared to school year 2014-2015.</u>
February 8 th , 2016-SLT meeting
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.)
English Language Arts (ELA)	45	Junior Great Books, Imagine Reading	Small Group and Tutoring	During the School Day, Before, after school and Saturdays
Mathematics	40	Focus-Singapore Math, Big Ideas Math, Math Tools	Small Group and Tutoring	During the School Day, Before, after school and Saturdays
Science	5	Regents Prep	Tutoring	During the School Day, Before, after school and Saturdays
Social Studies	2	Regents Prep	Tutoring	During the School Day, Before, after school and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	15	Counseling	Tutoring	During the School Day

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
Teacher Fairs, Student Teacher Placements, Referrals

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).
<p>CCAA provides the following forms of professional development:</p> <ul style="list-style-type: none"> ♣ Teacher teams-grade & content ♣ Whole staff professional development ♣ Instructional leaders ♣ Video Learning ♣ Intervisitations-classroom, other schools ♣ Co-planning for ICT classes <p>School based mentoring</p>

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.

Teachers meet in teacher teams and grade level teams to determine what types of formative assessments should be administered to students. It was determined that CCAA will administer the MOSL, New York State Periodic Assessments in Mathematics and STARS Diagnostic that are used to determine students' math and reading levels. Professional development activities were then focused on:

- Using assessments to inform teaching practices
- Evaluating students' work
- Creating effective teacher based assessments
- Skills based learning: What do students need to know and be able to do (at different grade level in each content area)

Academic and content literacy

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 codes¹. 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 consolidated². **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	289,610.00		9,13, 16, 17, 18, 19, 21, 22, 24, 25
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		11, 16
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,293,507.00		9,13, 16, 17, 18, 19, 21, 22, 24, 25

¹Explanation/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.

²The **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)

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

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)

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

I. School Responsibilities:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>CCAA</u>	DBN: <u>06M293</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>31</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _

Educators Publishing Service: Wordly Wise 3000 for grades 6-9

Curriculum Associates: Ready New York CCLA English Language Arts Instruction Grades 6-8

Rally!: NY Rehearsing Reading

Rally!: NY Reading Rehearsal Plus

-
-
Direct Instruction Budget for Supplemental Support Program:
Materials: 2, 240 (materials are listed above)
Saturday Academy Teachers:
Grade 6 &7: 2x3x14x52.28= 6,587.28
Afterschool Tutoring: 1x22x52.28= 1,150.16
Professional Development: 5x5x52.28= 1,307 (the extra funds will be derived from other funding sources)
-
Total: 11, 197.44
-
-

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ As the above data indicate, ELLs at CCAA are not making gains in content area classes. To reverse this trend, professional development opportunities is needed for teachers to learn effective strategies and differentiation techniques that will support these students. To that end 5 after school PDs will be offered. funds from the TE will be used for per session for the ESL presenter and 4 teachers.

-
Professional Development: 5x5x52.28= 1,307 (the extra funds will be derived from other funding sources): Although funds to cover 5 teachers including the ESL teacher will be funded via Title III, all teachers will be invited to participate in this series of workshops. The cost for attendance by the other teachers will be covered by other funding sources.

Probable PD dates Time & Possible Topics:

All PDs will be held on the designated Friday from 2:45-3:45pm

February 26: What does the NYSESLAT look like?

March 11: ESL Strategies that Work

April 1: Formative Assessments to that Support ESL Instruction

April 22: Strategies for Vocabulary Building

Part C: Professional Development

May 6: What can we learn from students writing?

Professional Development will be provided by: Ms. Landron,

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Spanish is the dominant language of most of the parents of CCAA. As such, it is imperative that they are included in all activities that are targeted toward our ELLs. To ensure that our parents are knowledgeable about the programmed offered at CCAA, all correspondences sent home are translated in both English and the home language of our parents. Phone calls are conducted in both languages. The school's messenger system contacts parents in both Spanish and English to invite them to all meetings including PTA meetings and Parent-Teachers Conferences. All meetings will be conducted in both languages. The ESL teacher, Ms. Landron and parent coordinator, Ms. Cebalos, will host two 1 1/2 hour workshops for parents. One workshop will be held around February 24, 2016 and the other in May 11, 2016. The workshops will focus on: Strategies to promote reading at home, the Middle School Exams, SKEDULA and ways to access the students' data for high school students (tracking students' progress toward graduation).

