



**COMMUNITY HEALTH ACADEMY OF THE HEIGHTS
MS 346**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 06M346

ADDRESS: MS- 601 W. 183 STREET, NEW YORK, NY 10033

HS- 512 W. 182 STREET, NEW YORK, NY 10033

TELEPHONE: MS- (212) 923-1060

HS- (212) 568-3401

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 06M346 **SCHOOL NAME:** COMMUNITY HEALTH ACADEMY OF THE HEIGHTS
SCHOOL ADDRESS: MS 601 W. 183 STREET, NEW YORK, NY 10033
HS 512 W. 182 STREET, NEW YORK, NY 10033
SCHOOL TELEPHONE: MS (212) 923-1060 MS (212) 795-8326
HS (212) 568-3401 **FAX:** HS (212) 928-1716
SCHOOL CONTACT PERSON: LAURA TAVERAS **EMAIL ADDRESS:** anelle03@aol.com

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>EMILY BISSO</u>
PRINCIPAL:	<u>SANDRA MALDONADO-JACKSON</u>
UFT CHAPTER LEADER:	<u>VERNE SPENCE</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>NELLY CARRANZA</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>JOSE DISLA</u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 06 **SSO NAME:** NEW VISIONS
SSO NETWORK LEADER: ALICE YOUNG
SUPERINTENDENT: FRANCESCA PENA

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
SANDRA MALDONADO	*Principal or Designee	
VERNE SPENCE	*UFT Chapter Chairperson or Designee	
NELLY CARRANZA	*PA/PTA President or Designated Co-President	
CAMILLE ROBLES	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
ALEX CALDERON	DC 37 Representative, if applicable	
JOSE DISLA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
YVONNE STENNETT	CBO Representative, if applicable	
EMILY BISSO	Member/Faculty	
	Member/Parent	
ADAM STEVENS	Member/Assistant Principal	
STEPHANIA VU	Member/Assistant Principal	
AMANDA ESPINAL	Member/Student	
	Member/Parent	
	Member/Parent	
	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Community Health Academy of the Heights provides rigorous academic environment for young people of all academic levels. By focusing on health care and community, the Academy promotes a culture of caring, hope, inquiry, and achievement. The school will impart to students a hunger for learning, an ambition to serve and the tools to achieve their highest goals. All members of the Academy community – teachers, educators, and parents – are expected to listen to one another, behave respectfully and maintain high personal standards of excellence.

Demographically, Community Health Academy harbors a predominantly Latino (specifically Dominican) population, with about 3-5% students of either African American or Middle Eastern heritage. 75% of students receive free lunch and the school accepts students based on a lottery policy (non-recruitment). The school prides itself on its safe, welcome environment that encourages students constantly to develop the thinking skills they will need to engage and interact with the world around them as they mature. Founded in 2006, Community Health Academy of the Heights works in partnership with Columbia-Presbyterian hospital and New Visions schools and maintains a health and community focus. It opened in 2006 with 6th and 7th grades with anticipated growth toward a 6-12 middle and high school, soon to be relocated to a location adjacent to the hospital on 157th St and Amsterdam.

Regarding student achievement, the school aims to meet each student individually by setting rigorous academic goals and maintaining high expectations. Dedicated faculty members and staff work in collaboration with parents and administration to develop a culture of student achievement that includes grade team and department meeting, faculty inquiry study groups, after-school programs, and an inquiry team. The focus at Community Health Academy is on the *whole* student, which includes socio-emotional development and resiliency-building, supported by a newly developed Socio-emotional Curriculum (SEC; implemented in 2008) and twice a week Advisory period.

As a recipient of the GE Grant for Middle School Success, the school has partnered with various organizations such as AUSSIE, Urban Advantage, ATLAS Learning Communities, Agile Minds, Advancement Via Individual Determination and Roads to Success. Working together with these institutions, will help the school push the rigor and academic achievement in mathematics and science. In addition, by participating in AVID and Roads to Success, these programs will educate students about the importance of college and prepare them for higher education.

Due to a continuing belief in the strength of community, teachers at Community Health Academy work in collaboration with each other and the Parent-Teacher Association. In addition, parents keep in continual contact with faculty through monthly newsletters, online grading systems, and quarterly potlucks and gatherings. These relationships are echoed in the school's other partnerships, including New Visions schools and Columbia-Presbyterian, which offer workshops, instructional support, and yearlong feedback.

In sum, Community Health Academy provides a rigorous academic environment for young people of all academic levels. By focusing on health care and community, the school promotes a culture of caring, hope, inquiry and achievement. The school will impart to students a hunger for learning, an ambition to serve and the tools to achieve their highest goals. All members of the school community—teachers, educators, and parents are expected to listen to one another, behave

respectfully and maintain high personal standards of excellence. The school works to engage students in an ongoing dialogue around medical and health wellness issues that affect the lives of their community and holds all members of the community accountable. It is our mission to use the advisory structure to ensure student meta-cognition, academic achievement, socio-emotional growth, and career awareness.

With regard to implementation of the school's vision and mission into the everyday, every teacher and student has advisory built into their program. This provides students and staff with opportunities for small group instruction where students develop strategies to deal with and talk about their needs. The school's partnership with a New York City hospital provides a medical student intern to meet with advisory groups around health issues targeted in health assemblies. One of our core values is capacity building. Teachers are responsible for leading grade level meetings, scheduling, curriculum mapping, and departmental meetings. Staff contributions are evidenced through every aspect of the school community.

By the end of the 2009-2010 school-year it is expected that all our students (ELLs, Special Education) will show a marked improvement with writing skills as well as charted socio-emotional growth during their Advisory classes. We also expect to improve the successes of our English Language Learner (ELL) student population at least one level, from beginner to intermediate and intermediate to advanced. Once students are at an advanced ELL level, we expect that they will "test-out" of the English as a Second Language (ESL) population and join our other students in the mainstream programs. We expect the Inquiry Team to have monitored and targeted at risk and "hold-over" students. In five years, we expect our teacher's instructional knowledge and practice to improve strengthening our SETSS/CTT programs making our school one of the best in the city.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	Community Health Academy of the Heights						
District:	6	DBN:	06M346	School BEDS Code:	310600011346		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9	√	Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		92.7	93.4	94.4/ 92.9
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		91.5	97.7	96.0
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	78	100	82		60.0	81.9	91.4
Grade 7	77	95	102	Students in Temporary Housing - Total Number:			
Grade 8	0	72	95	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	63		0	5	17
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		5	8	14
Ungraded	0	1	1	Special Education Enrollment:			
Total	155	268	343	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	8	12	Principal Suspensions	4	16	5
# in Collaborative Team Teaching (CTT) Classes	0	0	7	Superintendent Suspensions	2	18	9
Number all others	10	31	37	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	5	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	26	68	87	Number of Teachers	10	18	26

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	9	Number of Administrators and Other Professionals	3	4	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	3	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	26.9
				% more than 5 years teaching anywhere	10.0	11.1	7.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	30.0	28.0	50.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	48.8	87.1
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	2.6	3.7	6.1				
Hispanic or Latino	94.2	95.2	93.3				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	0.0	0.0				
White	1.9	1.1	0.6				
Male	52.9	50.4	50.7				
Female	47.1	49.6	49.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students	√SH	√	√			
Ethnicity						
American Indian or Alaska Native						
Black or African American	-	-	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander						
White	-	-	-			
Other Groups						
Students with Disabilities	√SH	√	-			
Limited English Proficient	√SH	√	-			
Economically Disadvantaged	√SH	√	√			
Student groups making AYP in each subject	5	5	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A/NR	Overall Evaluation:	NR
Overall Score:	73.7/NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	11.0/NR	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	19.4/NR	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	41.0/NR		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	2.3/ 3.0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

After reviewing numerous sources of qualitative and quantitative information, including but not limited to ARIS data, school accountability reports, budget reports, Comprehensive Education Plans, departmental notes and minutes, and classroom observations, a number of trends have appeared. First, regarding student performance, students are underperforming in math and science across the grades and consistently not hitting class-wide goals on state tests and quarterly Acuity assessments (the average score remains a 2).

