

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

**DBN: (i.e. 01M001):**                   **29Q326**

**School Name:**                       **CAMBRIA HEIGHTS ACADEMY**

**Principal:**                           **MELISSA MENAKE**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: High School School Number (DBN): 29Q326  
Grades Served: 9-12, SE  
School Address: 188-04 91<sup>st</sup> Ave, Hollis, New York 11423  
Phone Number: 718-776-2815 Fax: 718-776-2818  
School Contact Person: Saby Malary, Assistant Principal Email Address: smalary@schools.nyc.gov  
Principal: Melissa Menake  
UFT Chapter Leader: Kara Crompton  
Parents' Association President: President: Jennie Destephano  
SLT Chairperson: Dan Lindner  
Title I Parent Representative (or Parent Advisory Council Chairperson): TBA  
Student Representative(s): Ariyah Dacosta, Ashley Johnson, Oluwaseyi Rasaki, Oshina Webb

**District Information**

District: 29 Superintendent: Juan Mendez  
30-48 Linden Place – Room 307, Flushing, NY 11354  
Superintendent's Office Address: \_\_\_\_\_  
jmendez2@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
(718) 281-7577 718-281-7519  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Affinity Director: Alexandra Anormaliza  
Director's Office Address: 131 Livingston Street - Room 606, Brooklyn, NY 11201  
Director's Email Address: AAnorma@schools.nyc.gov  
Phone Number: 718-935-5618 Fax: 917-287-9241

## 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<br>(Blue Ink) |
|-------------------|---|-------------------------|
| Melissa Menake    | *Principal or Designee  |                         |
| Kara Crompton     | *UFT Chapter Leader or Designee   |                         |
| Jennie Destephano | *PA/PTA President or Designated Co-President  |                         |
|                   | DC 37 Representative (staff), if applicable   |                         |
|                   | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
| Ariyah Dacosta    | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| Ashley Johnson    | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| Yejibe Rasaki     | Member/PTA Parent   |                         |
| Jewel Downer      | Member/PTA Parent   |                         |
| Lorna Bailey      | Member/PTA Parent   |                         |
| Rebecca Merz      | Member/Teacher  |                         |
| Daniel Lindner    | Member/Teacher  |                         |
| Oluwaseyi Rasaki  | Member/Student  |                         |
| Oshina Webb       | Member/Student  |                         |

| <b>Name</b> | <b>Position and Constituent Group Represented</b> | <b>Signature<br/>(Blue Ink)</b> |
|-------------|---|---------------------------------|
|             | Member/   |                                 |

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

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

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

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

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

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



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| <b>The Six Elements of the Framework for Great Schools</b>  |
|---|
| <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

Our students come to us from a variety of backgrounds and academic experiences. Since the shift to the Common Core assessments in middle school, more than 95% of our incoming ninth-grade students score below grade level on the state-wide middle school math and English assessments. Additionally, 22% of our student population has special needs either in the form of a learning or an emotional disability and 4.5% of our student population are new immigrants and are beginners in English. Finally, each year approximately 75% of our population is eligible for free or reduced lunch (Title 1).

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

At CHA, the six elements of the Framework for Great Schools are built into the fabric of our school culture. Our school-wide instructional goal is to increase the rigor in our classroom instruction by focusing on Component 3B of the Danielson Framework for Teaching: Using Questioning and Discussion Techniques in the classroom during classroom observations. This was an area of focus as mentioned in our 2014-15 School Quality Review. We received a well-developed in the area of school culture (3.4) and professional collaborations (4.2) on our 2014-15 School Quality Review, and we will continue to work to sustain those areas of celebration this year. Our administration team will continue to provide timely feedback to our teachers in order to support their practice and develop their areas for growth. We are also very proud to mention that we exceeded the city-wide average when it came to strong family and community ties on the Learning Environment Survey last year. We will continue to work on building a community of trust amongst all our stakeholders, i.e., students, parents, teachers, support staff, and community partnerships, through the many different traditions we take part in during and outside of the school day.

Lastly, Some of our strengths and accomplishments are highlighted below:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## 29Q326 School Information Sheet

| School Configuration (2014-15)                                  |             |   |     |   |       |
|---|-------------|---|-----|---|-------|
| Grade Configuration   | 09,10,11,12 | Total Enrollment                                | 375 | SIG Recipient                                 | N/A   |
| Types and Number of English Language Learner Classes (2014-15)  |             |   |     |   |       |
| # Transitional Bilingual  | N/A         | # Dual Language                                 | N/A | # Self-Contained English as a Second Language | N/A   |
| Types and Number of Special Education Classes (2014-15)         |             |   |     |   |       |
| # Special Classes   | N/A         | # SETSS   | 8   | # Integrated Collaborative Teaching           | 13    |
| Types and Number of Special Classes (2014-15)                   |             |   |     |   |       |
| # Visual Arts   | 8           | # Music   | 4   | # Drama                                       | 4     |
| # Foreign Language  | 7           | # Dance   | 1   | # CTE   | 7     |
| School Composition (2013-14)                                    |             |   |     |   |       |
| % Title I Population  | 62.1%       | % Attendance Rate                               |     |   | 88.5% |
| % Free Lunch  | 62.8%       | % Reduced Lunch                                 |     |   | 13.1% |
| % Limited English Proficient                                    | 3.0%        | % Students with Disabilities                    |     |   | 20.5% |
| Racial/Ethnic Origin (2013-14)                                  |             |   |     |   |       |
| % American Indian or Alaska Native                              | 1.2%        | % Black or African American                     |     |   | 80.1% |
| % Hispanic or Latino  | 8.9%        | % Asian or Native Hawaiian/Pacific Islander     |     |   | 5.7%  |
| % White   | 2.4%        | % Multi-Racial                                  |     |   | 0.3%  |
| Personnel (2014-15)   |             |   |     |   |       |
| Years Principal Assigned to School (2014-15)                    | 4.34        | # of Assistant Principals (2014-15)             |     |   | 2     |
| # of Deans (2014-15)  | N/A         | # of Counselors/Social Workers (2014-15)        |     |   | N/A   |
| Personnel (2013-14)   |             |   |     |   |       |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A         | % Teaching Out of Certification (2013-14)       |     |   | 4.2%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%        | Average Teacher Absences (2013-14)              |     |   | 5.3   |
| Student Performance for Elementary and Middle Schools (2013-14) |             |   |     |   |       |
| ELA Performance at levels 3 & 4                                 | N/A         | Mathematics Performance at levels 3 & 4         |     |   | N/A   |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A         | Science Performance at levels 3 & 4 (8th Grade) |     |   | N/A   |
| Student Performance for High Schools (2012-13)                  |             |   |     |   |       |
| ELA Performance at levels 3 & 4                                 | 64.6%       | Mathematics Performance at levels 3 & 4         |     |   | 51.3% |
| Credit Accumulation High Schools Only (2013-14)                 |             |   |     |   |       |
| % of 1st year students who earned 10+ credits                   | 93.8%       | % of 2nd year students who earned 10+ credits   |     |   | 90.1% |
| % of 3rd year students who earned 10+ credits                   | 78.9%       | 4 Year Graduation Rate                          |     |   | 79.7% |
| 6 Year Graduation Rate  | N/A         |   |     |   |       |
| Overall NYSED Accountability Status (2014-15)                   |             |   |     |   |       |
| Reward  |             | Recognition                                     |     |   |       |
| In Good Standing  | X           | Local Assistance Plan                           |     |   |       |
| Focus District  | X           | Focus School Identified by a Focus District     |     |   |       |
| Priority School   |             |   |     |   |       |
| <b>Accountability Status – Elementary and Middle Schools</b>    |             |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |             |   |     |   |       |
| American Indian or Alaska Native                                | N/A         | Black or African American                       |     |   | N/A   |
| Hispanic or Latino  | N/A         | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A         | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A         | Limited English Proficient                      |     |   | N/A   |
| Economically Disadvantaged                                      | N/A         |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |             |   |     |   |       |
| American Indian or Alaska Native                                | N/A         | Black or African American                       |     |   | N/A   |
| Hispanic or Latino  | N/A         | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A         | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A         | Limited English Proficient                      |     |   | N/A   |
| Economically Disadvantaged                                      | N/A         |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |             |   |     |   |       |
| American Indian or Alaska Native                                | N/A         | Black or African American                       |     |   | N/A   |
| Hispanic or Latino  | N/A         | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A         | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A         | Limited English Proficient                      |     |   | N/A   |
| Economically Disadvantaged                                      | N/A         |   |     |   |       |
| <b>Accountability Status – High Schools</b>                     |             |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |             |   |     |   |       |
| American Indian or Alaska Native                                | N/A         | Black or African American                       |     |   | YES   |
| Hispanic or Latino  | N/A         | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A         | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | 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                       |     |   | YES   |
| Hispanic or Latino  | N/A         | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A         | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | YES         | 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  | N/A         | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A         | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | N/A         | Limited English Proficient                      |     |   | N/A   |
| Economically Disadvantaged                                      | N/A         |   |     |   |       |