- Parent Engagement:

Tentatives and Probable Topics:

Feruary 24: Strategies to Promote Reading & the Middle School Exams

May 11: SKEDULA: Tracking Students' Progress Toward Graduation

The two ninety minutes meeting will begin at 6:00pm and end at 7:30pm

- Teaer: $1 \times 3 \times 52.28 = 156.84$

Snacks for Parent meetings: $2 - 1 1/4$ hour meetings = 250

Matrials for Parents: To purchase videos and materials from Colorin Colorado (such as videos in Spanish on the common core standards and reading strategies for families) = \$250

For correspondence: 260 (flyers)

Cultural Celebration is tentatively scheduled for May 19. The celbration will showcase the work of the students and their cultural heritage: These funds will be used to support two speakers who will share their experiences with the familes. One speaker is an author and tentatively to be a former ELL who has become a successful college student (this will support our work in the area of college readiness). The presentations by the speakers will be open to all participants and attendees fo the cultural celebration. Funds needed: \$202 (each speaker will be paid small stipend of \$101 each)

- Ms. Landron will be paid 14 hrs of per session for planning (professional development and parent engagement workshops) = $1 \times 14 \times 52.28 = 731.92$

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-

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Dr. Burnedette Drysdale	Assistant Principal Aixa Candanosa, Alrye Osborne
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher ,Dawn Hunter	School Counselor Deice Merino
Teacher/Subject Area Martin Toomajian/S.S.	Parent Rosa Sanchez
Teacher/Subject Area Jenna Young/E.L.A.	Parent Coordinator Manuela Ceballos
Related-Service Provider Alethea Webster	Borough Field Support Center Staff Member Alice Cohen
Superintendent Fred Walsh	Other (Name and Title) Alyre Osborne, A.P.

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	609	Total number of ELLs	31	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <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 #
Transitional Bilingual Education														0
Dual Language														0
Total	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					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	11
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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	
TBE										0
DL										0
ENL	1	0	0	26	0	0				0
Total	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
TOTAL	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
TOTAL	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
TOTAL	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							10	11	3	3	3			0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					0
Korean										0				0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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
Entering (Beginning)							0	0	0	0	1	0	0	0
Emerging (Low Intermediate)							1	0	1	1	0	0	0	0
Transitioning (High Intermediate)							2	0	0	0	0	0	0	0
Expanding (Advanced)							7	11	3	2	2	0	0	0
Commanding (Proficient)							0	0	0	0	0	0	0	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	0	1	0	0	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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	9	0	0	0	0
7	6	5	0	0	0
8	4	0	0	0	0
NYSAA	0	0	0	0	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	9		0		1		0		0
7	2		7		2		0		0
8	3		1		0		0		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	1								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	3	0	1	0
Integrated Algebra/CC Algebra	3	3	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	2	2	0	0
Physics	0		0	

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	0		0	
Geography				
US History and Government	3		0	
LOTE	2		2	
Government	2		0	
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)			0					
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.
 CCAA uses many different reading tools, like Junior Great books and guided reading to assess the early literacy skills of our ELLs. While using these programs, teachers assess students based on their reading fluency and reading comprehension by using a variety of assessment tools-anecdotal records, reading records, questioning, reading quizzes and tests. These classroom measure assessments provide data for teachers to meet language needs of ELLs. Through these classroom measures, it is clear that CCAA ELLs are struggling with writing skills, reading fluency and reading comprehension. Instructional strategies CCAA uses to help address these literacy struggles is guided reading, shared reading, read alouds, questioning, authentic interactions with text, and intense vocabulary instruction. In math, ELLs are struggling. When needed, math teachers invite ESL teachers in the classroom for support. Through PDs given throughout the school year, ESL teachers share effective ESL methodology to use within the math classroom, such as, manipulatives, math vocabulary journals, print-rich classrooms, and reading strategies for the word problems.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 N/A: The RNMR report is not available
- 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?
 Paste response to questions here:
- 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 (CCAA is a grade 6th -12th grade school)

6. How do you make sure that a student's new language development is considered in instructional decisions?
- Teachers use ESL methodology to enhance language skills in their instructional decisions. For speaking, teachers use multiple speaking activities to enhance social and academic language. Students participate in pair/share, grand conversations, and presentations that focus on building their speaking skills, both socially and academically. For example, in the drama and history class, students create scripts based on plays being read in class and historical people and events. The students perform these scripts in class using content language. Activities to prepare them for presentations, include, tongue twisters, pronunciation and articulation exercises, multiple practices, and projection exercises. For reading, teachers use different reading strategies to model good reading habits and encourage students to become fluent readers. Multiple readings are incorporated in instruction by using focused reading strategies-- double-entry journal, annotation and vocabulary awareness activities. For listening, teachers use activities, such as, guided note-taking or questions while watching films, oral questions, pair/share and then share out partner's responses. For writing, teachers model good writing, provide sentence stems when necessary, and use the writing process to provide adequate time with writing assignments.
7. For dual language programs, answer the following:
- 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?
 - How are EPs performing on State and other assessments?

