



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

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 06M346

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

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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 **FAX:** (212) 795-8326
HS (212) 568-3401
SCHOOL CONTACT PERSON: LAURA TAVERAS **EMAIL ADDRESS:** anelle03@aol.com

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: KIRSTEN SVENSON
PRINCIPAL: SANDRA MALDONADO-JACKSON
UFT CHAPTER LEADER: VERNE SPENCE
PARENTS' ASSOCIATION PRESIDENT: CARMEN CRUZ
STUDENT REPRESENTATIVE: JOSE DISLA
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 06 **CHILDREN FIRST NETWORK (CFN):** 20
NETWORK LEADER: DEREK SMITH
SUPERINTENDENT: GERALDINE TAYLOR-BROWN

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	
CARMEN CRUZ	*PA/PTA President or Designated Co-President	
MARY PANELL	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
ALEX CALDERON	DC 37 Representative, if applicable	
AMANDA ESPINAL	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
ADAM STEVENS	Member/ Assistant Principal	
KIRSTEN SVENSON	Member/ Faculty	
LALAINA ANDRIANANJASON	Member/ Faculty	
JOSE DISLA	Member/ Student	
KEVIN SANCHEZ	Member/ Student	
SERAFINA VIDAL	Member/ Parent	
	Member/	

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

* Core (mandatory) SLT members.

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 (CHAH) provides a rigorous academic environment for young people of all academic levels. The Academy integrates a community health theme with 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's community – teachers, students, and parents – are expected to maintain high standards of excellence, both academically and personally.

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 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 Community League of the Heights (CLOTH), Columbia-Presbyterian hospital and New Visions for Public Schools to maintain a community health focus. The school opened in 2006 with 6th and 7th grades and is growing into a 6th-12th grade school, soon to be relocated to a new building adjacent to the hospital on 157th St and Amsterdam.

Regarding student achievement, the school aims to serve each student 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 meetings, after-school enrichment, and an inquiry team. The focus at Community Health Academy is on the *whole* student, which includes socio-emotional development, supported by a semi-weekly advisory period.

Because CHAH's mission revolves around academic rigor with a community health theme, teachers at the school have recently begun implementing Problem Based Learning (PBL), a strategy for planning units that begins with a driving question based on a real-world health-related problem, provides opportunities for learning content through inquiry-based lessons, and culminates in a final performance assessment or product that is then shared with the school community. PBL gives meaning to learning while furthering the critical thinking that students do.

Through daily implementation of its mission, the Community Health Academy of the Heights abides by its four pillars of caring, hope, inquiry, and achievement. As the school continues to grow, these four pillars will shape the future and development of the school and all of its students.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	COMMUNITY HEALTH ACADEMY OF THE HEIGHTS			
District:	06	DBN #:	346	School BEDS Code #: 310600011346

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		93.4	94.4	91.4		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		97.7	96.0	93.2%		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	100	82	81	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	95	102	96		81.9	91.4	97.0%		
Grade 8	72	95	105						
Grade 9	0	63	83	Students in Temporary Housing: Total Number					
Grade 10	0	0	64	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	17	3		
Grade 12	0	0	0						
Ungraded	1	1	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	268	343	432		8	14	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	8	12	18						
No. in Collaborative Team Teaching (CTT) Classes	0	7	21	Principal Suspensions	16	5	36		
Number all others	31	37	46	Superintendent Suspensions	18	9	30		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	5	6	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	68	87	78	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	9	45	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	18	26	34
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	6	5
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	3
	3	4	4				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.2	Percent more than two years teaching in this school	0.0	26.9	50%
Black or African American	3.7	6.1	5.3	Percent more than five years teaching anywhere	11.1	7.7	11%
Hispanic or Latino	95.2	93.3	93.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.0	Percent Masters Degree or higher	28.0	50.0	68%
White	1.1	0.6	0.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	48.8	87.1	91%
Multi-racial	0.0	0.0	0.2				
Male	50.4	50.7	53.7				
Female	49.6	49.3	46.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	✓ sh	✓	-				
Limited English Proficient	✓ sh	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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 (Comprises 15% of the Overall Score)	11.0/NR	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.4/NR	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	41.0/NR	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3/ 3.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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/Teacher 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 your school's 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 participant in the Common Core Standards Pilot Program, our mathematics teachers have an exciting opportunity to build our school's leadership in components of the Common Core work while helping to inform the design of citywide supports and resources for all NYC schools as New York State transitions to the Common Core Standards. By participating in the program our school received additional funding, professional development (PD) and ongoing supports as our math teachers engaged in one of three areas of focus: 1) Common Core Curriculum Alignment; 2) Performance-based Assessments & Assessment for Learning; and 3) Literacy Assessment & Instructional Support. In addition, we are continuing the work 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. We also work with AUSSIE representatives in English Language Arts and Math. 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 needs as well as incorporate writing across all content areas. This past summer, mathematics teachers attended Problem Based Learning (PBL) training and science teachers attended the summer before. The members of our staff who have been trained in Problem Based Learning have been given ample opportunity to share their findings with the staff at school-wide team meetings, allowing all teachers to effectively implement the PBL model of unit planning in the classes. Furthermore, as a part of our schoolwide goals, teachers from content areas outside of math and science are encouraged to implement at least one PBL unit through the information that was turn-keyed to staff members by teachers who attended the summer trainings. Follow-up PBL professional development is scheduled three times throughout the year.