As a recipient of the GE Middle School Grant, we have partnered with various groups to help support our instruction in the classroom. We have partnered with Agile Minds to help push the rigor in our Math and Science classes since data shows that we need to improve our math and science instruction. This program will also help the school in terms of long term planning in developing Advanced Placement courses when the school grows to 11th and 12th grade in the next to years, respectively. We also work with Atlas Learning Communities, which helps us with differentiation in the classroom. Each class has varying levels of students and being able to differentiate instruction allows for all students to access the content being taught. In addition, we are working with Urban Advantage in our science classes to help with the development of meaningful exit projects in each grade. Although exit projects are required in 8th grade, we want to emulate the process and stress the importance of exit projects in all grades. Working with Urban Advantage also provides access to many science institutions in New York City as well as a focus on Problem-based learning. We also work with four AUSSIEs in English Language Arts, Math, Science, and Technology. The AUSSIEs work to push instruction in the classroom and offer teachers one-on-one or small group support that is targeted and differentiated to each teacher's need. The technology AUSSIE assists with ensuring that we have the necessary technology to implement dynamic lessons and to expose students to technology that will help them in college and in the real-world.

Advisory is a big part of what creates a community at CHAH. This year, in the high school, we have utilized the Advancement Via Individual Determination Program (AVID). AVID is a college readiness program that targets students who are scoring at a high level 2 or 3, who need additional strategies and attention to help with college readiness and admissions. In the 7th grade, we are a recipient of a grant through New Visions, our support organization where we are piloting the Roads to Success Program. Similar to AVID, Roads to Success help students in middle school with planning for college and thinking about where they want to go and college requirements.

Great accomplishments include a school-wide literacy push that included a weekly "DEAR" (Drop Everything and Read) time, structured independent reading in the classrooms, and the implementation of the AUSSIE program and coaching. Another success for the school has been the

increase in collaboration, not only between parents and the school but in general between faculty, faculty and administration, and between teachers and students. The focus with writing occurring in every content area is a continued focus for the school. In previous years, the school has implemented journal writing in every content area and this year has taken writing even further. For example, students are now expected to take Cornell Notes where they are summarizing their notes at the end of each lesson. This is still an area that the school needs to grow and will continue to do so.

Areas of growth for the school center mainly around rigor in the classroom and goal-setting in general, as well as a continued push for parent involvement. From the school's progress report and classroom observations, it is clear that rigor must be pushed in all classrooms in order to develop students and raise student performance to meet academic expectations. In order to increase rigor, administration and faculty conduct frequent observations and offer feedback, departmental teams carefully choose goals and assessments, and individuals and departments frequently analyze and disaggregate student data to target instruction to individuals, small groups, and whole classes. With regard to goal-setting, departmental representatives created a goal-setting action plan to foster the development of individual student goals, class goals, grade-level goals, and ultimately school-wide goals. Finally, in the interest of parent involvement, the School Leadership Team, in conjunction with the grade teams, has analyzed the annual school reports and survey data and linked with several schools that are highly successful in the area of parental involvement. The SLT created a strategic plan, set meeting dates, and has organized a beginning of the year pot luck, critical contracts with parents, and three other quarterly potlucks to follow.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

After reviewing numerous sources of qualitative and quantitative information, including but not limited to the last two years' of quality reviews, school accountability reports, budget reports, Comprehensive Education Plans, departmental notes and minutes, and classroom observations, a number of areas for growth have been identified. First, regarding student performance, students are underperforming in math across the grades and consistently not hitting class-wide goals on state tests and quarterly Acuity assessments.

Second, an additional area of growth for the school centers mainly around rigor in the classrooms. From the Quality Review and the school report card, it is quite clear that rigor must be pushed in all classrooms in order to develop students and raise student performance to meet academic expectations. In order to increase rigor, administration and faculty conduct frequent observations and offer feedback, departmental teams carefully choose goals and assessments, and individuals and departments frequently analyze and disaggregate student data to target instruction to individuals, small groups, and whole classes. Work with the GE Middle School Grant will also help push rigor through the development of problem-based learning units and exit projects that are based on experiential learning. The grant will also help teachers differentiate assignments for students to ensure that all students are reaching the same, rigorous learning objectives.

As our high school continues to grow, the focus continues to be on preparing and assisting students to gain admission into a four-year college. To help support students, we have defined that our students must have accumulated at least 11 credits per year to be on track to attaining advanced Regents Diplomas. As a part of helping our students attain advanced diplomas, we offer a comprehensive after-school and weekend academic program for students to ensure they are prepared to pass the Regents exams.

As mentioned above, the school's focus is on college readiness. Therefore, one of our goals is to increase the school's awareness of college and in tandem, develop families' aspirations, expectations, and understanding of the importance of a post-secondary education. This year, we will develop a core group of parents who will take ownership for college/career awareness and preparedness. With the implementation of Roads to Success in the 7th grade and AVID in our high school, we are utilizing these programs to help us with preparing our students to be successful in college. Our DYCD program also offers students who need more support, a chance to discuss important topics which range from socio-emotional to college preparedness. The group meets everyday after school with an advocate counselor.

Great accomplishments include a school-wide literacy push that includes a weekly "DEAR" (Drop Everything and Read) time, structured independent reading in the classrooms, and the implementation of the AUSSIE program and coaching. The school has truly succeeded in creating a warm culture and loving environment, as evidenced by the A on the yearly report card in School Environment. In particular, academic expectations are extremely high for students. Another success for the school has been the increase in collaboration, not only between parents and the school but in general between faculty, faculty and administration, and between teachers and students.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #1: By June 2010, 56% of our 289 middle school students will make at least one year of progress as evidenced by the 2010 New York State Math Exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Meet bi-weekly with mathematics teachers, Principal, Assistant Principals, mathematics coach, and AUSSIE mathematics consultant to analyze data from DOE data tools such as ARIS, Performance Series results, ACUITY results to identify students who have not made one year progress and create action plan for students from October to June. • Students who do not demonstrate one or more years of progress on the abovementioned assessments, will be assigned to a tutorial session from October to June. • Teachers are scheduled to meet weekly regarding the inquiry process and make recommendations based on their findings. Teacher teams will discuss their findings monthly from October to June. • Design intervention strategies for groups of students as well as individual students in tutorial sessions, during classroom instruction time, as well as after school intervention/acceleration courses. Students also took the Performance Series exam and the baseline data was analyzed from December to June. • A Saturday academy will begin in October and will run through June to work with students who need additional support as well as acceleration in mathematics. • Conduct classroom observations/walkthroughs, and peer-intervisitations with Assistant Principals, coaches, teachers, and consultants; provide targeted feedback to teachers and an ongoing assessment will be conducted based on teacher needs from September to June. • Mathematics consultant and coach will work with teachers to identify professional development needs and set professional development goals for individual teachers as well as design a professional development plan in consultation with the Principal and Assistant

	Principals from August to June.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • AUSSIE consultant- September-May • Mathematics coach- will coordinate and direct strategies from September to June. • Urban Advantage program- November to June • Agile Mind- November to June • Atlas Learning- November to June • Teacher coverages- September to June • Substitute teachers- September to June • Per diem opportunities- September to June
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Performance Series- baseline; administration of Performance Series at regular intervals to indicate progress. This is done quarterly throughout the year. • Student work: projects, presentations, tests, quizzes, reflections are ongoing throughout the year based on the culmination of each unit. • Professional development goals are developed in November and then revisited in February and evaluated in June. These goals are also discussed during conferences with teachers when formally or informally observed. • Instructional strategies designed to improve student achievement are presented in professional development, lunch and learns, school wide team meetings, department meetings, and grade team meetings throughout the year. Strategies that are presented are turn -keyed during collaboration times. • Inter-visitation schedules and teacher feedback. Teachers are observed formally and informally quarterly. Timely feedback is provided and follow-up and support is also given. • Teacher observations/checklists have been developed and reviewed during pre and post observation conferences. • Teacher team meeting minutes/agendas are submitted and archived on a weekly basis.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Science & Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #2: By June 2010, 90% of science and mathematics teachers will have created and implemented a minimum of one unit using a standards-based curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Provide professional development in the community health theme. This will be facilitated through monthly curriculum meetings held in collaboration with our partner New York-Presbyterian hospital. Teachers will present their units of study and hospital staff will provide feedback and hands-on support. At each meeting, a minimum of two teachers will present their units at the monthly curriculum meeting. • Provide professional development in Project Based Learning through New Visions, our School Support Organization (SSO). An initial PBL professional development session was delivered during our annual summer PD week. Teachers have turn-keyed the process to the entire science department and by June 2010, the math department will develop at least one PBL unit. • Provide professional development in mathematics content. Mathematics teachers have participated in various development programs such as Agile Mind, Atlas Learning, and AUSSIE training to develop math and science content in the middle school. Some of the this training was done through the Middle School Grant. • Provide Common Planning Time for teachers to work with Assistant Principals, AUSSIE consultants, and coaches to develop curriculum throughout the year. This common planning time is built into teacher schedules and occurs weekly. Teachers have bi-weekly department meetings as well as grade team meetings three times per week. Minutes and agendas are archived. • Develop an inter-visitation schedule for peer visitation. Teachers develop an inter-visitation schedule for peer-visitation based on individual or small group teacher needs. • Conduct classroom observations/walkthroughs with Assistant Principals, consultants and