N/A (ESL Program)

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

Part IV: ELL Identification Process

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

- 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.

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

- 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).

Students are interviewed immediately upon their arrival at CCAA. ELLs have an initial interview with the family which involves the administration of the LAB-R and the SIFE questionnaire. Teachers of these students are notified of their ELL needs via online data systems (e.g. Skedula) and common planning meetings (e.g. grade-level meetings). Teachers monitor student progress and, upon recognizing academic challenges for certain students, report them to the ENL teachers and guidance counselors who perform further research as necessary.

- 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).

If a student has an IEP and the home language is other than English, the Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development. The Language Proficiency Team includes Dr. Drysdale, Ms. Landron, Ms.

Hunter, Ms. Alethea Webster (IEP Teacher), and the parent/guardian of the student with an IEP. Manuela Ceballos may also be on hand for translation services. The LPT determines if the NYSITELL should be administered, using the Home Language Identification Survey, the student's history of language use in the home and school, and other evidence. If the LPT determines that the student has English language acquisition needs, the student must take the NYSITELL.

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.

Within five school days after the NYSITELL is scanned and scored, the results of the test and ELL status are communicated to parents through the NYCDOE standard notification letters that are available online. The school will do any combination of the following: send scores by mail, contact parents by phone and invite them to come to school, contact parents by phone and advise them that the letter will be sent home with their child.

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 parent coordinator and principal inform parents that they have the right to appeal ELL status. The parents are notified in writing that they have the right to begin a Re-identification Process by submitting a written request.

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.

To ensure parents understand the ESL services offered at CCAA, the school hosts two orientation meetings for the parents. At the meetings, the ESL coordinator, Parent Coordinator, and translator are in attendance. Whenever parents need translations, a native language translator is present. All written communication is also translated into students' and parents' native language. Program Entitlement letters are mailed prior to each of the scheduled meetings indicating whether their child is entitled to English as a Second Language instruction, and parents are called to ensure their attendance. At the meetings, the new ELLs' parents are shown the orientation video for Parents of English Language Learners from the ELL Parent Information Case (EPIC) explaining the three language programs (Transitional Bilingual, Dual Language, Freestanding ESL) available to English language learners in New York City. They are informed that CCAA offers a ESL push-in program that is geared mainly for advance or proficient students and a pull-out program for students who are at the intermediate and beginner levels of English proficiency. The pamphlet, A Guide for Parents of English Language learners is reviewed and each parent is given a copy. Parents are then given Parent Survey and Program Selection forms. Forms are completed at the orientations. After parents are offered the 3 choices and choose, CCAA keeps Parent Option letters on file. If there are 15 to 20 parents that chose transitional bilingual CCAA will follow the correct procedures to implement a transitional bilingual program. If new students arrive during the school year, the initial interview, HLIS, and the LAB-R are administered. After reviewing all of the information, if students are determined to be ELLs, parents are notified and attend a meeting where all the information from the orientations are obtained. The parents of ELLs who have already been in the NYC public school system receive copies of the Program Continuation Letter which state that their child is entitled to continued English as a Second Language services.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Parent Coordinator keeps a list of parents who must complete the Parent Survey and Program Selection forms. When forms are not completed and returned, families are notified by phone and by written notice sent through their children.

9. Describe how your school ensures that placement parent notification letters are distributed.

The Parent Coordinator, Principal, Community Assistant, and ENL teacher work together to ensure that families are notified by phone and/or by written notice sent via mail or via their children (with the family's permission).