## 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.

***Since the shift to the Common Core assessments in middle school, more than 95% of our incoming ninth-grade students score below grade level on the state-wide middle school math and English assessments. Additionally, 22% of our student population has special needs either in the form of a learning or an emotional disability and 4.5% of our student population are new immigrants and are beginners in English.***

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

### Part 2 – Annual Goal

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.

Across all core departments areas (English, mathematics, science and social studies), teachers will use the Common Core Learning Standards to plan their curriculum, assessments, and Performance Tasks in order to increase students’ college and career readiness, fully integrate the Common Core across disciplines, create curriculum maps, target interventions, and differentiate instruction to meet increase student achievement by January 31st. By the end of the year in every subject area and grade level, 90% of students will complete two Common Core performance tasks designed to meet the Common Core standards.

### Part 3 – Action Plan

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>  | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>   |
|---|--|--|---|
| <p>Collaboratively developing a whole - faculty Professional Development plan that focuses heavily on CCSS lesson planning alignment, analysis of student work, and the refining of CCSS curriculum maps/performance tasks across all subject areas.</p>  | <ul style="list-style-type: none"> <li>· 9-12 grade students</li> <li>· Students with IEP's/ELL's</li> <li>· Teacher Team Leaders</li> </ul> | <p>Timeline: Aug-Sept</p>                                  | <ul style="list-style-type: none"> <li>· Principal, Assistant Principal in charge of Special Education and ELL's</li> <li>· Teacher Team Leaders</li> <li>· Instructional Support Services (Special Education) team)</li> </ul> |
| <p>Teacher implementation of performance tasks in all subject areas.</p>  | <ul style="list-style-type: none"> <li>· 9-12 grade students</li> </ul>  | <p>Oct-Nov &amp; Feb-March</p>                             | <ul style="list-style-type: none"> <li>· Principal, Assistant Principal in charge of Special Education and ELL's</li> <li>· Teacher Team Leaders</li> <li>· Instructional Support Services (Special Education) team)</li> </ul> |
| <p>Teacher grading of performance tasks in all subject areas.</p>   | <ul style="list-style-type: none"> <li>· 9-12 grade students</li> <li>· Students with IEP's /ELL's</li> </ul>                                | <p>Oct-Nov &amp; Feb-March</p>                             | <ul style="list-style-type: none"> <li>· Principal, Assistant Principal in charge of Special Education and ELL's</li> <li>· Teacher Team Leaders</li> <li>· Instructional Support Services (Special Education) team)</li> </ul> |
| <p>Teacher grading of performance tasks and outreach to parents/guardians to students who have not met standards.</p>   | <ul style="list-style-type: none"> <li>· 9-12 grade students</li> </ul>  | <p>Oct-Nov &amp; Feb-March</p>                             | <ul style="list-style-type: none"> <li>· Principal, Assistant Principal in charge of</li> </ul>   |

|   |   |                          |   |
|---|---|--------------------------|---|
|   | <ul style="list-style-type: none"> <li>· Students with IEP's/ELL's</li> <li>· Teacher Team Leaders</li> </ul> |                          | Special Education and ELL's<br><br><ul style="list-style-type: none"> <li>· Teacher Team Leaders</li> <li>· Instructional Support Services (Special Education) team)</li> </ul>   |
| Teacher intervention plans to help students who are not meeting the standards.  | <ul style="list-style-type: none"> <li>· 9-12 grade students</li> <li>· Students with IEP's /ELL's</li> </ul> | Ongoing – Nov/March/June | Principal, Assistant Principal in charge of Special Education and ELL's<br><br><ul style="list-style-type: none"> <li>· Teacher Team Leaders</li> <li>· Instructional Support Services (Special Education) team)</li> </ul> |
| Administration follow-up with team leaders to analyze performance task results/data at a mid-point benchmark and at the end of the year to monitor progress towards goal. | <ul style="list-style-type: none"> <li>· Teacher Team Leaders</li> </ul>                                      | Ongoing – Jan/March/June | Principal, Assistant Principal in charge of Special Education and ELL's<br><br><ul style="list-style-type: none"> <li>· Teacher Team Leaders</li> <li>· Instructional Support Services (Special Education) team)</li> </ul> |

**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.

Teachers have the following time built in to the school day for common planning time:

- Department meetings – two periods per week (one of which is common planning time)

Teachers meet once per week after school for 80 minutes of Professional Development. In that time, teachers have the opportunity to meet in :

- Grade Level Team meetings
- Special Education/ICT PD
- ELL PD

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

- AP Review courses
- Regents Prep

- Saturday School Regents Prep

- IEP/ELL intervention services

Comp time positions have been created for the following:

- Technology Coordinator

Support Staff positions have been created:

- Full time on-site school-based technician

- Full-time community assistant to assist with College Now applications and internship placements

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

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

We also hired a full-time Guidance Counselor to support students with social emotional issues.

We also have allocations set aside for common planning time, professional development, parent involvement, instructional support, per session, coverages, and resources to help us achieve this goal:

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

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

**Part 5 – Progress Monitoring**

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

January 31<sup>st</sup> 2016, after the first semester, teacher teams will analyze student progress using their baseline assessments given in Sept and their mid-term assessments given in January. These data will help teachers calculate student growth in specific content area standards. In teams, they will reflect on the progress made and will use the data to develop an updated action plan for the remainder of the year. Meetings will be memorialized in Google Drive.