This is the second year the school has received the Capital One Grant. The grant focuses on improving parental involvement although this year we were able to expound upon the grant. As a part of the Capital One Grant we have the opportunity to participate in other programs such as "Life's Simply 7" in partnership with Capital One and the American Heart Association. Volunteers from both organizations come and help students develop projects that focus on the seven important aspects of leading healthy lives. Students develop their projects and work on them every week with the

volunteers and at the end, present their project ideas to a panel and funding may be granted to implement their program. Our teachers and students are also participating in the Capital One Mobile Financial Park program that emphasizes the importance of financial literacy and fiscal responsibility.

Other 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 on literacy occurring in every content area is not only a step towards implementing the Common Core Standards but is also a testament to our school's recognition of literacy as a future builder for students. In previous years, the school has implemented journal writing in every content area and this year has integrated Cornell Notes, PBL, and interdisciplinary work into each subject.

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 and set meeting dates to activate the plan.

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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 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 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 reaching class-wide goals on state tests and quarterly Acuity assessments. We are providing professional development to our math teachers to align their instruction with the Common Core Standards.

A second area of growth for the school centers mainly around aligning rigorous instruction with our school's mission and vision. 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 in a way that connects the community health theme with academic growth, each content area will plan and implement a problem-based learning unit that relates to community health. Work with the consultants in Literacy, Math, and Science will assist in differentiating assignments for students to ensure that all students are reaching the same, rigorous learning objectives. Alongside this support, the 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.

As our high school continues to grow, we see an increasing need to support our school's English Language Learner population. To help support these students, we have set a goal to increase the percentage of ELL students that pass their Regents exams from 50.7% to 57%. In addition to the support provided for all students preparing for Regents exams, ESL teachers will receive special training and professional development to increase their effectiveness in preparing ELL students.

As indicated by the results of our most recent school survey, communication is an area in which the school needs to grow. We plan to address the issue of communication by first identifying the groups to which we communicate (to staff, to students, to parents, and to school support partners.) Then we will optimize the methods of communication that are already in place, such as the staff announcement board, the online school calendar, use of email and mailboxes, fliers to students, parent meetings and events, and schoolwide events. Finally, we will be in a position to implement new methods of communication in our school.

The final school goal for 2010-2011 is to increase parent involvement. With a newly active Parent Teacher Association (PTA), the communication between parents and the school will be smoother and more consistent. The PTA will have a presence in the school, not only through their meetings but also through a physical presence at highly attended non-PTA school events such as Parent-Teacher Conferences.

To meet all of our goals, we plan to build on our accomplishments from previous years, including the integration of literacy building in every content area, creating a warm culture and loving environment, and extremely high academic expectations for 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 2010-11 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, PLA, 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: Increase the percentage of students making at least one year of progress on the New York State Math Exam from 17% to 21% as indicated on the 2010-2011 Progress Report.</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 small-group 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. • 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. • UFT Teacher Center will provide conferences, workshops, and a resource library to math

	teachers
<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 • 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.