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Paste response to question here:
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.
 The testing coordinator puts together a NYSESLAT testing schedule comprised of times, students roster, classrooms being used and teachers administrating the test. Students are given their testing dates and classroom numbers to ensure that they are present for the NYSESLAT. Teachers, who are not the ELL's teacher in any way administer the speaking part of the NYSESLAT. Students are tested based on the NYSESLAT grade grouping. Each grouping takes the reading, writing, and listening sections together. Each child takes the speaking section individually. The speaking test is administered throughout the allotted time. Each other modality section is done within two days. For example, students will take the listening section, then have a small break. After their break, they will take the reading section. Then the next day, they will take the writing section.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 The Parent Coordinator, Principal, Community Assistant, and ENL teacher work together to ensure that families are notified by phone and/or by written notice sent via mail or via their children (with the family's permission).
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 programs offered by CCAA are aligned with the requests of our parents. Parents were informed of their child's score on the NYSESLAT and were informed as to how the scores were used to determine the type of ESL service that their child would be receiving. Parents in CCAA have selected free standing ESL for the last seven years. The parents are informed that the default choice is TBE. The trend of parent choice is freestanding ESL. None of the ELL parents have requested TBD. The programs offered by CCAA are aligned with the requests of our parents. Most of our children come from Freestanding ESL programs and program continuity is highly valued at CCAA. The school reviews all parent choice letters during ESL content area meetings with the parent coordinator. In CCAA, there is not a growing desire for TBD. If there is a growing desire for TBD, CCAA would add a program to address the desire.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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]).
- Freestanding ENL program.
 At CCAA, Freestanding ESL services are provided either through push-in and pull-out services for the students who have been identified via the NYSESLAT as ELLs. Students are grouped via instructional minutes (homogeneous) and the type of services that are appropriate for students at each of the English language proficiency levels. The NYSESLAT is the primary data via which students English language proficiency levels are determined. To that end, students at the beginner and intermediate levels of English language proficiency receive, at a minimum, 360 minutes English language instruction and students at the advanced proficiency level receive at a minimum, 180 minutes of English language instruction and ELA instruction. Once the proficiency levels have been ascertained, then the students are grouped accordingly to ensure appropriated instructional differentiation, appropriate academic intervention services and other instructional support services.
 - TBE program. *If applicable.*
 N/A
 - DL program. *If applicable.*
 N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

To ensure that the instructional program offered at CCAA meets needs and mandated number of instructional minutes of the all proficiency levels of ESL students, content area instruction is monitored to ensure that lessons are explicit, concrete and interactive. Students are grouped by level, with advanced ESL students receiving push-in services and beginner and intermediate ESL students receiving both push-in and pull-out services. Explicit ESL Intervention Teachers have received professional development focusing on English language learners. Teachers then plan lessons that are differentiated to meet needs of English language learners. In the case of the push-in and pull-out programs, the content area teachers and the ESL teachers collaborate on the instructional plan. Lessons incorporate the use of visual aids, grammar usage, word walls, and adapted texts that are age and level appropriate. In all content area classes, lessons are planned and delivered via the Workshop Model. The goal is that through meaningful conversations, Accountable Talk, teachers will build students' comprehension, fluency, and vocabulary skills in English. Explicit ELA Intervention All English language learners are exposed to explicit English language instruction from a licensed ELA teacher daily. Lessons are planned for students based on needs with emphasis on language acquisition and academic rigor that will promote English language learning. Finally, CCAA uses Code X instructional material in ELA for middle school and the Workshop Model in structure of all lessons in each content area. Teachers are also trained in QTEL methodologies. Delivery of Explicit NLA in the Classroom: The ninth graders have native language arts everyday for at least 45 minutes that is differentiated to meet the needs of English Language Learners. The goal is to build English fluency through the use of Spanish language instruction. The language of instruction for Native Language Arts is Spanish because it is the primary language of all but two of the ESL students. Also, at times in the ESL classes, bilingual books are used in reading classes and social studies classes. Furthermore, students are encouraged to use their native language to explain information or use while doing pair/shares. Students also learn to recognize cognates in Spanish and English.

3. Describe how 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.

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

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

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

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

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

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

studies, ELA, and drama). For example, the students just attended the Broadway Production of Romeo and Juliet and worked with a TDF teaching artist on several activities that made Shakespeare accessible to all students.

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

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

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

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

Speaking: Students participate in varied activities that strengthens their speaking skills. Some activities include, turn and talks, grand conversation, presentations, readers theater, improvisation, developing questions and then asking them to teacher or a partner, developing a radio show, and interviews. These activities are used as informal assessments for ESL teachers. Based on their speaking skills, ESL teacher will note challenges and instruct as necessary, using mini-lesson, repeating questions asked by students using correct pronunciation and grammar, or a quick teaching point. Also, when new vocabulary is introduced, teachers have students repeat words focusing on accurate pronunciation. The NYSESLAT is the formal assessment used to evaluate ELL's speaking skills.

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

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

6. How do you differentiate instruction for 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

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

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

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

d. Plan for Long Term ELLs: For long term ELLs in New York City schools for six years or more, the goal of CCAA is to provide

on going ESL instruction through a variety of programs. These include pull-in and push-in services, academic intervention services, Learning Lab, Extended Time and Saturday and Holiday academics. Students at CCAA are required to attend a weekly schoolwide enrichment program via which they are provided with additional opportunities to practice English. Children's Aid Society, the I. S. 218 Educational Campus' community based organization, also supports student learning through the various programs that they offer. Research by Cummins, et al, indicates that it takes between five to seven years for language learners to gain proficiency in a second language. At CCAA, English language learners receive rigorous instruction in English across all content areas. Even though less than 5% percent of the school's population is comprised of English language learners, all teachers have received professional development in instructional strategies and methodologies. As such, language instruction is embedded into the school's curriculum through a wide variety of instructional sources. These include, journals, hands on activities in science, art & mathematics, word walls are visible throughout the school, helping to scaffold learning for English language learners. Finally, ESL instruction is provided by three licensed ESL instructors.