**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.

On our 2014-15 Quality Review, we received a well-developed in 3.4, School Culture. It was one of our areas of celebration, and we credit this to our rich advisory program. However, we are forever working towards ensuring a safe and supportive environment that promotes student learning. Thus, teachers, staff, and administration will continue to create a positive school climate and culture where students feel safe, supported, and challenged by their peers through a student-centered and self-selected advisory program. Our AP in charge of student services and our guidance counselor will create a mandated advisory curriculum that focuses on anti-bullying, anti-discrimination, acceptance and tolerance lesson plans.

### 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.

Based on our results of our School Quality Snapshot, and an effort to increase positive feelings around school safety, our goal is to increase our students overall feelings of safety by 10% this year. We will see this outcome measured on the next School Quality Snapshot.

In addition, our AP in charge of student services and our guidance counselor will conduct two surveys of students and teachers to assess how teachers and students are feeling regarding the advisory curriculum and to assess how comfortable students are feeling in the school and the surrounding area.

### Part 3 – Action Plan

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>  | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>   |
|---|--|--|---|
| <p>All faculty, including administration, lead an advisory class of 15-20 students. Cambria Heights Academy Advisors are our students' families primary point of contact.</p>   | <ul style="list-style-type: none"> <li>· Students 9-12</li> <li>· Students with IEP's/ELL's</li> <li>· Families</li> <li>· Teachers</li> </ul> | <p>August-June</p>   | <ul style="list-style-type: none"> <li>· Administration</li> <li>· Guidance Counselors</li> <li>· Instructional Support Services ( Special Education) Teachers</li> <li>· Teachers/Staff</li> </ul> |
| <p>Faculty think up three possible themes for an advisory that help build a positive school culture and climate. Students select and receive one of their top three advisory choices through an initial student-interest survey. Through these theme-based advisories, students create school programs and events that help build a positive school culture and climate at Cambria Heights Academy .</p>  | <ul style="list-style-type: none"> <li>· Students 9-12</li> <li>· Students with IEP's/ELL's</li> <li>· Teachers</li> </ul>                     | <p>Sept.</p>   | <ul style="list-style-type: none"> <li>· Administration</li> <li>· Guidance Counselors</li> <li>· Instructional Support Services ( Special Education) Teachers</li> <li>· Teachers/Staff</li> </ul> |
| <p>The Advisory Committee, along with the Guidance Counselors, plan the core advisory curriculum based on grade level (transitioning to high school, adolescent pressures, college and career readiness standards, etc.). The Advisory Committee conducts Professional Development to support staff with the advisory curriculum to ensure that all advisors feel supported in teaching advisory.</p>   | <ul style="list-style-type: none"> <li>· Teachers</li> </ul>   | <p>Ongoing/<br/>Aug-June</p>                               | <ul style="list-style-type: none"> <li>· Administration</li> <li>· Guidance Counselors</li> <li>· Instructional Support Services ( Special Education) Teachers</li> <li>· Teachers/Staff</li> </ul> |
| <p>After the advisory teachers have finished the core advisory lessons, advisors focus on their advisory themes (i.e., Student Leadership, Student Spirit, Welcoming Committee, etc.). The students are surveyed twice per each year regarding their overall advisory experiences to get feedback on progress towards meeting our school culture improvement goal.</p>  | <ul style="list-style-type: none"> <li>· Students 9-12</li> <li>· Students with IEP's/ELL's</li> </ul>   | <p>Nov-June</p>  | <ul style="list-style-type: none"> <li>· Administration</li> <li>· Guidance Counselors</li> <li>· Instructional Support Services ( Special Education) Teachers</li> </ul>                           |

|  |  |           |   |
|--|--|-----------|---|
|  | · Families<br>· Teachers                                     |           | · Teachers/Staff  |
| Our AP in charge of student services and our guidance counselor will conduct two surveys of students and teachers ( mid-point assessment) to assess how teachers and students are feeling regarding the advisory curriculum and to assess how comfortable students are feeling in the school and the surrounding area. | · Students 9-12<br>· Students with IEP's/ELL's<br>· Teachers | Nov/March | · Administration<br>· Guidance Counselors<br>· Instructional Support Services ( Special Education) Teachers<br>· Teachers/Staff |

**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.                               |          |   |                                |  |            |  |                  |  |                   |  |                      |
| This year we hired a full-time guidance counselor to support students with social emotional issues.   |          |   |                                |  |            |  |                  |  |                   |  |                      |
| We have set aside allocations for common planning time, professional development, parent involvement, instructional support, teacher per session, guidance counselor per session, and resources to help us achieve this goal. |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  |
| January 31 <sup>st</sup> 2016, after the first semester student advisory survey responses will be distributed to advisors. Advisors and Advisory committee will reflect on the feedback from the students to plan future mandated advisory lessons. This school survey is separate from the Learning Environment Survey and is used to enhance our program. We will compare the results of this survey to the year-end survey in June. |
| <b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.  |

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

**Section 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.

Every year since our founding year in 2010, our teachers have participated in school-wide professional development on a weekly basis. It is during this time that our teachers reflect on their strengths and weakness, collaborate with their colleagues, create their curriculum maps, and analyze student progress. Teachers value this time and according to the 2013-14 Learning Environment Survey 100% of the teachers surveyed stated that they agree that the school places a huge emphasis on the value of teaching and 86% agree that the school focused on instructional shifts from the Common Core during professional development. On the 2014-15 Quality Review we scored a well-developed on 4.2, teacher collaboration. Additionally, teacher collaboration was one of our strengths on the 2014-15 Learning Environment Survey as well.

### 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, M measurable, Achievable, Relevant, and Time-bound.

This year our goal is to establish a professional development team of teachers who co-plan and co-facilitate the professional development for staff based on our school’s strengths and weaknesses including students’ and teachers’ strengths and weaknesses. All teacher leaders will meet weekly during the school day during the Principals’ Cabinet meetings. During this time, we will discuss and develop the PD Calendar and split up into groups to co-plan and co-facilitate PD. Our goal is to continue to score a well-developed on teacher collaboration and a positive response of 80% or higher on the Learning Environment Survey. We will use the PD Curriculum maps as qualitative evidence and teacher surveys to gauge teacher opinions of the PD’s effectiveness.

### Part 3 – Action Plan

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| Teacher team leaders will be identified and invited to join the school-wide professional development team. Those teachers participating on the professional team will receive additional support through professional development that focuses on helping those participants develop as teacher leaders.   | · Teachers                                       | August-June   | · Administrators   |
| The professional development team will develop a year-long professional development calendar based on the school-wide strengths and areas for growth, including students' and teachers' strengths and areas for growth.  | ·Principal's Cabinet                             | Sept.-Oct   | · Administrators<br>· Teacher Leaders  |
| Professional development facilitators will be identified based on team members' areas of expertise.  | ·Principal's Cabinet                             | Sept.-Oct   | · Administrators<br>· Teacher Leaders  |
| Teacher leaders will co-plan and co-facilitate PD sessions based on teachers' areas for growth and student population needs.   | ·Principal's Cabinet                             | Sept.-June  | · Administrators<br>· Teacher Leaders  |
| Administrators will use teacher observations as a tool for rating the effectiveness of the PD sessions.  | ·Administrators                                  | Sept.-June  | · Administrators   |
| In January and June administrators will go over summative teacher evaluations based on the Danielson rubric to gauge the effectiveness of the PD's and develop next steps with teacher leaders.  | ·Administrators                                  | Sept.-June  | · Administrators<br>· Teacher Leaders  |