Subject/Area (where relevant): School Mission & Vision

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #2: By June 2011, every content area will have at least one problem-based learning unit that emphasizes the school’s community health theme.</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. • Follow-up meetings to the initial curriculum meetings will provide a structure for reflective teaching practice and will generate ideas for future Problem Based Learning units. • Provide professional development in Problem 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 2011, 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 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 coaches. Walkthroughs are done two times per week and feedback is given immediately after. • Provide an opportunity for parents to view or experience the culmination of each Problem Based Learning unit.

<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

Subject/Area (where relevant): High School Regents

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Goal #3: Increase the number of high school English Language Learners who will pass the New York State Regents examinations from 50.7% to 57%.
<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, particularly for ESL and Regents teachers • 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 Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Coverages for after school, per session, from October to June. • Microscopes were purchased to assist with labs. • Science kits were purchased. • Manipulatives were purchased to strengthen instruction and learning.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</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.

Subject/Area (where relevant): Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Goal #4: By June 2011, the school will improve communication by increasing the communication score from a 6.4 to a 7.4 as indicated by the New York City School Survey.
<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. • Work with partnership organizations and CBOs to develop opportunities for students and families to learn about community health careers at least twice per year. • Provide a school-wide academic and events calendar that is accessible to all school partners and community members • Keep the Parent Teacher Association informed, who will in turn provide consistent and bilingual information to all parents • Increase the usefulness of our school's website by keeping it updated and user friendly • The UFT Teacher Center representative will be available during school hours to provide teachers with new and personalized information about instructional practices • Optimize the efficacy of the staff e-mail listserv, staff bulletin board, and mailboxes
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Parent Teacher Association budget and meeting space • UFT Teacher Center for Professional Development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Agendas, minutes, and sign-in sheets for parent and staff meetings. • Attendance and turnkey activities (at school) at NV Guidance Network meetings • Community Health workshops agendas • Professional Development agendas • Parent-teacher Conferences • Curriculum Night • Poetry Slams with New Visions

Subject/Area (where relevant): Parent Participation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Goal #5: By June 2011, the school will increase parent participation, from students who receive academic intervention services by 5% as indicated through attendance at parent meetings.
<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, giving prior notice to increase parent involvement. • 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, 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 and involves parent awareness of the goals. • 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 to allow all staff members to communicate this information with parents. • PTA will have advance notice of school-wide events so they can turnkey the information to other parents • PTA meetings that take place every 2nd Thursday of the month • PTA will begin fundraising efforts that involve efforts on the part of other parents • PTA will have a booth at all-school events such as parent-teacher conferences
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Advisory parent contact logs • Parent Resource Room with access to resources, calendar, and computers

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- 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
- Parent-teacher Conferences
- Curriculum Night
- Poetry Slams with New Visions
- PTA meeting attendance & minutes
- PTA-sponsored events

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

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

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	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-
6	20	12	16	18	-	N/A	25	N/A
7	30	23	13	26	-	N/A	25	N/A
8	37	33	20	46	-	N/A	90	N/A
9	18	18	18	48	9	N/A	-	N/A
10	-	44	34	5	7	N/A	-	N/A
11	-	35	28	27	-	N/A	-	N/A
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 4-5 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).

	<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 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 (2010-2011) Language Allocation Policy 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, Yesenia Morel; Certified ESL Teachers Migdalia Guinis and Brent Waligory; 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 2010 – 2011 school years, The Community Health Academy is serving grades six through eleven. Of the current 469 students, 132 are English Language Learners (ELLs); approximately 29% of the total student body. Over 98% of our ELL students speak Spanish as their Native Language (130 students), one student speaks Arabic, and one student speaks Haitian 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/Haitian 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/Haitian 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.