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

7. 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.
Paste response to questions here:
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?
Students with special needs will receive those services as mandated per their IEP or by content area teachers through services provided by CCAA. This will include pull-out and push-in ESL instruction, academic intervention programs such as Learning Lab, Junior Great Books, peer-tutoring, and counseling. Some instructional strategies and material include, graphic organizers, teacher-made notes, sentence stems, model essays, guided-reading, and leveled-reading.
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?
Special Education teachers, General Education teachers, and ESL teachers are constantly communicating with each other to provide the proper support for each individual student. Teachers can access IEP's on Sesis, so they are aware of each students' IEP goals. Teachers are willing to adapt curriculum content and instructional material to fit the needs of each individual students. For example, teacher-made notes are given to students with vision impairments and written production problems. The special education teachers and ESL teachers support content area teachers by delivering content material to students using differentiation and ESL methodology. The criteria used to place ELL-SWDs in ICT classes are their scores on state tests. If they are receiving ones or low twos on state tests, they are placed in an ICT class.

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

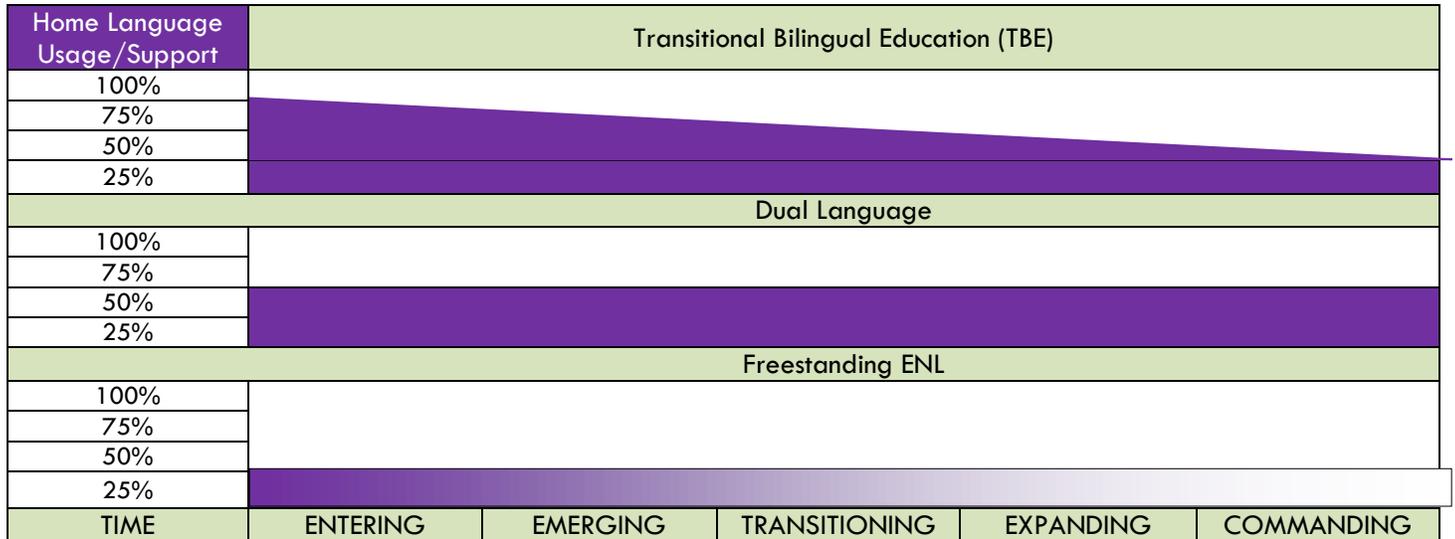


*Note “other approved services” does not apply to New York City at this time.