	<p>coaches. Walkthroughs are done two times per week and feedback is given immediately after.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • AUSSIE consultant visits a minimum of once per week and sometimes twice per week. • Mathematics coach meets with teachers weekly and supports teachers in common planning times • New York State Standards are used to align the curriculum and are reflected in curriculum maps. • A monthly training schedule is published which includes professional development sessions. • Weekly collaboration times are built into teacher programs.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Interim-assessments • Classroom observations are measured against New York State Standards performed quarterly • Walkthroughs are done at least once per week • Peer assessments are done twice per year

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): High School Regents

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3: Increase the percentage (see below for percentages) of high school students (Grades 9 and 10) who are accumulating annual credits (11 per year) and passing regents to attain an advanced Regents Diploma.</p> <ul style="list-style-type: none"> • By June 2010, 85% of the 148 high school students will have accumulated at least 11 credits per year. Currently, 100% of present 10th grade students have accumulated at least 11 credits. • By June 2010, 20% of the 148 high school students will have passed the Living Environment Regents. Currently, 7% of the present 10th grade students passed the Living Environment Regents with a score of 75% or above. • By June 2010, 35% of the 148 high school students will have passed the Integrated Algebra Regents with a grade of 75% or above. Currently, 28% of the present 10th graders passed the Integrated Algebra Regents with a grade of 75% or above.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Teacher teams meet six times a year to identify students who are in jeopardy of failing course; develop student goals and design intervention strategies for identified students • Provide professional development • Conduct classroom/peer observations/walkthroughs using school-wide checklists and provide targeted feedback for best practices weekly • Administer mock Regents exams and review results with students three times per year • Review progress reports and report card grades ongoing throughout the year with advisors • Students who have taken the Regents will speak to new high school students about the importance of the Regents exams twice per year.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Coverages for after school and Saturday school, per session, from October to June. • Microscopes were purchased to assist with labs done. • Science kits were used for Saturday Academy. • Manipulatives were purchased to strengthen instruction and learning.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Teacher team meeting agendas and minutes are submitted and archived weekly. • Professional development agendas and sign-in sheets completed at the closure of the professional development session. Teachers are expected to attend a minimum of one professional development session per month. • Completed classroom and peer observations/walkthroughs checklists with feedback throughout the year. • Results from tests, quizzes, and mock Regents when administered throughout the year from September to June. • Report cards and Regent grades when outlined by the New York City Department of Education.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): College and Career Readiness

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #4: Increase the school's awareness of College and Career readiness; develop students' families' aspiration, expectations and understanding of the importance of post-secondary education</p> <ul style="list-style-type: none"> • By June 2010, the school will have a core group of ten (10), 7th grade and 9th grade parents who will lead a minimum of three parent meetings regarding college readiness. • By June 2010, 20% of 7th and 9th grade students will have increased awareness of a college path for careers as evidenced by written student goals and selection of college choices.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Parent Coordinator and Partner Support Organization (New Visions) will conduct parent workshops on topics such as college/career expectations; going away to college and financial services for college at least two per year. • Guidance counselor and social worker will attend monthly Partner Support Organization network for counselors to develop college and career path expectations • Plan and co-develop one college visitation program with parents annually. • Work with partnership organizations and CBOs to develop opportunities for students and families to learn about community health careers at least twice per year. • Institute student goal setting for college/career embedded in advisory programs using AVID, Roads to Success, and DYCD grant opportunity. Goals are set at the beginning of the year and revisited at least twice thereafter to refine and measure if goals are being met. This is ongoing. • Professional development for teachers regarding college/expectations and admissions will be turn-keyed by the guidance, social worker, and the School Support Organization at least twice per year.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • DYCD- • Roads to Success- small group instruction during advisory • AVID- elective course for students who are considered “middle and high” performers • Professional development for teachers offered by DYCD, Roads to Success, and AVID.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas, minutes, and sign-in sheets for parent meetings. • Attendance and turnkey activities (at school) at NV Guidance Network meetings • Establishment of core parent group for college visitation program • Community Health workshops agendas • Professional Development agendas • Student goals • Parent-teacher Conferences • Curriculum Night • Poetry Slams with New Visions

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	-	-	N/A	N/A	-	-	-	-
1	-	-	N/A	N/A	-	-	-	-
2	-	-	N/A	N/A	-	-	-	-
3	-	-	N/A	N/A	-	-	-	-
4	-	-	-	0	-	-	-	-
5	-	-	-	0	-	-	-	-
6	22	16	-	31	9	5	3	-
7	64	45	-	-	9	10	3	-
8	43	31	2	3	15	5	3	-
9	48	53	54	65	8	0	0	-
10	-	-	-	-	2	0	0	-
11	-	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-	-

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ◆ Bi-weekly tutorial, small group instruction ◆ Small group instruction with focus on particular reading strategies ◆ SAL (Supporting Adolescent Learning) reading remediation during the school day ◆ CTT model teaching in all grades for ESL support and SETTS ◆ After-school writing programs ◆ DEAR on Fridays for all students (45 minutes silent reading time) ◆ Push-in/Pull-out model of ESL support in addition to CTT
Mathematics:	<ul style="list-style-type: none"> ◆ After-school math programs ◆ Small group instruction taken from disaggregated data led by classroom ◆ Saturday test prep program beginning in October 2009 ◆ Push-in for literacy support in math classes in 6 and 8 grades ◆ Bi-weekly tutorial, small group instruction
Science:	<ul style="list-style-type: none"> ◆ Small group instruction taken from disaggregated data led by classroom ◆ After school services for struggling students at least once a week ◆ Bi-weekly tutorial, small group instruction
Social Studies:	All academic intervention for ELA doubles for Social Studies, as Community Health Academy follows a Humanities model of integrated ELA/SS instruction.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ◆ One-on-one counseling as mandated from IEPs (amount varies per child) ◆ Annual check-ins on IEPs (with general ed and other teachers, in addition to parents, to ensure compliance)
At-risk Services Provided by the School Psychologist:	N/A for Community Health Academy
At-risk Services Provided by the Social Worker:	The school social worker sees students on a floating rotation schedule as necessary and routinely sees about ten students at a time per grade. Students are encouraged at Community Health Academy to seek services if they feel a lack of support. Support is generally one-on-one or very small group (3-4 students).

At-risk Health-related Services:

N/A for Community Health Academy

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Part I: School ELL Profile

The Community Health Academy of the Heights' Language Allocation Policy Team is comprised of the Principal, Sandra Maldonado Jackson; the Assistant Principals Adam Stevens and Stephania Vu; the ESL Coordinator and certified ESL Teacher, Catherine Grech; Certified ESL Teachers Migdalia Guinis and Yesenia Morel; Humanities Teacher, Emily Bisso; and the Parent Coordinator, Laura Tavares. The Language Allocation Policy Team meets weekly to analyze data, discuss pedagogy, and refine ESL instruction to best meet the needs of Community Health Academy's English Language Learners.