**Part 4 – Budget and Resource Alignment**

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| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>   |
| <p>Teachers have the following time built in to the school day for common planning and whole-school faculty professional development:</p> <ul style="list-style-type: none"> <li>· Whole-school faculty Professional Development – two periods per week</li> <li>· Department meetings – four periods per week (one of which is common planning time)</li> </ul> |

· Grade Level Team meetings – two periods per week, including Instructional Support Services (Special Education) Team

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

· Teacher Team Leader/Professional Development planning meetings

Comp time positions have been created for the following:

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

Technology Resources:

· All teachers have been given a laptop on which to do their individual work

· Use Google Apps for Education as a place to memorialize their teacher goals, growth, observations, feedback, etc. during the 2015-16 school year

· We hired a full-time onsite school-based technician to assist with any technology issues

In addition, we have set aside allocations for common planning time, professional development, parent involvement, instructional support, Instructional supplies, technological equipment (LCD projectors, document cameras, Chromebooks, laptops, and interactive white boards), Instructional software, coverages for intervisitations, per session for Faculty Orientation, AP Review courses, Regents Prep, and Saturday School.

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

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

**Part 5 – Progress Monitoring**

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

In January 31 st 2016, after the first semester administration will anonymously survey the school staff, asking them to respond to the types of professional development offered during the first semester and gauge a needs assessment in order to plan meaningful professional development for the second semester.

These survey responses will be analyzed in the Principal's cabinet meetings and is separate form the city-wide Learning Environment Survey. We will compare the results of this survey to the year-end survey in June.

**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.

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

### **Part 2 – Annual Goal**

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.

We will continue to use the Danielson Framework to support teachers’ individual growth and development in order to support school-wide goals and improve student achievement. From Sept-Dec, administration will focus heavily on observing and giving new teachers and teachers new to the building feedback in order to help them adjust to our culture and support their instructional growth. From Dec – June, administration will create a regular schedule of observations of all faculty in order to improve practice and increase student achievement. Administrators will observe all teachers and debrief regularly with teachers during biweekly one-on-one meetings. Our goal is to observe each teacher 8 or more times and to provide written and verbal feedback for each of those observations by June 2016 By March 2016, we will expect to see a 10% improvement overall on teacher rated components on the Danielson rubric.

### **Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>                                | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>                                     |
|--|--|--|---|
| <p>Teachers self-assess using the Danielson Teacher Evaluation Rubric at the beginning of the year. Through this self-assessment teachers will identify their strengths and areas for growth in each of the four domains.</p>  | <p>Teachers</p>  | <p>August-Oct</p>  | <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• New teacher mentors</li> <li>• Team Leaders</li> </ul> |
| <p>During one-on-one meetings with the administration, teachers and administrators work together to ensure alignment of identified strengths and weaknesses based on evidence from their classroom observations, student work, and student assessments. Once alignment has been reached, targeted areas for growth are identified with teacher action plans.</p>   | <p>Teachers</p>  | <p>Oct-Nov</p>   | <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• New teacher mentors</li> <li>• Team Leaders</li> </ul> |
| <p>Administrators will observe teachers at least 8 times per year depending on individual needs. Teachers who are struggling will receive more observations and more feedback and support, i.e., new teachers and teachers who received a developing or ineffective rating in 20131-4. Teachers will be charged with implementing the feedback immediately after receiving it. Administrators will track teacher growth on the Danielson rubric in Nov/Jan/March as benchmarks.</p>  | <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administrators</li> </ul> | <p>Nov/Jan/March</p>                                       | <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• New teacher mentors</li> <li>• Team Leaders</li> </ul> |
| <p>Teachers will complete two interim assessments to reflect on their progress towards their goals – at the mid-point of the year and at the end of the year. Teachers will share their goals individually through artifacts at the end of the year during professional development. They will meet with the administration one-on-one to reflect on the progress towards their goals this year and forecast goals for next year.</p>  | <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administrators</li> </ul> | <p>Jan/June</p>  | <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• New teacher mentors</li> <li>• Team Leaders</li> </ul> |

**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.

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

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

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

- Teacher Team Leader/Professional Development planning meetings

Comp time positions have been created for the following:

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

Technology Resources:

- All teachers have been given a laptop on which to do their individual work
- Use Google Apps for Education as a place to memorialize their teacher goals, growth, observations, feedback, etc. during the 2015-16 school year
- We hired a full-time onsite school-based technician to assist with any technology issues

We also allocated funds to include common planning time during the school day, and set aside funding to purchase instructional supplies, technological equipment, and instructional software. We also will pay our teachers for coverages for intervisitations, and per session for Faculty Orientation, AP Review courses, Regents Prep, and Saturday School.

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

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

**Part 5 – Progress Monitoring**

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

On January 31<sup>st</sup>, administration will ensure that a benchmark of at least three written and evaluated observations have been debriefed with teachers. Teachers who are struggling will be identified each month during administration team meetings and targeted for additional support depending on their specific needs.

**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.

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

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

### 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.

According to the 2014-15 School Survey, more than 90% of our parents are satisfied with the quality of education their child receives at Cambria Heights Academy. By June 2016, we aim to maintain or increase the number of families who are satisfied with their child’s educational experience at Cambria Heights Academy by 5%.

### Part 3 – Action Plan

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p>                                 | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>                                     |
|---|---|--|---|
| <p>Administration and Parent Coordinator will attend 100% of Executive Board and PTA meetings throughout the 2015-16 school year. Parent Coordinator will schedule teacher presentations on a monthly basis and distribute calendar to parents/families in order to increase parent/family comfort levels around Common Core State Standards.</p>   | <ul style="list-style-type: none"> <li>· Parents</li> <li>· Teacher Advisors</li> </ul> | <p>August -June</p>  | <ul style="list-style-type: none"> <li>· Administration</li> <li>· Parent Coordinator</li> <li>· Support Staff</li> <li>· Teachers</li> </ul> |
| <p>Teacher advisors schedule individualized, one-on-one appointments with parents during parent-teacher conferences. Advisor represents the entire team of teachers for the student and goes over teacher comments/concerns with the family in-person.</p>  | <p>Parents</p>  | <p>Oct/March</p>   | <ul style="list-style-type: none"> <li>· Administration</li> <li>· Parent Coordinator</li> <li>· Support Staff</li> <li>· Teachers</li> </ul> |
| <p>Mailings are sent out to remind parents about PTA meetings. All progress reports and reports cards, along with a letter from administration, are mailed out, in addition to being posted on Pupilpath, twice per quarter. Global Connect/Blackboard is used to remind parents of all upcoming school events, initiatives, student attendance and latenesses (daily).</p>   | <p>Parents</p>  | <p>Monthly</p>   | <ul style="list-style-type: none"> <li>· Administration</li> <li>· Parent Coordinator</li> <li>· Support Staff</li> <li>· Teachers</li> </ul> |
| <p>Parent/Family translation needs are well documented and Spanish and Creole translation is made available during every monthly PTA meeting</p>  | <p>Parents</p>  | <p>Ongoing</p>   | <ul style="list-style-type: none"> <li>· Administration</li> <li>· Parent Coordinator</li> <li>· Support Staff</li> <li>· Teachers</li> </ul> |
| <p>Administration will hold monthly meetings with PC to track parent outreach and identify strategies to increase parent involvement.</p>   | <p>Parent Coordinator</p>   | <p>monthly</p>   | <ul style="list-style-type: none"> <li>· Administration</li> <li>· Parent Coordinator</li> </ul>  |
| <p>Administration will track parent attendance at Open School conferences as benchmarks for parent involvement and satisfaction.</p>  | <p>Parents</p>  | <p>Sept/Nov/March</p>                                      | <ul style="list-style-type: none"> <li>· Administration</li> <li>· Parent Coordinator</li> </ul>  |