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.
- ELL subgroups including SWDs are targeted.
- ELA: CCAA's ELA curricula are aligned with the common core. The units of study are implemented in the monolingual ELA classes. The ESL teacher pushes into the ELA class in 7th and 8th grades to support the ELLs in their language acquisition. QTEL strategies are used to strengthen all language modalities (readers' theatre, collaborative posters, freewrites, and 3-step interviews). Multiple reads and read alouds are used in ELA and ESL classes to build students' literacy skills. Many different genres and disciplines of nonfiction and fiction are read in the ELA classroom to align to the common core standards. To strengthen ELLs writing skills, ELA teachers model good writing, follow steps of the writing process (pre-writing, drafting, revising, editing, and publishing). The ESL teachers help ELA teachers by working with ESL students during this process and by implementing mini-lessons and/or teaching points to address the common writing struggles seen in ELLs writing.
- Social Studies: As in ELA, the Workshop Model is the instructional methodology followed in social studies, along with QTEL (Quality teaching to English Language Learners) strategies to meet the language and content needs of our students. When possible, interdisciplinary lessons are planned with teachers from other content areas. Depending on student needs, some texts are available in both Spanish and English. Students also engage in historical research and have been required to complete many projects on different time periods and events throughout history. ELLs make meaning out of social studies texts by scaffolding from the teacher (annotations alongside the reading, graphic organizers containing the major concepts, focusing on the content through use of drama in the classroom and projects that promote students becoming experts in the text). Using QTEL strategies, like collaborative posters and relevant questioning to access prior knowledge helps ELLs to interact with the texts and concepts in authentic ways. Social studies instruction at CCAA is grounded in literacy and guided by the school's mission, which is to prepare students to begin taking college level courses while in high school. To that end, the social studies curriculum focuses on integrating reading and writing strategies. An intervention that has just been implemented to meet the needs of our 9th grade ELLs in Social Studies is that the Social Studies teacher communicates to the ESL teacher what is being taught and the ESL teacher will reinforce learning objectives in a pull-out session.
- Science: The workshop model is the instructional methodology followed in science. Science at CCAA is inquiry based. This means that the curriculum emphasizes a "hands-on" approach which focuses on scientific observation, investigations and making real-life connections to science. This "hands-on" approach helps ELLs to visualize the Science concepts more concretely. The students complete laboratory experiments and are required to complete laboratory reports. Instruction is differentiated through the use of work stations that provide the "hands on" experience that is crucial to students' understanding of science. In a pull-out session, the ESL teacher supports students understanding of the science content area language by reviewing vocabulary and clarifying meaning.
- Math: The workshop model is the instructional methodology followed in math. The "hands-on" approach is used in math to make content comprehensible. Math teachers use manipulatives, diagrams, and pictures to illustrate content. Vocabulary journals, turn and talks, and grand conversations are used to strengthen understanding and reinforce math vocabulary. ESL teachers hold PDs that equip math teachers with effective teaching strategies for ELLs in the math classroom. Also, math teachers invite ESL teachers into the classroom if they are having challenges with content, based on challenges with language acquisition. ELLs also have peer partners who help them in and out of the classroom. All ELLs have the use of their bilingual dictionaries. While learning new vocabulary, they are encouraged to know the word in both languages. In all classes students are paired with others based on needs. In these pairings, native language use is encouraged whenever needed to enhance understanding of vocabulary and concepts. Also, some of our teachers speak students' native language and use it during instruction when need be.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- CCAA's current program is meeting the needs of our ELLs in both content and language development because ESL teachers provide support in all content areas by being in content area classes, collaboration with content teachers by on-going professional development training on effective ESL methodology and extra support in pull-out sessions that reinforce content knowledge and language acquisition. Many students have transitioned out of ESL and this is attributed to the diligence of content area teachers and ESL teachers to infuse instruction with good ESL teaching practices. All content areas focus on strengthening literacy skills by using activities that enhance all language modalities. All teachers are aware that they are teachers of ELLs because of it being communicated to them by the ESL coordinator and also, the fact that most of our students' are native Spanish speakers.
12. What new programs or improvements will be considered for the upcoming school year?
- CCAA hopes to receive more technology so students will have more means to acquire information for inquiry based instruction. Also, the focus to use multicultural literature for ELLs will allow them to have more authentic interactions and connections with literature. This can be challenging in content areas, such as, math, social studies, and science.
13. What programs/services for ELLs will be discontinued and why?
- Middle school ELLs used to be served ESL in a mixed reading class, now they are served differently depending on their grade level. In 6th grade, ELLs are served ESL in content areas, such as, social studies and a reading class that are mixed with non-ELLs. In 7th and 8th grade, an ESL teacher pushes-in to ELA classes and provides extra language support for the ELLs in the class. Also, Wilson and Great Leaps programs are no longer used because other programs, such as, Junior Great Books, have taken their place.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Academic intervention services are provided based on students needs as determined by their scores on the NYSESLAT, interim assessments and teachers' recommendations. CCAA offers a wide variety of AIS that allow for small group instruction and one on one tutoring. Theses services include, Learning Lab, middle school reading periods, Saturday Academies, Holiday Institutes, small group pull-out instruction, tutoring through the Middle and High school Grades. CCAA also offers extracurricular activities, such as, drama club, vollyball, basketball, cooking classes, and music lessons. ELLs are encouraged to join clubs to build relationships and strengthen their social language.
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.
- Schoolwide: CCAA is increasing its use of technology within the classrooms. Many classrooms have smart boards and projectors. All classrooms have student computers. Student Portfolios are maintained in all content area classes. The portfolios contain a variety of examples of students' work. Classroom libraries are a common feature in every classroom at CCAA. Some texts are available in both Spanish and English. They are age and level appropriate and represent a variety of genres. Graphic organizers are used to support students' language acquisition, especially ELLs with 0-3 years, and ELLs with 4-6 years. In content area classes, teachers utilize a variety of graphic organizers these include, Venn diagrams, T-Chart, semantic maps, KWL charts and word webs. CCAA focuses on literacy across curricula. To provide students with opportunities to write in all subject area classes, journals are a common feature in content area classes. Finally, through a grant from the Cosby Foundation, all students at CCAA have received daily planners in which students will record and organize assignments in each subject area class. Many of CCAA's long-term ELLs are SWD, so the ESL teachers help support them with their content vocabulary and concepts--vocabulary notecards are used to help them with developing strong study habits and having multiple interactions with the vocabulary. This is strategy has been put into place recently because this specific subgroup has really been struggling with adjusting to vocabulary heavy content. For example, in U.S. history, the teacher provides notes and then the ESL teacher will assist students with vocabulary by use of flash cards, pictures, and improving words and/or concepts (acting out).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native Language Arts Programs are provided at CCAA. The ninth graders have native language arts everyday for at least 45 minutes that is differentiated to meet the needs of English Language Learners. The goal is to build English fluency through the use of Spanish language instruction. The language of instruction for Native Language Arts is Spanish because it is the primary language of all but two of the ESL students. Also, all ELLs have bilingual dictionaries and are encouraged to use it in all content areas. For instance, one of the ESL teachers ensures strengthening ELLs' native language by having the students learn new vocabulary words in both languages. CCAA is strictly ESL, so TBE and Dual language programs are not offered here.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Teachers align their curriculum with the Common Core Standards and, thus, use resources that correspond to ELL's age and grade level. Required service support, such as, ESL teachers, speech pathologists, and special education teachers collaborate with content teachers to reinforce content knowledge and use appropriate resources based on ELL's ages and grade levels.
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).
- The guidance counselor has a program that assists all new students with transitioning into CCAA. Student leaders give tours and introductions between new student and CCAA staff. School leaders will make the new student feel welcomed into our school by introducing her/him to peers and by sitting at lunch with them for a week. In classes, new ELLs are given a "buddy" to help them transition into the school's environment and learn the expectations of the class. Teachers also meet with new ELLs and communicate their expectations.
19. What language electives are offered to ELLs?
- Native Language Arts Programs are provided at CCAA. The eighth and ninth graders have native language arts everyday for at least 45 minutes that is differentiated to meet the needs of English Language Learners. The goal is to build English fluency through the use of Spanish language instruction. The language of instruction for Native Language Arts is Spanish because it is the primary language of all but one of the ESL students.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.)