The Community Health Academy of the Heights, M 346, is a student centered 6th-12th grade school located in Washington Heights, Manhattan. The school opened in 2006 and served grades six and seven, and has added an additional grade each year. During the 2009 – 2010 school year, The Community Health Academy is serving grades six through ten. Of the current 446 students, 128 are English Language Learners (ELLs); approximately 29% of the total student body. Over 98% of our ELL students speak Spanish as their Native Language (126 students), one student speaks Arabic, and one student speaks Hatian Creole as their Native Languages. All students' English language acquisition are supported in freestanding ESL classes that effectively employ push-in/pull out instruction utilizing collaborative team-teaching (CTT) and co-teaching models. Those students whose IEPs require Bilingual Special Education are taught in a twelve-to-one Bilingual Special Education class by a Bilingual and Special Education certified teacher.

Part II: ELL Identification Process

When new students enroll in The Community Health Academy of the Heights, the ESL Coordinator and the Parent Coordinator meet with the student and their guardian(s) to administer the Home Language Identification Survey (HLIS) and conduct the informal oral interview. The ESL Coordinator (also a certified ESL Teacher) conducts the interview in English (or French/Hatian Creole if necessary) and the Parent Coordinator conducts the interview in Spanish. If the student's guardian(s) speak a native language other than Spanish, French/Hatian Creole, or English, the ESL Coordinator requests a translator from the Department of Education.

Upon completing the HLIS, informal oral interview, and formal initial assessment, the ESL Coordinator determines whether or not the student is eligible to take the LAB-R. The ESL Coordinator will administer the LAB-R within ten days of the student's enrollment and will immediately score the assessment to evaluate the student's relative level of English proficiency. Each child is tested in both English as well as their native language. The teacher who is making the assessment is a licensed pedagogue.

Following the determination that the student qualifies as an ELL, the student's guardian(s) are invited back to the school (within one week) for an informational meeting with both the ESL Coordinator and the Parent Coordinator to discuss their educational options for their child. At the meeting, the student's guardian(s) are shown the DOE's informational video in their native language. The video explains the educational options available to their child in New York City. Specifically, the video describes the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) available within the NYC DOE. In addition to viewing the video, both the ESL Coordinator and Parent Coordinator help to explain the three programs to assist in making the best decision for the student. The student's guardian then completes the Parent Selection Form, and ranks the three programs according to their preference.

The Community Health Academy of the Heights only offers freestanding ESL instruction or dual language special education self-contained instruction. If the student's guardian(s) prefer transitional bilingual instruction, or dual language instruction, the Parent Coordinator assists the

guardian(s) in finding a program that best suits their student's needs and their preferences. If more than 14 students' guardians/parents select an option that is not currently offered at the Community Health Academy, then the ESL Coordinator will work with the Principal to create and develop the requested program immediately. Currently, all program models offered at the Community Health Academy are aligned with parent requests.

Part III: ELL Demographics

A) ELL Programs:

The Community Health Academy implements a dynamic push-in/pull-out model of freestanding ESL instruction that utilizes effective co-teaching in the students' Humanities (English Language Arts and Social Studies) classes. ELL students receive instruction in their Humanities courses by both a General Education Teacher and a certified ESL Teacher. Both teachers plan collaboratively to implement high quality differentiated instruction that meets the needs of all of the learners in the classroom.

Pursuant to the CR Part 154 mandates, Beginner and Intermediate level ELL students receive 360 minutes of ESL instruction in their Humanities classes each week. High School Beginner students receive 540 minutes of ESL instruction each week. Advanced students receive 180 minutes of ESL instruction each week in their Humanities classes. All students receive Native Language instruction from a certified Spanish teacher for 45 minute long class periods and are taught a Spanish curriculum.

The Community Health Academy of the Heights has three classes of students in each grade. Of those three block classes, one class contains all Beginner, Intermediate, and some Advanced level ELL students and is co-taught by an ESL certified teacher and a General Education Humanities teacher at least eight, 45minute class periods each week. A second class contains only Advanced level ELL students and is co-taught by an ESL certified teacher and a General Education Humanities teacher at least four, 45 minute class periods each week. The third class contains all ELL students, of all levels, who also have an IEP, and are co-taught by an ESL certified teacher, a General Education Humanities teacher, and a Special Education certified teacher at least eight, 45 minute class periods each week.

Our Balanced Literacy approach follows the workshop model for reading and writing. This standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. The materials, aligned to the core curriculum, include native language sources and instructional technology to support both English and the primary language of our English language learners. Furthermore, classrooms are print rich with colored word walls, pictures, student work and charts modeling correct language usage, reading strategies, and writing skills. Teachers create opportunities for our ELLs to interact with peers in small heterogeneous groups to encourage peer to peer learning and small homogeneous groups led by an ESL certified teacher to rigorously develop English proficiency across all modalities. Additionally, students engage in project based learning that supports language development through the Social Studies curriculum. All ELLs are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition, are incorporated into each lesson to facilitate higher order thinking. Our ESL teachers work with our staff to support scaffolding learning for ELLs in their classrooms across all content areas. Effective practices such as graphic organizers, semantic maps, modeled writing, and read alouds foster academic language development. Furthermore, teachers receive professional development in scaffolding learning for ELLs and integrating content and language goals for ELLs using the SIOP model of instruction.

In addition to the differentiated instruction delivered in the classroom, this year, Newcomers (students in US schools less than three years) participate in the Rosetta Stone in the Classroom interactive language immersion program to increase English fluency and comprehension. These students also participate in small group tutorials with less than ten students and an ESL certified teacher twice weekly to develop reading and writing skills. After school programs within the Title III mandates further supplement the core curriculum to enhance students' English proficiency.

Students whose IEPs require Bilingual Special Education are taught in a twelve-to-one Bilingual Special Education class by a Bilingual and Special Education certified teacher. As per Dual Language mandates, 50% of student instruction is delivered in English and 50% of instruction is delivered in Spanish, the students' native language. Academic language development is fostered by implementing guided reading circles, read alouds, audio books, graphic organizers, and modeled writing. Students' English proficiency is also developed using the Rosetta Stone in the Classroom interactive language immersion program.

B) ELL Years of Service and Programs:

Of the 128 ELL students educated at The Community Health Academy of the Heights, 20 students are Newcomers and have received ESL service for 0 – 3 years; 49 students have received service for 4 -6 years; 59 students are Long-Term ELLs and have received service for more than 6 years; 52 ELL students also have IEPs; and 7 students are educated in a twelve-to-one Bilingual Special Education class.

The Community Health Academy currently does not have any students identified as Students with Interrupted Formal Education (SIFE).

C) Home Language Breakdown and ELL Programs:

The Community Health Academy of the Heights currently educates students in sixth through tenth grade and will continue to add a grade each year to become a sixth through twelfth grade school. The sixth grade currently serves 36 ELL students, all of whom speak Spanish as their Native Language. The seventh grade currently serves 41 ELL students who speak Spanish as their Native Language and one student who speaks Haitian Creole as their Native Language. The eighth grade currently serves 20 students, all of whom speak Spanish as their Native Language. The ninth grade currently serves 13 ELL students who speak Spanish as their Native Language and one student who speaks Arabic as their Native Language. The tenth grade currently serves nine ELL students, all of whom speak Spanish as their Native Language.

D) Programming and Scheduling Information:

The Community Health Academy of the Heights currently offers students an ESL push-in program in our general education classes. Each grade has two ESL push-in classes to serve both beginner and advanced ESL students. Additionally, we offer one Native Language Arts class which services our special education population in seventh and eighth grades.

Our school provides small group instruction within the regular class; however, based on vocabulary and content development, we pull out small groups to strengthen their language acquisition and comprehension skills. Each ESL teacher has common planning time with their co-teacher. Alternate forms of assessments are evaluated when assessing and reviewing curriculum matter. Content is differentiated for students using modeling, read alouds, Reciprocal Teaching strategies, etc. One of the ways, we are assisting our long-term ELLs is the use of the Rosetta Stone program. Our students are savvy with technology and one way to do that is to incorporate it via the Rosetta Stone program. To assist ELLs who have special needs, we use many tactile and kinesthetic materials in the classroom to enhance language acquisition. Our teacher who works with special needs ELLs brings in many outside materials to assist with understanding real world experiences. Our ELL teachers meet weekly to plan, discuss, and integrate best practices into their teaching to improve language acquisition for our students. Our ELL teachers are included in all professional development offered at the school based on content area. It is imperative that our ELL teachers are included in all planning aspects to support learning needs. We currently have one bilingual Spanish-English class. A description of our plan to help ELLs reaching proficiency is to provide at-risk support through the ESL teacher, social worker, bi-weekly tutorial sessions, and Saturday Academy.