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 aloud 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 aloud, 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 132 ELL students educated at The Community Health Academy of the Heights, 20 students are Newcomers and have received ESL service for 0 – 3 years; 52 students have received service for 4 -6 years; 60 students are Long-Term ELLs and have received service for more than 6 years; 48 ELL students also have IEPs; and 5 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 eleventh grade and will continue to add a grade each year to become a sixth through twelfth grade school. The sixth grade currently serves 32 ELL students who speak Spanish and one who speaks Arabic as their Native Language. The seventh grade currently serves 28 ELL students, all of whom speak Spanish as their Native Language. The eighth grade currently serves 34 ELL students whom speak Spanish and one who speaks Haitian Creole as their Native Language. The ninth grade currently serves 16 ELL students, all of whom speak Spanish as their Native Language. The tenth grade currently serves 13 ELL students, all of whom speak Spanish as their Native Language. The eleventh grade currently serves 7 ELL students, all of whom speak Spanish as their Native Language.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 6-11 Number of Students to be Served: 137 LEP 464 Non-LEP

Number of Teachers 4 Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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 7th, 8th, and 9th 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 members are encouraged to attend the ESL workshops provided by the DOE and recently updated for the entire staff. In addition, ESL staff members attend Humanities Team meetings for an hour each Monday, led by Rosa Lopez, the school's Humanities department chairperson. 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, 6th and 8th grade Math) to develop modified assessments that best fit the class being taught and the individual student goals.

Section III. Title III Budget

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

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	\$4,198	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. - Additional curricula, instructional materials. Must be clearly listed.	\$6,735	Real World Picture Words Series Complete Kit= \$779.95 Real World Audio Cards Complete Set= 1619.95 Charging Up! Reading comprehension Strategies= \$299 Folders, chart paper, and basic supplies = \$317 Sing, Spell, Read and Write Programs- Levels 1 and 2= \$638.95 Word Munchers for the for the 21 st Century= Lab Pack and Site License= \$779.95 Basic Supplies= \$843 Whiteboards for students= \$2,260
Educational Software (Object Code 199)	\$0	
Travel		
Other		
TOTAL	\$10,235	

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$0	\$49,280	\$49,280
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,455	\$500	\$4,955
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,275	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$44,550	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**SCHOOL-PARENT COMPACT
CLASS OF 20____ CONTRACT**

“COMMITMENT TO EXCELLENCE” 2010-2011 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 2010-2011

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)

(fecha)

(firma de padre)

(fecha)

(firma de profesora)

(fecha)

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as

a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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 the School 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 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.

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

Refer to School 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 9th grade has a Freshman Leadership Initiative, which supports 9th grade students in their transition to the academic demands of high school.

3. Instruction by highly qualified staff.

The staff at Community Health Academy is hand-selected by the principal. Every staff member adopts a 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 consistently model collaboration through the formation of various study groups, including but not exclusive to Cooperative Learning, Habits of Mind, Community Service, and Discipline With Dignity, and Building Rigor.

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 extensive 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 UFT Teacher Center is a new part of our school that provides a resource library and a full-time liaison to assist in instructional strategies.

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

First, there is a connection between the school and staff members that are 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.

N/A

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 (selected based on diagnostic data and the previous year's test scores) 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 in the weeks leading up to the state exams.

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 high school attend college fairs and annual college visits.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal				\$83,800	✓	Pg. 13-20
Title I, Part A (ARRA)	Federal				\$49,280	✓	Pg. 13-20
Title II, Part A	Federal				\$0	✓	
Title III, Part A	Federal				\$19,760	✓	Pg. 13-20
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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.

Refer to pages 13-20 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 and math in the year 2010-2011) in the broad scope of the entire school (a macro-micro comparison).

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Please see above that teams meet biweekly to ensure that goals are being met. There are also School-wide Team Meetings one Monday a month and two Wednesdays a month to discuss our progress.

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;

Refer to pages 13-20 of the School-wide Goals and Action Plans.

4. Coordinate with and support the regular educational program;

Refer to pages 13-20 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.

5. Provide instruction by highly qualified teachers;

The staff at Community Health Academy are hand-selected by a hiring committee which includes teachers, administrators, partners, and staff members. 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.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Refer to pages 13-20 of the goals and action plans. Additionally, professional development calendars are published monthly and teachers are encouraged to attend PD given by the school's support organization New Visions for New Schools. These sessions take place throughout the summer and school year.