One important topic of the school's professional development plan focuses on how data such as the NYSESLAT should be used to inform student groupings as well as their language needs. Teachers, including the three licensed ESL teachers, also receive professional development at the regional level through training and workshops provided by the Office of English Language Learners. Additionally, the three licensed ESL teachers attend weekly curriculum meetings with the ELL team to understand and implement the mandated Units of Study.

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

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

Throughout the week, ESL teachers attend grade level meetings and content area meetings to provide professional development to content area teachers, reflect on teaching practices, align curriculum with Common Core Learning Standards, and to address the needs of ELLs within the grade levels and content areas. During these meetings, teachers who have been receiving professional development on the common core turn-key the information to the other content area teachers and ESL teachers. Furthermore, ESL teachers are always collaborating with content area teachers about the needs of ELLs and former ELLs. Teachers from CCAA and the IEP paraprofessional have also received training in Junior Great Books and a Guided Reading program developed by City College for struggling readers. Both these programs have proven to be effective in determining and supporting students' literacy needs. This year, ESL teachers will collaborate with first year teachers at CCAA, so that first year teachers will understand the linguistic needs of our ELLs and the methodology that will support them best within their content classes.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

CCAA follows the mandate to provide five professional development workshops on ESL annually. Last year, we provided at least 10 workshops (up to 10 hours altogether) to give all of our teachers the best opportunity for training and reflection. These workshops are designed to provide school personnel (assistant principals, ESL Coordinators, common branches teachers, subject area teachers, paraprofessionals, bilingual teachers, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapist, speech therapists, secretaries, and parent coordinator) with an understanding of effective ESL instructional strategies and methodologies.