**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.

- Use Google Apps for Education to communicate with the PTA via email
- Teachers/teacher teams use of the parent-outreach tracker in Google Drive
- Use of UFT weekly parent-outreach contractual obligation for targeted outreach/interventions
- Purchase online grading software in order for students and parents to have instant access to students’ academic progress over time
- Purchase Global Connect/Blackboard (robo-caller) to send automated calls to parents regarding school-wide events, initiatives, PTA meetings, outreach, etc.
- Parent Involvement funds to increase parent involvement pay for refreshments, Global Connect/Blackboard (robo-caller ), website fees, postage, copies, etc.
- We pay teachers per session to present during PTA meetings.

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

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

**Part 5 – Progress Monitoring**

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

At the end of each month of the first semester until January 2016, we will calculate the attendance at monthly PTA meetings and tally number of parent meetings/visits, parent mailings, and calls in order to strategize effectively for the remainder of the year. In meetings with the Parent Coordinator, we will identify and target specific intervention strategies that yielded high parent and focus on those to continue to build parent involvement.

**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.

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

|  |   |  |  |  |
|--|---|--|--|--|
| <i>School Psychologist,<br/>Social Worker, etc.)</i> | students who fail multiple courses the previous semester/year, students who are suspended multiple times, students referred by a grade level team to the guidance department. | behavior contract established by the dean. |  |  |
|--|---|--|--|--|

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

|   |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.  |
| Each year we invite our teachers to join the Cambria Heights Academy hiring committee to screen teachers through a group interview, demo lesson, one-on-one interview, and background/reference check. We attend all NYC Recruitment Fairs and utilize the staff, resources, and recommendations from our Affinity Group to ensure that all teachers are highly qualified. In addition, based on the individualized teacher goals and feedback during observations, areas of growth are identified and Professional Development is shaped around those areas to build teacher capacity. |

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

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

|   |
|---|
| Describe how the TA program resources will assist participating children to meet proficiency. |
| N/A   |

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

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

**Part 4: SWP Schools Only**

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

|   |
|---|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
| N/A – We are a High School  |

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

|  |
|--|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.  |
| Teachers co-create common baseline, interim, and final assessments based on Regents questions in all four disciplines. During Professional Development, teacher teams analyze the results from these baselines and use them to shape upcoming lessons. Since there is only one teacher per subject area, all other assessments are common assessments for the students within that grade level/course. |

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

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

| Program Name           | Fund Source<br>(i.e. Federal, State or Local) | Funding Amount<br>Indicate the amount contributed to Schoolwide pool.<br>(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<br>Verify with an (X)   | Column B<br>Section Reference(s) |
| Title I Part A (Basic) | Federal                                       | 146,341.00  | X  | 12, 15, 17, 21, 23               |
| Title II, Part A       | Federal                                       | 0   |  |                                  |
| Title III, Part A      | Federal                                       | 0   |  |                                  |
| Title III, Immigrant   | Federal                                       | 0   |  |                                  |
| Tax Levy (FSF)         | Local   | 2,611,764.00  | X  | 12, 15, 17, 21, 23               |

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and

advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. [ **Cambria Heights Academy** ], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. [ **Cambria Heights Academy** ] will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

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

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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

|  |                       |                          |
|--|-----------------------|--------------------------|
| District <b>29</b>                         | Borough <b>Queens</b> | School Number <b>329</b> |
| School Name <b>Cambria Heights Academy</b> |                       |                          |

### B. Language Allocation Policy Team Composition

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

|   |   |
|---|---|
| Principal <b>Melissa Menake</b>                                     | Assistant Principal <b>Saby Malary, Nicole Alamu</b>                  |
| Coach <b>Bob Lubetsky</b>   | Coach <b>Melissa Menake</b>   |
| ENL (English as a New Language)/Bilingual Teacher <b>Hannah Xie</b> | School Counselor <b>Cheyenne Gaynor</b>                               |
| Teacher/Subject Area <b>Chris Toffolo</b>                           | Parent <b>TBA</b>   |
| Teacher/Subject Area <b>Josh Schulman</b>                           | Parent Coordinator <b>Dilcia Medina</b>                               |
| Related-Service Provider <b>type here</b>                           | Borough Field Support Center Staff Member <b>Alexandra Anormaliza</b> |
| Superintendent <b>Juan Mendez</b>                                   | Other (Name and Title) <b>type here</b>                               |

### C. Teacher Qualifications

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

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Number of certified ENL teachers currently teaching in the ENL program            | 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 | 0 |
| 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) | 416 | Total number of ELLs | 19 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |   |    |   |   |
|-----------------------------|----|---|----|---|---|
| <b>All ELLs</b>             | 19 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 12 | <b>ELL Students with Disabilities</b>                     | 2 |
| <b>SIFE</b>                 | 4  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 4  | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 3 |

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

|              | ELLs by Subgroups                       |      |     |   |      |     |  |      |     | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
|              | Newcomer ELLs<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>DL</b>    | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>ENL</b>   | 12                                      | 4    | 0   | 4   | 0    | 1   | 3  | 0    | 1   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs\*)  
K-8**

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

|              | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

\* 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       |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| SELECT ONE   | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**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: _____ |
|---|---|

| 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  |          |          |          |          |          |          |          |          |          | 2        | 0        | 0        | 1        | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Russian  |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          | 0        | 2        | 3        | 0        | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| French   |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Korean   |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Polish   |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        |
| Other  |          |          |          |          |          |          |          |          |          | 2        | 2        | 1        | 6        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| <b>Entering</b><br>(Beginning)                                   |   |   |   |   |   |   |   |   |   | 1 | 0  | 0  | 1  | 0     |
| <b>Emerging</b><br>(Low Intermediate)                            |   |   |   |   |   |   |   |   |   | 0 | 0  | 0  | 2  | 0     |
| <b>Transitioning</b><br>(High Intermediate)                      |   |   |   |   |   |   |   |   |   | 0 | 0  | 2  | 2  | 0     |
| <b>Expanding</b><br>(Advanced)                                   |   |   |   |   |   |   |   |   |   | 3 | 4  | 2  | 2  | 0     |
| <b>Commanding</b><br>(Proficient)                                |   |   |   |   |   |   |   |   |   |   |    |    |    | 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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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  | 2  | 2  | 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 | 0  | 0  | 3  | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |
| 4       |         |         |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       |         |         |         |         | 0     |
| 7       |         |         |         |         | 0     |
| 8       |         |         |         |         | 0     |
| NYSAA   |         |         |         |         | 0     |