Some new programs that may be implemented for the upcoming school year to assist ELLs include our Word Generation program, providing additional professional development to support beginning ELLs, embedding more real life experiences into the curriculum. Although these strategies are viable strategies to support ELL students, they are also solid teaching strategies for all students.

We are not planning to discontinue any ELL services next year but are planning to offer more after school services so that ELL teachers may provide students with additional support. Some instructional materials used to support ELLs are the acquisition and purchasing of additional

reading books which cover multiple levels or readers. Some activities that our school provides for newly enrolled ELL students before the beginning of the school year is a bridge program that lasts one week. During that time, an ELA diagnostic assessment is given as well as a writing sample. Then, during the first week of school, there is a parent orientation explaining the various ELL programs we have at the school and how we plan on supporting new ELLs. Our school provides Spanish language electives at our school. This language was chosen because it would strengthen their native language skills with a focus on reading and writing in their native language.

E) Schools with Dual Language Programs:

At our school, ELL students are integrated throughout the instructional day. None of our content areas are taught separately.

F) Professional Development and Support for School Staff:

Our assistant principal attended the Language Allocation Policy training with our ESL lead teacher.

G) Parental Involvement:

Our school does not make any distinction between ELL parents and the English Proficient population. All of our parent meetings are held in Spanish and English to accommodate the general population of our community; therefore, parents feel comfortable and welcome at our school. Parents also attend monthly meetings with the school's partner organizations and are active members on the School's Leadership Team.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6-10 Number of Students to be Served: 130 LEP 446 Non-LEP

Number of Teachers 5 Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Community Health Academy implements a primarily push-in/pull-out model (sometimes CTT) of ESL instruction. The bilingual instruction occurs in the form of one self-contained class that is a mix of 6 and 7 grade students. There is one class per grade (of three classes) that is deemed ESL and receives the most ESL push-in as well as a part-time team-teaching model. For example, the majority of Humanities classes and several non-core (Science, for example) classes in 601, 701, and 801 all receive ESL push-in service and once-weekly CTT model teaching. ESL teachers also service the -02 and -03 classes to maintain compliance, but less frequently (depending on class need, anywhere from 180 minutes a week to 240 minutes per week). The language of instruction is English (with the exception of the bilingual class).

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

ESL staff are encouraged to attend the ESL workshops provided by the DOE and recently updated for the entire staff. In addition, ESL staff attend Humanities Team meetings for an hour each Monday, led by Jessica Wood, the school literacy coach. In addition, ESL staff members are expected to engage in their own professional development opportunities and so select from a variety of conferences and school visits so as to best supplement their own development in the most productive way. In addition, ESL teachers co-plan with Humanities teachers and other classes (for example, 6 and 8 Math) to develop modified assessments that best fit the class being taught and the individual student goals.

Form TIII – A (1)(b)

School: COMMUNITY HEALTH ACADEMY OF THE HEIGHTS BEDS Code: 310600011346

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$2700	100 hours of per session @ \$41.98 = \$4198.00
Purchased services - High quality staff and curriculum development contracts.	\$0	
Supplies and materials - Must be supplemental.	\$4475	2 Archstone graphic historical fiction collections = \$1278 15 headsets with mics = \$900

- Additional curricula, instructional materials. - Must be clearly listed.		Grades 6-12 NYSESLAT and Beyond Workbooks = \$1980 Folders, chart paper, and basic supplies = \$317
Educational Software (Object Code 199)	\$3060	Rosetta Stone language development software = \$3060
Travel	\$0	
Other	\$0	
TOTAL	\$10,235	

Section IV: Assessment Analysis

Part A: Overall, the proficiency results on the NYSESLAT are as follows:

- 67% of our 39 sixth grade students passed.
- 55% of our 38 seventh grade students passed.
- 63% of our 36 eighth grade students passed.
- 57% of our 16 ninth grade students passed.
- 91% of our 9 tenth grade students passed.

According to the NYSESLAT Modality Analysis by grade:

- 6th Grade: Listening= 20%, Reading= 20%, Speaking= 31%, Writing= 18%
- 7th Grade: Listening= 19%, Reading= 18%, Speaking= 28%, Writing= 17%
- 8th Grade: Listening= 17%, Reading= 19%, Speaking= 31%, Writing= 19%
- 9th Grade: Listening= 19%, Reading= 21%, Speaking= 33%, Writing= 20%

- 10th Grade: Listening= 20%, Reading= 19%, Speaking= 33%, Writing= 22%

Part B: After reviewing and analyzing the assessment data, answer the following programs:

The data patterns reveal that students excel in areas of speaking and need additional support in listening, speaking, and writing across all grade levels. Additionally, data patterns reveal that on average more than half of students pass the NYSESLAT test and the number of ELLs decrease every year. Students also seem to fair well when taking tests in English compared to the native language. School leadership and teachers use the data from the NYSESLAT test and other assessment to determine student needs by grade, small groups, and individuals. The school is able to predict how students will do on the New York State ELA assessment when looking at Periodic Assessments. We are also able to do an item analysis to see where students need additional support. A student's native language is used in the bilingual class as well as to help students understand content.

English Proficient students are assessed in the second language through Spanish language assessments both formal and informal ones as well as performance throughout each marking period. The language proficiency in second languages is to be able to read, write, listen and speak academically in the second language. Success in our ELL programs is measured by how many students are able to be reclassified as English Proficient and also the incremental progress made each year to become proficient in the English Language.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

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.

Community Health Academy provides numerous services to ensure that all parents have equal opportunity to communicate. All memos and letters that go home are translated in both Spanish and English. In addition, the annual survey and additional school surveys are available in Spanish, English, Arabic, and French. Next, all parent events are staffed with a 1/10 ratio of translators (Spanish), so that non-native speakers (teachers, parents, and students) can communicate effectively (please reference the preliminary demographics, showing the percentage of non-native speakers, bilingual, and ESL population of the school). Over 50% of parents do not speak English or have limited English proficiency (taken from the Home Language Identification Survey).

The parent coordinator heads all language translation for parents and is bilingual (Spanish and English). In addition, several bilingual parents have participated in translation activities in order to ensure spread of information to parents in an effective manner.

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.

Please reference above in order to view how needs from past years have been addressed. In addition, it has become evident that Community Health Academy needs to address the percentage of parents that lack literacy (increase oral communication between school and rest of the community). Potential solutions include various seminars or classes throughout the year, increased telephone communication with available translators, participation in school activities and sponsored family activities with written and oral translation.

Part B: Strategies and Activities

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.

Please reference Part A.

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.

Please reference Part A.

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>.

Community Health Academy will:

- a. Keep timely records, via ATS and emergency "blue" cards, of student primary language spoken at home (collected in the first week of school).
- b. Provide translation and interpretation services at every school event, including but not exclusive to Parent-Teacher conferences, School Leadership Team meetings, and workshops offered for parents.
- c. Continue the supplementary ESL program for parents, sponsored by Community League of the Heights and SLT.
- d. Provide official school documents (such as the DOE survey and lunch forms) in all languages spoken by parents and students in the community, as documented from ATS and parents responses collected at the beginning of the year.
- e. All documents that go home to parents will be provided in the languages ascertained as primary languages of the school (Spanish, English, Arabic, and French-Creole)
- f. Provide translation at all meetings (group and one-on-one)
- g. All Critical Communications provided by the office will be available in the primary languages of parents (see above)
- h. Provide a cover letter to parents (provided by the parent coordinator) indicating why, if necessary, translation services are unavailable
- i. Provide all parents with copies of the Parents Bill of Rights in their primary language
- j. Post the list of spoken languages at the entrance of the building prominently
- k. Maintain records of language assistance services and budget

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$358,680	\$61,295	\$419,975
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,587		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$613	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,934		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,065	
6. Enter the anticipated 10% set-aside for Professional Development:	\$35,868		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$6,130	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