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?

Paste response to question here:

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Workshops are held for all parents in all different areas to keep the communication strong between the parents and their child's education. Workshops on Jupiter Grades, ARIS and Data allow parents to understand how they can access student information whenever necessary. Public Interest workshops held, provide parents important information about their child's wellbeing. Specifically for ELLs' parents, ESL workshops have been held. CCAA is working towards providing ESL workshops for ELLs' parents on a more regular basis, however, Children's Aid Society and the public library offer Adult ESL classes which is communicated to parents. CCAA invites parents to many activities during the school year. Every year, the music department puts on two shows and invites parents. The drama department puts on two plays and parents are invited and many attend to come support CCAA students. Also, the seniors are starting to develop programming that fosters building community. Recently, the seniors put on a "café night" that many parents attending to support students who performed for the evening.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? CCAA has partnerships with Children's Aid Society, CUNY, and Early College Initiative. These agencies hold parent workshops to ensure parental involvement and understanding. Also, Juilliard School of Music students collaborate with teachers and students. One program has a performance and parents are invited.
5. How do you evaluate the needs of the parents?
CCAA evaluates the needs of parents by communicating with parents. The communication is between parents and teachers, parents and administrations, and parents and parent coordinator. Recently CCAA had a curriculum night, so parents understand the expectations of each teacher and content area. During these interactions, parents voice questions or concerns that help CCAA understand the needs of our parents. Once a year, the parent coordinator invites parents to fill out a parent survey that addresses reflecting on their needs. Looking at these surveys helps CCAA to better serve them and their children's education.
6. How do your parental involvement activities address the needs of the parents?
There are many ways that the parental involvement activities meet the needs of our parents. Curriculum night gives parents insight to the expectations of their children in their education. Workshops provided by CCAA address important issues that concern their children in their development. Also, workshops provide access to assess student learning--Jupiter grades and Aris allow parents to always have knowledge about their child's academic standing. CCAA plans to have a cultural night, so ELLs and their families will feel more connected with the school. In conjunction with establishing a multicultural environment, ESL parent workshops will be held more regularly for all parents still learning English.

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.

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

School Name: City College Academy of the Arts

School DBN: 06M293

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)
Burnedette Drysdale	Principal		10/23/15
Alrye Osborne	Assistant Principal		10/23/15
Manuela Ceballos	Parent Coordinator		10/23/15
Ana Landron	ENL/Bilingual Teacher		10/23/15
	Parent		1/1/01
Martin Toomajian/SS	Teacher/Subject Area		10/23/15
Jenna Young/ELA	Teacher/Subject Area		10/23/15
	Coach		1/1/01
	Coach		1/1/01
Deice Merino	School Counselor		10/23/15
Fred Walsh	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **School Name:**
Superintendent:

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) 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

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.

The home language survey, the type of Blue Card (Spanish or English)Emergency Card that is completed by the parents, the language of lunch form that is completed by the parents and the stated language preference of the parents upon entering the main office of CCAA or when speaking with school staff via the phone.

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.

Spanish, French and English

Part B: Creating a Communications Calendar

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.)

Monthly Calendar, flyers for PTA meetings and other parent meetings, meetings for parents of seniors, graduation dates and activities for students in grades 12 and 8, The DOE calendar for the school year, and a parent handbook

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.

Guidance meetings, meetings with parents post-suspensions, PPT meetings, meetings with parents regarding students academic performance including meetings with seniors to ensure that parents understand where their child are in terms of meeting the requirements for graduation

Part C: Providing Language Assistance Services

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.

All meetings are conducted in the home language of the parents. This means that if it is conducted in Spanish or French then a CCAA staff member will provide oral and written translation and interpretation services for the parent. CCAA is also aware that translation and interpretation support is also available through the DOE

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.

On site interpreters are available on-site at CCAA where a majority of staff members including the parent coordinator, three guidance counselors and two assistants principals are bilingual in Spanish. Also, two staff members are bilingual French speakers.

Part D: Training Staff on Policies and Procedures

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.)

PD will be provided for staff members in how to provide effective translation and interpretation support for parents. Some of the PD will involve mock translations and interpretation situations as well as shadowing experienced staff in how to effectively provide said services

Part E: Providing Notice of Language Assistance Services

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

Part F: Monitoring and Quality Control

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

Parents will create a survey that will ask parents to assess the effectiveness of the services at the end of meetings,. The effectiveness of the services will also be assessed through follow-up discussions with the parent coordinator who will contact parents to ensure that their needs were met and to see if they had any follow-up questions.