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

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

| New York State Regents Exam           |                            |               |                             |               |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
|                                       | Number of ELLs Taking Test |               | Number of ELLs Passing Test |               |
|                                       | English                    | Home Language | English                     | Home Language |
| Comprehensive English/Common Core ELA | 9                          | 0             | 0                           | 0             |
| Integrated Algebra/CC Algebra         | 13                         | 0             | 5                           | 0             |
| Geometry/CC Algebra                   | 4                          | 0             | 0                           | 0             |
| Algebra 2/Trigonometry Math _____     |                            |               |                             |               |
| Chemistry                             |                            |               |                             |               |
| Earth Science                         |                            |               |                             |               |
| Living Environment                    | 15                         | 0             | 3                           | 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 | 8                          | 0             | 3                           | 0             |
| Geography                    |                            |               |                             |               |
| US History and Government    | 8                          | 0             | 1                           | 0             |
| LOTE                         |                            |               |                             |               |
| Government                   |                            |               |                             |               |
| Other _____                  |                            |               |                             |               |
| Other _____                  |                            |               |                             |               |
| NYSAA ELA                    |                            |               |                             |               |
| NYSAA Mathematics            |                            |               |                             |               |
| NYSAA Social Studies         |                            |               |                             |               |
| NYSAA Science                |                            |               |                             |               |

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |  |                        |                        |                        |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
We use ATS data, all NY State assessments, and a teacher-created baseline in addition to the NYSESLAT/NYSITELL to assess students. The data is used to schedule students for remediation and after-school and Saturday School Regents Prep. We also use this data to differentiate instruction in the classroom and to provide our ELL teacher with important information that she uses to meet the needs of this population.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Our school has a high level of proficient ELL students (TR, CM) who are fully integrated with the general student body. They still benefit from push-in support from the ELL teacher and from testing and extended time supports. In addition, supporting beginning and emerging ELL's with the online program Achieve 3000 helps the student move to the next level by the time they are juniors and seniors in high school.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Administration uses the AMAQ to plan the master schedule and for making hiring decisions. Teachers use the AMAQ tool to better understand the levels of the students in their classroom. They use it to differentiate and to co-plan with the ELL push-in teacher. The data reveals that the students who are beginning, emerging, and transitioning enter at all different ages. The majority of our ELL's are in the expanding and commanding levels. We are very successful with our ELL population because we offer a small and individualized environment for learning.
- 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?  
Beginner level students come to us during their freshmen year. They are new students who are brand new to the country and have never been to an American school. Students who are emerging/transitioning are generally students who have been receiving services for 1

or 2 years since middle school. These students use a word-to-word dictionary and extended time to pass their Regents and generally do better in math and science than in English and social studies. Students at these three levels struggle more in their Regents-based exams in English versus the expanding and commanding students. Additionally, if they are ELL and have an IEP (Special Education services), they struggle most significantly. If they are expanding or commanding, they usually pass their Regents exams with the extra supports. Also, most of the students prefer to take exams in English over their native language, but we order the exam in their native language and the students use it as a reference.

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

All teachers work hard to differentiate their lessons and they have time built into the schedule to co-plan with the ELL teacher.

Administration strategically schedules students who are bilingual in the classrooms with ELL students and asks content-area teachers to pair them together so that they can provide scaffolding for students who are beginning in English. Teachers also create lessons that contain more visual aids and allow more accessibility for the ELL students in these classrooms.

Our school is learning a great deal about our ELL population from their data and from talking to our students and getting to know them and their families on a personal level. We particularly noted the trends around which ELL students trend as one of the five different ELL levels: beginner, intermediate or advanced, as we cited above.

As we previously mentioned, all of the students are offered online classes in Achieve 3000 to help them learn English online outside of the school day. Native language is always used to communicate with students and families, but not in our classrooms/academic settings.

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

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

- Rigorous targeting of the language skills, especially that of reading and writing in ESL and the content areas through meaningful, hands-on activities.
- Close collaboration between the ESL teacher and content area teachers to correctly identify specific deficiencies in individual students.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

n/a

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

All subsequent support activities focus on helping students progress in English. We gauge our students success using the NYSESLAT/NYSITELL and passing the English Regents with a 65 or higher. After students reach these higher levels of proficiency, they are transitioned out of the ELL program. Former ELL's will continue to receive Regents testing accommodations such as extra time, testing in a separate location, and use of glossaries and word-to-word dictionaries. This will continue for as long as the students need such accommodations, but not more than an additional two years.

## Part IV: ELL Identification Process

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

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

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
All students and their families are interviewed by the Parent Coordinator and Guidance Counselor upon admittance to Cambria Heights Academy. If they are transferring into the school from another state or country, we ask if the student attended school in that state/country. We then ask the family if the student ever had to stop his/her schooling for any period of time. We then double check these details against their transcript and ask about additional discrepancies we see ther in terms of their previous school enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The process is identical to the last question, with the addition of asking if the student had any trouble with learning in their home school/country or had any personal problems. We double check this information against the baseline exams the student takes at the beginning of the year. We also reach out to families later if something arises during their class time at Cambria Heights Academy.
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.  
Our ELL teacher mails the letters certified mail and follows-up with a phone call home alerting the parents about their status.
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).  
During the intake process outlined in question 1, we inform the parent about this policy. They are informed in their native language.
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.  
Our Parent Coordinator and teachers who are fluent in the native language of the family schedule a follow-up meeting with the family after the LAB-R is administered. The faculty and support staff explain the difference between the three programs (Transitional Bilingual Education, Dual Language, and Free Standing ESL). Additionally, the parents are provided with the informational brochure "Guide for Parents of English Language Learners", which was developed by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language. The Guidance Counselor also does outreach to the neighboring schools in the area if the parent/family feel/s that a different setting would be more suitable. This happens on the first day of a newly admitted ELL student and the Parent Coordinator/Guidance Counselor follows up with the family within one week of the student's admittance to the school.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Our Parent Coordinator is responsible for making sure the Parent Surveys and the Program Selection forms are returned in a timely manner. She then enters the parents choices in ATS.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
All forms are returned, and we are able to monitor this closely since we are a small school with a population of approximately 400 students. These forms are typically collected during the intake process on the first day of admittance to Cambria Heights Academy.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Our ELL teacher mails the letters certified mail and follows-up with a phone call home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All original documentation is kept in the students' files and a copy is made for a separate file kept in the Main Office and with the Assistant Principal.
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 treats this exam like any other high-stakes exam and creates a special proctoring schedule. Students are made aware that they need to take the exame 2-3 weeks beforehand by the ELL teacher. The ELL teacher administers and grades the exams.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Our ELL teacher mails the letters certified mail and follows-up with a phone call home.
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).  
All of our families want a freestanding ESL program, even after we describe the three program choices, because the families we attract believe that their students will learn English best through an immersion school experience.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
We use collaborative team teaching in English, math and social studies. We use a push-in model for all of our ELL classes. All students are grouped heterogeneously. Standalone ENL classes are ungraded and integrated ENL classes are heterogeneous.
  - b. TBE program. *If applicable.*  
n/a
  - c. 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?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
All integrated ESL instructional minutes are delivered through a co-teaching model and the students who require a standalone ESL class receive that in addition to the co-taught classes.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
The number of ELL students is relatively small at Cambria Heights Academy. We teach our content areas only in English and use the collaborative team teaching model in the classes where the ESL teacher pushes in. In addition, all of our ELL students are also programmed for enrichment classes in English where they further learn the language in a class designed to supplement their content classes. This allows for better modified and individualized instruction within regular education classrooms as well as better support of and communication with the families of these students. Because of the small class size and individualized instruction, our ELL students are able to meet the CCLS and pass the required Regents exams to graduate.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
For this, we contact the translation unit who helps translate our assessments into the various home languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
First and foremost, the English curriculum at Cambria Heights Academy includes assessments in all four modalities. Any students who are struggling are offered the appropriate supports. The following also helps students improve in the four modalities:
  - P.M. school and Saturday Academy to provide as much practice as possible in the weak modalities.
  - Academic intervention as required to foster students' academic development and progress.
  - Thorough practice in problem-solving strategies and justifying answers in mathematics.
  - Providing opportunities for negotiating academic language in mathematics, science, and social studies.
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 statusThe following protocols are in place for the different ELL sub-groups:
  - SIFE - Students are offered enrichment classes and after-school tutoring, Saturday school, etc. and counseling as needed
  - Newcomer - Students are paired with similar students with the same ethnic background to help them adjust to the new environment. This functions like a buddy-system until the student feels adjusted to his/her new school.
  - Developing - Students are supported by the ELL teacher during the day in their classes and this teacher keeps in contact with the parents and advisor to help them stay abreast of their development.