NEW YORK CITY DEPARTMENT OF EDUCATION
Office for Family Engagement and Advocacy
Martha Madera, Superintendent

TITLE 1 PARENT INVOLVEMENT **PAC** STRUCTURE

Principal convenes parents of Title 1 eligible children

- If Title I parents have chosen PAC representation after the principal convenes the first meeting at the school with regional support, this first meeting will include introduction of the PAC By-laws template with notification that an elective body must be elected at a subsequent meeting to represent this PAC. Note that the PAC may select the option of adapting the school’s Parent Involvement Policy to reflect guidance regarding the formation, structure and function of the PAC as opposed to forming PAC bylaws.
- PACs must elect a representative and an alternate that will represent the organization at the District level
- PAC Parents must meet a minimum of 3 times per year. However, parents are encouraged to meet as needed based on parent member availability and/or need. The school is responsible for ensuring that at least one annual meeting is held to discuss Title I related issues and concerns with this group. Copies of this documentation must be on file in the principal’s office and maintained in the PAC’s records.
- Documentation at any of these meetings must be maintained which includes: agendas, attendance sheets, ballots, notices and meeting minutes, etc. A Title 1 PAC/PA-PTA Binder will be provided to each parent group to assist with this requirement. Copies of this documentation must be on file in the principal’s office and maintained in the PAC’s records.

- Meaningful discussions at these meetings should be based on the Title 1 program at the school using the CEP as a tool, and how funding is best being utilized to service especially the Title 1 student/parent population (depending on whether you are a SWP or TA schools). It is strongly recommended that PAC members share their input and have open communication and regular dialogue with the school administration. PAC groups should invite speakers to their meetings such as the school principal, staff members, Parent Coordinator, etc to share information on relevant issues, Title I funded programs, student achievement, testing, etc.
- It is the responsibility of the school in concert with the PAC as a consultative group to develop the Parent Involvement Policy and the School Parent Compact
- SLT Representatives must consult regularly with this parent body in accordance with the requirements of NCLB, especially regarding the use of Title 1 funds
- The form, Attachment A, "Option for Title 1 School Parent Consultation" of the Title 1 Guidelines must be completed with the appropriate option and forwarded to the District Family Advocate's office. This form requires the Principal's approval before it is sent to the District office.

The parents in the Community Health Academy Community have selected a PTA (as opposed to a PA) format. What follows is the completed policy:

OPTION FOR TITLE I SCHOOL PARENT CONSULTATION – ATTACHMENT A

Instructions: Please review information on pages 8-10 of the 2006-2007 Title I Parent Involvement Guidelines memorandum. Check the option appropriate for your school in the space below and enter the information for the elected representative and alternate who will serve on the District Title I structure on behalf of your school. Fax completed form to your District Family Advocate:

Option A (PAC) _____

Option B (PA/PTA) X

MS 346
School

October 8, 2009
Date of Title I Parent Meeting

Principal's approval (required):
Sandra Maldonado (signed)

DISTRICT TITLE I ELECTED REPRESENTATIVE AND ELECTED ALTERNATE

Elected Representative:

Name: Nelly Carranza
Mailing Address: 736 W 181 St Apt 3K
City/State/Zip: NY, NY 10033

Daytime Telephone: --
Evening Telephone: --
E-mail Address: --

- Is the elected representative a parent of a child currently attending a school receiving Title I funds?
X Yes ____ No
 - Is the elected representative an employee of the NYC Department of Education?
____ Yes X No
- If yes, provide work site and job title: _____

- Date of school level election of representative: October 8, 2009
 - Term of office (from/to): October 8, 2009-June 28, 2010
-

Elected Alternate:

Name: Camille Robles
Mailing Address: 707 W. 180th St. Apt 4C
City/State/Zip: NY, NY 10033
Daytime Telephone: 646-410-0839
Evening Telephone: --
E-mail Address:

- Is the elected representative a parent of a child currently attending a school receiving Title I funds?
X Yes ____ No
- Is the elected representative an employee of the NYC Department of Education?
____ Yes X No

If yes, provide work site and job title: _____

- Date of school level election of representative: October 8, 2009
 - Term of office (from/to): October 8, 2009-June 28, 2010
-

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include

other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School-Parent Compact Class of 20____ Contract “Commitment to Excellence” 2008-2009 School Year

As a student member of the Class of 2014, I, _____, am
(student’s name)
committed to participating in an academic environment that is challenging and exciting. I will be held to very high expectations in academics and in personal conduct.

As a parent/guardian of a student in the Class of 2014, I, _____, am
(parent’s name)
committed to providing the necessary support needed at home to ensure my child succeeds academically and socially. I will communicate with my child’s teacher any needs or concerns I may have about my child.

As the teacher of the Class of 2014, I, _____, am committed to providing an outstanding educational experience for every student. I will hold my students to very high expectations and in personal conduct. My classroom will be an environment that is safe, engaging, creative, and rewarding for all learners.

(student’s signature)

(date)

(parent’s signature)

(date)

(teacher’s signature)

(date)

Clase de 20_____ Contrato “Compromiso para Excelencia” Año de Escuela 2008-2009

Como miembro de la clase estudiantil de 2014, yo, _____, estoy
(nombre de estudiante)
comprometido a participar en un ambiente académico de retos y emocionante. Mis compañeros me sostendrán con expectativas muy altas en estudios académicos y en conducta personal.

Como padre de un estudiante en la clase de 2014, yo, _____, estoy comprometido
(nombre de padre)
a proporcionar la ayuda necesitada en la casa para asegurar que mi niño/a tenga éxito académicamente y socialmente. Me comunicaré con el profesor de mi niño/a cualesquiera necesidades o preocupación que pueda tener sobre mi niño/a.

Como la profesora de la clase de 2014, yo, _____ estoy comprometida a proporcionar
(nombre de profesora)
una experiencia educativa excepcional para cada estudiante. Me cercioraré de que sostengan a mis estudiantes con nuestras expectativas muy altas académicamente y en conducta personal. Mi sala de clase será un ambiente que es seguro, creativo, académicamente estimulando, y beneficioso para todos los estudiantes.

(firma de estudiante)

(firma de padre)

(firma de profesora)

(fecha)

(fecha)

(fecha)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Refer to pages 14-16 of the School-wide Goals and Action Plans. Review will also take place in biweekly departmental meetings and school-wide team meetings. Faculty members are expected to disaggregate and analyze data on a regular basis in order to inform small groupings and one-on-one instruction. In addition, the Inquiry Team meets weekly to discuss the needs of particular students (8th grade writing in the year 2008-2009) in the broad scope of the entire school (a macro-micro comparison).

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Refer to pages 14-16 of the goals and action plans. In addition, Community Health Academy provides SETTS and ESL support to all students classified as such five times a week to each child. Students are also strategically grouped into classes: classes ending in 01 are ESL classes and receive ESL services; classes ending in 03 are SETTS classes and receive SETTS counseling. In addition, students who are both ESL and SETTS receive SETTS as a priority and additional ESL support. Finally, the new 9th grade has a College Preparatory program run by Adam Stevens, AP and selected family members.

- *Are consistent with and are designed to implement State and local improvement, if any.*

3. Instruction by highly qualified staff.

The staff at Community Health Academy are hand-selected by the principal. Every staff member adopts some sort of leadership role in the school, and staff also set rigorous professional development goals at the start of each year. Staff participate in weekly "Lunch and Learns,"

retreats, and various PD opportunities (such as day-long retreats, sessions, school visits, or meetings) to inform their instructional and development as educators. Staff at Community Health Academy also consistently model collaboration that is expected among study through the formation of various study groups, including but not exclusive to Cooperative Learning, Habits of Mind, Community Service, and Discipline With Dignity.

A majority of staff members at Community Health Academy have their Masters in Education, and a number of staff members cite Teach For America or Teaching Fellows as supporting organizations, both of which offer extenuating PD opportunities.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See answer to #3.

In addition, the PTA and SLT provide an ESL program for parents to better encourage communication with the school.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

First, there was a connection between the school and staff members that is currently working. In particular, coaches reach out and speak to potential new hires regarding goal-setting prior to joining staff. Staff members are expected to engage fully with the school and undergo a rigorous hiring process. New Visions screens candidates and is aware of the needs and desires for Community Health Academy, thus matching candidates to schools that are aligned to our vision. Teach for America and Teaching Fellows also support the school, and have placed at Community Health Academy since its inception.

6. Strategies to increase parental involvement through means such as family literacy services.

The SLT currently sponsors an ESL program for parents and hosts quarterly parent pot lucks to increase parent involvement. In addition, the school plans to implement monthly parent workshops (run by members of the PTA) to further strengthen parental participation.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The school includes teachers in decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program through Schoolwide Team Meetings, common planning time, department meetings, grade team meetings, an open door policy with the principal as well as the use of Chancellor's Conference Days.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Teachers meeting with students in small groups during tutorial times which take place twice a week. In addition, advisory sessions take place twice a week also, where advisors are meeting with their advisees discussing academic and emotional hardships, achievements, and strategies to improve situations. Additionally, there are after school tutoring session and a comprehensive Saturday Academy for students who need more support.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Community Health Academy cooperates with Community League of the Heights in operating a variety of visiting programs from Columbia-Presbyterian Hospital centered around nutrition, asthma awareness, general health, and sexual education. In addition, students in the 8th and 9th grade attend college fairs and students in the 9th grade are enrolled in a college preparatory course that meets several times weekly. The SLT also sponsors adult ESL courses for parents (adult education), and Community Health is affiliated with CLOTH (Community League of the Heights), which sponsors affordable housing for residents of Washington Heights.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

This finding is relevant to Community Health Academy. As per the SQR 2008, the school (in particular the inquiry team of Amir Tusher, Sandra Maldonado, Jessica Wood, Ayana Flood, Laura Tavares, Mariuxi Luna, and Ian Hauser) and the SLT (headed by Emily Bisso) directed the school through a series of school-wide planning sessions, professional development sessions and meetings to the school-wide goals indicated on pages 14-16 of the 2008-2009 CEP. Specifically, the action plans detailed for goals 1 and 2 are in direct reference to gaps in the curriculum. To combat a low level of rigor and lack of curriculum knowledge, in 2008 Ayana Flood headed the school's curriculum mapping group to ensure that every class has a rigorous, integrated and aligned curriculum. Representatives from the group went across grades so as to ensure that information was collected in a timely and effective manner and spread across grades (representatives were Jason Llewellyn, Emily Bisso, Amir Tusher, and Mariuxi Luna).

In addition, Catherine Grech has taken a leadership role in planning for the ESL curriculum and implementation. She has volunteered to monitor scheduling of push-in and pull-out services and has brought numerous resources, such as a potential ESL self-contained curriculum for 2009-2010, to Community Health Academy. It has been noted that ESL instruction lacks structure at Community Health Academy, so the push has been made for that structure in the form of a strategic planning binder created by Grech.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school quality review is the largest piece of evidence in regard to this finding. It was determined, from ELA and Math state tests, Acuity data, classroom observations and the SQR that the school had a large gap in rigor (versus actual student progress) and needed to set goals for students on individual, class, and grade levels. It was also determined that due to a lack of goal setting and data disaggregation, rigor was not being pushed in the classrooms (this is affected, certainly, by the lack of dynamic curricula). Please see above for information pertaining to ESL specifically. The finding is definitely relevant to Community Health Academy across the grades and classes. As a result, Grech has created a strategic plan for ESL that has rigorous goals for the ESL population at Community Health, designed after Grech's success with the eighth grade ESL students in the 2008-2009 school year. It should be noted that the finding about ESL/ELA is more generally applicable to the Humanities team at Community Health, headed by Jessica Wood, literacy coach. The Humanities team, in an effort to push rigor and maintain standards alignment, has representatives from both the Inquiry Team (Jessica) and the Curriculum Mapping Team (Bisso) and meets at least once weekly to set short-term goals, check on progress, and determine scope and sequence across the grades as informed by data. The literacy coach, Wood, has created a strategic plan updated annually with large goals; in 2008-2009 the goal is centered around student writing, specifically rigor of writing, quality of writing, and volume of writing.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In 2008 Ayana Flood and Sandra Maldonado formed the Curriculum Mapping team to produce curriculum maps that were data-driven, standards-aligned and rigorous cross-class and cross-grade. They attended a retreat for New Visions public school, engaged in weekly session planning, and used the School Quality Review as a guide. During the 2008-2009 school year, teachers would review data with coaches and AUSSIES with their curriculum and relevant unit maps and lesson plans so as to ensure dynamic units that push rigor and reflect student mastery of content.

The Humanities team meets weekly, in addition to weekly Lunch-and-learns and discussions centered around professional development texts (such as Routman's *Writing Essentials*). This ensures co-planning and planning with an eye to the grades above and below one's grade. Plans have already been created by all class teachers around curricula to ensure no overlap of scope and sequence and a rigorous but feasible push from grade to grade. Much of the redundancy in previous plans was eliminated in 2008 and replaced by ambitious but reachable benchmarks for students, such as two years of growth in reading for students in every grade.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections,

and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

David Howie (AUSSIE coach for Math, provided through C4E funding) and math coach, Latanya Beavers has already led a thorough investigation of all data through the present and created a strategic plan for the Math Department (similar to that created for ELA in the form of non-negotiables). The strategic plan for math reflects the same findings as the aforementioned and was drafted primarily as a result of the Math state test, Acuity scores, classroom observations, and overwhelmingly, the school quality review and coach observations. The Math coaches currently visit classrooms throughout the grades (David Howie and Latanya Beavers) in order to locate next steps for development across the grades. In the curriculum mapping team, specific attention was given to Math as it was seen as weaker throughout the school than ELA, notably by Latanya Beavers who pushed the level of rigor with the help of Howie.

The strategic plan highlights specific focuses of development for math teachers: increasing staff knowledge of -effective curriculum, instruction and assessment, ways of using data to guide differentiated instruction, ways to enhance questioning in class discussions, how to engage students by the use of a range of methodologies and strategies that facilitate learning. In addition, Flood and Howie hold one-on-one meetings with all the math teachers weekly, and there is a Math team PD weekly, similar to the Humanities team. Lesson plans, specifically in math, are consistently reviewed by coaches and assessed for rigor in the planning stage and in the execution stage.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school's Progress Report and classroom observations indicated a need to elevate the emphasis of academic success and achievement. Also it has acknowledged that the school has been on a data mission in development, analysis, and usage of objective and formative data and this effort is progressing. Other findings from classroom observations and the Progress Reports included:

- ◆ the need to utilize existing collaborative structures to ensure that students have targeted goals that are rigorous, explicit, and reflect needs based on deep exploration of objective data
- ◆ the school was deeply conscious of the unique needs of adolescents, and support services are aligned to account for these needs.
- ◆ the need to elevate the emphasis of academic success
- ◆ School Quality Review indicated the need to strengthen pedagogical expertise by exploring best practices with the goal of expanding differentiated instruction

In addition, classroom observations in the math classrooms conducted by coaches and grade-team members (specifically 7th and 8th grade) have supported these findings.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The strategic plan for the math department includes plans to:

- ◆ develop a systematic plan for assisting staff to gather and use Data from a range of sources and to then to set measurable goals within specific timeframes
- ◆ identify areas of learning deficiency for each student and address them through a range of programs which will include
 - Skill and concept review assignments
 - Differentiated instruction
 - Tutorial lessons
- ◆ use item and error analysis to identify students' specific learning needs (individually, small group, and by class)
- ◆ identify areas of learning deficiency for each student and address them through a range of programs which will include
- ◆ include investigations and activities that while assisting learning will also add interest to the lessons and hence assist attendance
- ◆ continue to develop programs and methods to address student needs
- ◆ ensure that all classrooms display student work so that students can identify with the room.
- ◆ ensure that charts and Math posters be displayed in classrooms to improve the richness of the environment.
- ◆ structure times so that colleagues can meet to plan and have professional discussions.