|              |  |
|--------------|--|
| <b>Chart</b> | <p>Long Term - Students receive additional supports from the ELL teacher.</p> <p>Former ELLs - Students continue to receive support on exams and extended time when necessary.</p>   |
| 7.           | <p>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 <u>ELL Policy and Reference Guide, Re-Identification of ELL Status</u> section.</p> <p>Through the SIT team and the weekly teacher PD, the teachers are informed about the status of any student who has been re-identified as an ELL or Non-ELL. The team evaluates the overall supports given to that student, and together, they come up with a plan to revise/resubmit any work handed in during this period of time with support of the ELL teacher for a higher grade.</p> |
| 8.           | <p>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?</p> <p>We believe in a highly personalized learning environment; therefore, our ELL teacher gets to know our ELL's really well in multiple settings. While there is no dedicated text book used in the ELL classes, we use Achieve 3000 with our beginner ELL's. In the mainstream classes, the students work with a variety of challenging texts related to many areas of interest, including non-fiction topics in the social studies and science content areas. Vocabulary building is an integral part of the classes. Students also become familiar with the state assessment formats through past exams.</p>                      |
| 9.           | <p>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?</p> <p>Our ISS (Special Education) and ELL teachers have common planning time to collaborate and discuss this particular population. Our ELL teacher is currently in the process of becoming dually certified in Special Education to better serve this population's needs. In addition, these students' needs are all documented on their IEP's and the SIT team creates a plan that incorporates attaining higher proficiency in ENGLISH into their IEP goals. The Guidance Counselor serves on the SIT team in order to ensure appropriate scheduling for the students with IEP's who are also ELL.</p>            |

**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  | ENTERING<br>(Beginning)                               | EMERGING<br>(Low Intermediate)  | TRANSITIONING<br>(Intermediate)   | EXPANDING<br>(Advanced)  | COMMANDING<br>(Proficient)  |
|--|---|---|---|--|---|
| <b>ENL INSTRUCTIONAL TIME (MINIMUM)</b>  | 2 units of study <i>per week</i><br>(360 min.)        | 2 units of study <i>per week</i><br>(360 min.)  | 1 unit of study <i>per week</i><br>(180 min.)   | 1 unit of study <i>per week</i><br>(180 min.)                  | Former ELLs must continue to receive services for an additional two years                                     |
| <b>STAND-ALONE ENL</b>   | 1 unit of study in ENL<br>(180 min.)                  | .5 unit of study in ENL<br>(90 min.)  |   |  |   |
| <b>INTEGRATED ENL</b>  | 1 unit of study in ENL/ELA<br>(180 min.)              | 1 unit of study in ENL/ELA<br>(180 min.)  | .5 unit of study in ENL/ELA<br>(90 min.)  | 1 unit of study in ENL/ELA or other Content Area<br>(180 min.) |   |
| <b>FLEXIBILITY</b>   |   | .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* |
| <b>TOTAL</b>   | 360 minutes per week                                  | 360 minutes per week  | 180 minutes per week  | 180 minutes per week   |   |
| <b>STAFFING/ PERSONNEL</b>   | <b>STAND-ALONE ENL</b><br>K-12 Certified ESOL teacher |   | <b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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.

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

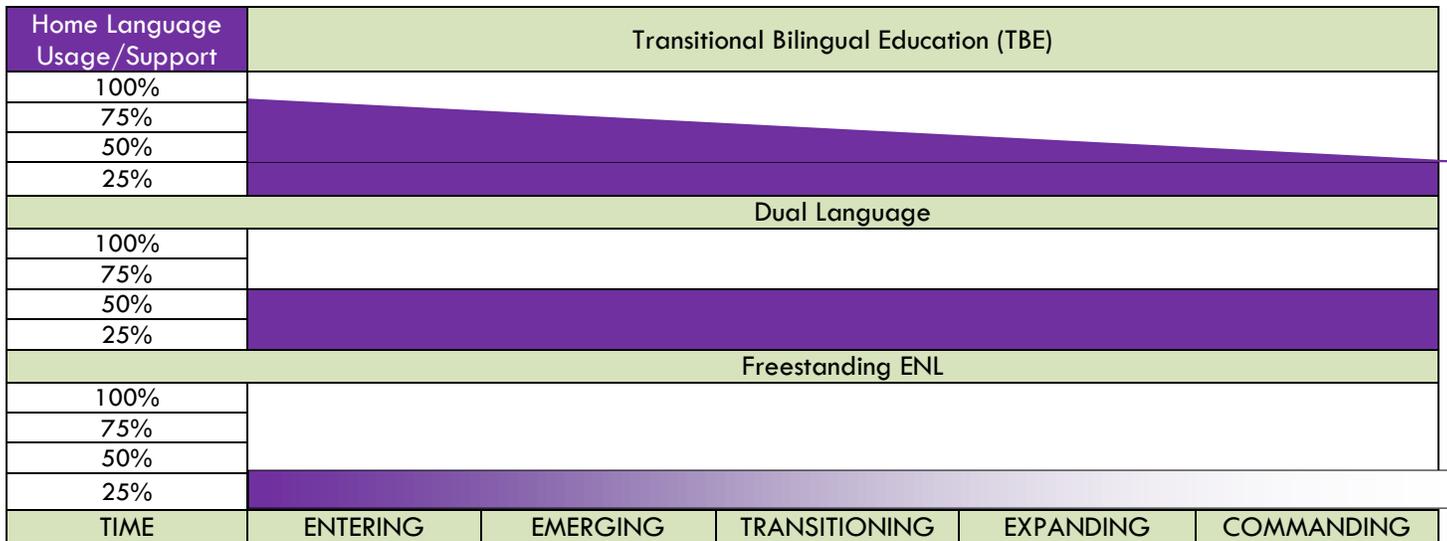


\*Note: “other approved services” does not apply to New York City at this time.

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. Our ELL population is small (less than 5% of our students). Thus, our school currently only offers a free-standing ENL program. Our three goals for ELL's are 1) to help students achieve proficiency in literacy and academic English, 2) to push students to achieve success on state grade-level Regents (pass with a 65 or higher), and 3) to increase students' confidence in everyday English communication and interactions in society at large.
- The range of intervention services are as follows:
- Strategic hiring of a dually certified ESL/Special Education teacher who also pushes-in, pulls out, and targets specific students who are having difficulty in their content area classes.
  - Scaffolding instructional delivery, e.g. modeling, bridging, contextualization, schema building, meta-cognitive development, and text representation, through activities like Reading with a Purpose, Reaching a Consensus, Think-Pair-Share, Compare/Contrast Matrix, Sequence of Events Chain, Re-imagining the Text, and so on.
  - Optional after-school and before-school ELL enrichment programs, particularly to provide an extended school day for our ELL's.
  - Regular conferencing between ESL and content-area teachers on challenging material, especially in math and science, and how we may simplify concepts to increase comprehension.
  - Use of bilingual and ESL dictionaries and glossaries in the content area classrooms.
  - Conferencing with ELLs in and out of classroom.
  - Assessment through formal and informal assessments, and running records.
  - Using a variety of high-interest texts, vocabulary workshopping, listening and speaking activities as well as free and guided writing exercises.
  - Use of material to familiarize ELLs with the state assessments formats.
  - Extended time opportunities for students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Students are functioning at a high level academically and have been fully integrated into the general ed classrooms, giving them extra support as needed through our programs during one-on-one time with teachers after school.
12. What new programs or improvements will be considered for the upcoming school year?
- We are considering increasing the staff support for our ELL population by identifying a teacher who is interested in becoming dually certified and supporting him/her through the certification process.
13. What programs/services for ELLs will be discontinued and why?
- n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We translate all information that is sent home. In addition, our online gradebook provides translation for non-English speaking families. Teachers often mandate our ELL's to meet with them one-on-one after-school for more individual support.
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.
- Our teachers have time built into the school day to collaborate. During this time, conferencing between ESL and content area teachers regularly takes place. They often discuss strategies to simplify concepts, especially the challenging material in upper level math and science. We also have bilingual and word-to-word dictionaries and glossaries in all our content-area classrooms. We have a 1:1 student/laptop ratio which helps provide a scaffold for students who might be struggling within a content area.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In our classrooms, we provide bilingual and word-to-word dictionaries and glossaries and have a 1:1 student/laptop ratio which helps provide a scaffold for students who might be struggling within a content area. In our communication with families, we translate everything we send home and regularly contact the translation unit to support our ELL families.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- We ensure that the required services and resources support our ELL students by using ATS as a way to correctly identify the services our students need. The Guidance Counselor puts forth the recommended program for our students and the administration double checks it to ensure all ELL's are receiving the services they require. All content area teachers have created curriculum maps based on the CCLS and the ELL teacher makes sure that the ELL students meet those standards.
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).
- Use of bilingual and ESL dictionaries and glossaries in the content-area classrooms
  - Extended time opportunities for students for classwork, tests, and other as needed
  - One-on-one tutoring after-school with content area teachers

- Conferencing with ELLs in and out of classroom
- After-school and before-school ELL enrichment programs, Regents Prep and Saturday School

19. What language electives are offered to ELLs?

Spanish and French are offered as electives at Cambria Heights Academy.

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.)

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

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?

CHA PD for teachers is provided by the administrative staff as well through Affinity and the Borough Support Centers. Within the school, professional development concentrates on the CCSS and supporting ELL's by:

- understanding the current literacy levels of the ELL students.
- scaffolding instruction in Math and Science through experiments and the use of manipulatives.
- learning how to strategically integrate technology in the content areas.
- differentiating instruction as a general rule but especially with ELLs.
- How to use periodic assessment data to support ELL's learning.
- Item analysis and use of data gained from ARIS to inform instruction.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We provide all students with a freshmen orientation week that helps all our students acclimate to high school. We go over school-wide procedures and routines and the students work on a creative writing project. This helps all of our students, ELL's and non-ELL's, with their writing and gives the teachers a better understanding of their current writing levels.

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.

We create a PD calendar that takes this regulation into consideration in the planning of the PD for the year. We have no trouble meeting this requirement and all agendas are kept electronically. In addition, we send our ELL teacher out of the building to external PD to help meet this requirement.

### 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?

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

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. ELL parent involvement is strong as they attend PTA meetings, Open School Conferences, and walk-in to meet with the Parent Coordinator when the need arises. Translation is never an issue because chances are one of our staff members speaks the home language. All parents are clear about this and are informed about the person they should contact for specific translation needs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We do not formally partner with an outside CBO who is designated to work solely with our ELL parents. However, we regularly forward information regarding these important workshops taking place in the DOE and in our community to our ELL students and their families.
5. How do you evaluate the needs of the parents? Our Parent Coordinator is the point of contact for all our parents and the families let her know if they need anything. In addition, she is constantly assessing the ELL families' needs and bringing their concerns to the regular PTA meetings.
6. How do your parental involvement activities address the needs of the parents? Our Parent Coordinator surveys the parents three times per year and uses the information she gathers to co-plan the PTA calendar/agendas for the year.

### 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.

n/a

## Part VI: LAP Assurances

| School Name: <u>Cambria Heights Academy</u>   |  | School DBN: <u>29Q326</u> |                 |
|---|--|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. |  |                           |                 |
| Name (PRINT)  | Title  | Signature                 | Date (mm/dd/yy) |
| Melissa Menake  | Principal                                    |                           | 10/30/15        |
| Saby Malary   | Assistant Principal                          |                           | 10/30/15        |
| Dilcia Medina   | Parent Coordinator                           |                           | 10/30/15        |
| Hannah Xie  | ENL/Bilingual Teacher                        |                           | 10/30/15        |
| TBA   | Parent                                       |                           |                 |
| Chris Toffolo   | Teacher/Subject Area                         |                           | 10/30/15        |
|   | Teacher/Subject Area                         |                           |                 |
|   | Coach  |                           |                 |
|   | Coach  |                           |                 |
| Cheyenne Gaynor   | School Counselor                             |                           | 10/30/15        |
| Juan Mendez   | Superintendent                               |                           | 10/30/15        |
| Alexandra Anormaliza  | Borough Field Support<br>Center Staff Member |                           | 10/30/15        |
|   | Other _____                                  |                           |                 |
|   | Other _____                                  |                           |                 |
|   | Other _____                                  |                           |                 |

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

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

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

Cluster: \_\_\_\_\_ Network: \_\_\_\_\_

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

**Part A: Needs Assessment Findings**

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

Historically, at Cambria Heights Academy, historically, we have a small population of families who speak Haitian - Creole and Spanish. We were able to assess these families' needs through ATS, looking at the Home Language Survey data, and conducting in-person interviews with new families every time a student is newly admitted to our school. The data gathered from these sources is used to assess the needs of the families, identify the families in need of further services, and offer translation services when necessary.

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

Approximately 4% of our school population has translation needs. Teachers and staff are informed of the various translation needs in staff meetings and via electronic communications.

**Part B: Strategies and Activities**

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

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

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

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

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

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