- ◆ schedule at least one common planning period per 2 weeks
 - ◆ establish school wide expectations for classrooms.
 - ◆ schedule Faculty meetings on average for every 2 weeks with AUSSIE consultant to facilitate
 - ◆ review state of Data collection, use of, and need for changes in order to widen analysis of Math data to include the performance of subgroups and the comparison with the other schools within the peer index
 - ◆ allocate grade meeting time after each major Assessment/Reporting to discuss data, examine item analysis and then plan goals for whole class, groups and individuals to facilitate the disaggregation of data and ensure data when collected is referenced to subgroups.
 - ◆ assist teachers in developing written strategies in response to the data collected from their students e.g. as highlighted in their lesson plans and produce written reports of the outcomes of the data review implemented.
 - ◆ assist students in developing realistic goals and highlight one in each unit of work. At the completion of each Unit students will assess their progress relative to their specific Unit goal, assist students in math literacy (for example, writing at least 3 times per week in their journals and cover a range of genre. These could include, personal reflections, descriptions of processes, concepts, problem solving strategies, solutions of short and extended questions, research and investigations etc.)
 - ◆ address student's areas of learning difficulties; teachers will assist students to develop realistic goals and then require them to choose a specific goal for each Unit.
 - ◆ assist teachers in using a variety of strategies to engage students. These will include group work, class discussion, investigations, open ended questions and writing.
 - ◆ ensure lesson plans will be based on the Unit Plans and the lessons will reflect the State Standards. Students will be given the opportunity to analyse, write, speak, problem solve, and work in teams (i.e., ensure backwards planning)
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KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Please reference Key Finding 1A; the same process has been undertaken to research the quality of instruction in classrooms. In addition, the AUSSIE Ian Hauser, Jessica Wood, Latanya Beavers, Tony Lobascher, Eleanor Nicholson, Sandra Maldonado, Adam Stevens, and Stephania Vu have conducted numerous classroom observations followed by a debriefing cycle to push instructional development in teachers. The Humanities team meets weekly to discuss strategies for implementing other types of instruction, such as cooperative learning. Teachers reflect weekly (particularly in Humanities) as to the amounts of time they allot to students for reading and writing in groups and independently, the rigor of their objectives, and the student engagement in the classroom. In addition, the Humanities team have gone through the various data results as a school and as a team and have chosen department goals of pushing rigor in Humanities, increasing the volume and quality of writing, and focusing on differentiation in the classroom.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In general, engagement in Humanities classes reflects the data found (students are engaged the majority of the time, and most of the time is academically focused). School/classroom observations and data reflect a need for increased goal-setting and differentiation, as well as evidence of data-driven instruction to show a sense of urgency in the classroom. It is true that the dominant form of instruction in the Humanities classrooms was direct instruction in the past year, but the level of integration and incorporation of other teaching strategies grew tremendously from the previous school year and is monitored in the 2009-2010 school year by coaches and administrators.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

With direct relation to the direct instruction component, combined and successfully implemented the Socio-emotional Curriculum (SEC) in the 2008-2009 school to directly address cooperative learning in the classroom and assist teachers in conducting group work and shares in the classroom. So far, the curriculum has been successful.

In addition, the Humanities team holds weekly meetings to go through data, discuss next steps for instruction, and ensure that multiple strategies are being used to teach students. Specifically, the START (Students and Teachers Actively Reading Text) program has been put in place to allow for student-centered instruction in reading, interactive writing strategies are implemented regularly, small group

instruction is mandated and monitored by coaches and discussed in weekly coach-teacher meetings, and teachers in Humanities also develop aligned Social Studies plans.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Please reference section 1B for details on the process the school went through in locating relevance.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Please reference section 1B for details on how the school determined relevance. The School Quality Review directly echoed these findings, as did classroom observations from coaches.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Please reference the strategic plan for the math department, provided in detail in Section 1B.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The School Leadership Team, led by Emily Bisso, investigated this data and determined that this finding was relevant to the school's education program in the sense that the school grows a grade each year and so acquires new teachers. The School Leadership Team analyzed data from the past three years regarding teacher retention and new hires.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As stated in 3.1, this information is only relevant to the school in the sense that the school grows one grade each year and so must acquire new teachers. In general, about half of the staff members usually stay the following year and some decide to leave the school. This year, there are not many untenured teachers.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The principal has allocated funds from C4E into acquiring high-quality instructors for the classroom. In addition, New Visions ensures careful matching of potential new hires to the school, and the principal maintains friendly and collegial relationships with organizations such as Teach for America and Teaching Fellows so as to receive potential new hires for the school. Potential new hires are investigated for their commitment to the school short- and long-term and must demonstrate a willingness to persevere and commit their time.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Catherine Grech (ESL Head) investigated what workshops were available and noted that the presence of Community Health Academy teachers was improving. In addition, Ms. Grech and Ms. Vu, the school's assistant principal attended a workshop regarding the Language Allocation Policy and bring the information back to the ESL department to write the LAP.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Please see 4.1. We are still in the process of making these workshops available to our teachers and provide the appropriate coverage necessary.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Community Health Academy will provide flyers for ELL programs as they become available from the parent coordinator and the ESL coordinator (Catherine Grech). This information had already been investigated by Catherine Grech (head of ESL).

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are

provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Very similar to section 4, Catherine Grech interviewed and surveyed teachers and determined the similar findings. Humanities teachers, while co-planning with the ELL support teacher or aware of ELL push-in, are starting to gain more knowledge of their ESL students' progress in ESL, and what levels their students were.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

See Section 5.1; also, the School Quality Review findings, specifically around goal-setting and disaggregating data (Community Health Academy needs to ensure rigorous goal setting on an individual, class, and grade level and needs to use data to drive instruction) echoes these findings in that teachers were not using ESL information to help set ELL goals or create small groups in the majority of classrooms.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

ESL teachers will have CPT to plan with Humanities teachers or other classes into which they push (two times a week). In addition, ESL teachers will attend Humanities meetings. Humanities and ESL teachers will be expected to share findings and information to ensure that ESL students are fully supported and serviced (monitored by Catherine Grech). Students who are ELL will use that information to set individual rigorous but feasible goals.

Also, all Humanities teachers (and ELL teachers) will keep data binders with the required information to facilitate data-driven instruction.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional

approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school, headed by the Inquiry team, has already determined that the SPED population is being underserved. General education teachers, when interviewed, noted that SpEd teachers often failed to push in during push-in or CTT times. This evidenced a lack of structure in the Special Education department. Next, general education teacher professed a similar lack of understanding with regard to student IEP requirements and mandates, and as a result, admitted to often underservicing students. Many students with modified goals were held to the same standards as a class without regard to differentiation.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school has implemented a new system regarding coverages for teachers who are absent which therefore, special education teachers are no longer being pulled out of their classes.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In the 2009-2010 school year, all general education teachers received CPT with the push-in and CTT teachers in their classrooms to ensure co-planning and facilitation of instruction. In addition, they co-write mini-IEPs (more easily-read versions of the document) to assist in the delivery of services, and these mini-IEPs are used to guide the goal-setting of individual students and small groups of SPED students. In addition, several general education teachers (Bisso, Frazier, Lefkowitz) have attended monthly CTT meetings offered by the Board of Education to increase their knowledge of the topic.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Special Education teachers have gone through the IEPs and created mini-IEPs across the grades within the first month of school. Any inadequacies or lack of clarity were noted and addressed.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The IEPs, upon review, did specify modifications to classroom environment and is still in the process of showing how that environment could be provided given space limitations. IEPs, when reviewed by the SLT president with the Special Education coordinator, are starting to show improved behavioral plans for students with specific concerns or changes for students who had shown increases or decreases in specific behaviors (warranting an IEP review and change). Finally, more of the IEPs are now less verbose and are starting to outline more action steps and requirements.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

General education and special education teachers will use common planning time to discuss problematic IEPs and resolutions. During annual IEP reviews, specific issues must be addressed and outlined with concrete and formative next steps that are measurable, feasible, and ambitious.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

N/A

2. Please describe the services you are planning to provide to the STH population.

Our school's social worker meets with students who are in temporary housing. Additionally, we support families by meeting with members and provide stability for their family life. We also use our lead partner Community League of the Heights to provide assistance with finding affordable, permanent housing and supplementing other familiar needs such as food from the food pantry and household needs. Administration checks in regularly with students regarding their welfare and well-being.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.