7. Provide strategies to increase parental involvement; and

The Parent Teacher Association holds monthly meetings for parents as well as fundraisers and information sessions throughout the school year based on parent need and interest. There have also been four parent meetings held at the beginning of the school year where rules and regulations were discussed with parents. Parents are also recruited at parent/teacher conferences and they work together with the school's partnerships such as Capital One.

8. Coordinate and integrate Federal, State and local services and programs.

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.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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.)
We currently have three students in temporary housing who are currently attending our school.
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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Community Health Academy of the Heights					
District:	6	DBN:	06M346	School		310600011346

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.4	94.4/	91.4 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.7	96.0	96.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	82	81	57	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	102	96	84		81.9	86.5	84.9
Grade 8	95	105	90				
Grade 9	63	83	90	Students in Temporary Housing - Total Number:			
Grade 10	0	64	77	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	60		5	17	31
Grade 12	0	0	0				
Ungraded	1	3	2	Recent Immigrants - Total Number:			
Total	343	432	460	(As of October 31)	2007-08	2008-09	2009-10
					8	14	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	18	18	Principal Suspensions	16	5	36
# in Collaborative Team Teaching (CTT) Classes	7	21	22	Superintendent Suspensions	18	9	30
Number all others	37	46	55				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	5	6	TBD	Number of Teachers	18	26	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	6	7
# receiving ESL services only	87	78	TBD				
# ELLs with IEPs	9	45	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	4	39	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	26.9	33.3
				% more than 5 years teaching anywhere	11.1	7.7	18.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	28.0	50.0	66.7
American Indian or Alaska Native	0.0	0.2	0.2	% core classes taught by "highly qualified" teachers	48.8	87.1	97.0
Black or African American	6.1	5.3	7.2				
Hispanic or Latino	93.3	93.8	92.2				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.2				
White	0.6	0.5	0.2				
Male	50.7	53.7	51.3				
Female	49.3	46.3	48.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	31.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Community Health Academy of the Heights



Ms. Sandra Maldonado, Principal
Mr. Adam Stevens, Assistant Principal
Ms. Stephania Vu, Assistant Principal

Middle School (grades 6-8)
601 W. 183rd Street
New York, NY 10033
Tel # 212-923-1060
Fax # 212-795-8326

High School (grades 9-11)
512 West 182nd Street
New York, NY 10033
Tel #: 212-568-3401

School/Parent Involvement Plan

School wide policy statement addressing the school's Parent Involvement Policy and Goals.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. CHAH supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Curriculum Night, Parent Teacher Conferences, and all sub-committee meetings of all of these bodies.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

The administration has arranged for the Principal to be available on any morning by appointment as early as 8 am and as late as 6 pm in the evening. All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

Our mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.

In addition to the above-mentioned website, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child. Full school mailings may be conducted at least four times a year.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

Parents were asked to complete a needs assessment at the beginning of the year. The PTA Executive Board and School Leadership Team members meet with Principal at regular monthly meetings and through phone calls and email if a particular issue arises. After a ten day notice of election, a general meeting is convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the Title I budget modifications as necessary. Further, they sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

How we will assess the efficacy of our involvement plan.

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration addresses parent concerns monthly at faculty conferences as well.

How we will involve parents in the development and approval of the School/Parent Compact.

The Compact is developed after consultation with the parents and the administration. A meeting is held over the summer with the outgoing executive board. Subsequently, a general Parent Teachers Association meeting is held to elect a new executive board. The first PTA meeting each year is an opportunity to meet with school's administrative cabinet where parents are encouraged to voice their issues. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

**SCHOOL-PARENT COMPACT
CLASS OF 20____ CONTRACT
"COMMITMENT TO EXCELLENCE"
2010-2011 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 2010-2011

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)

(fecha)

(firma de padre)

(fecha)

(firma de profesora)

(fecha)

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 20	District 06	School Number 346	School Name Community Health Aca
Principal Sandra Maldonado-Jackson		Assistant Principal Stephania Vu	
Coach N/A		Coach N/A	
Teacher/Subject Area Yesenia Morel/ESL		Guidance Counselor Kenia Jeanniton	
Teacher/Subject Area Migdalia Guinis/ESL		Parent Carmen Cruz	
Teacher/Subject Area Brent Walligory/ESL		Parent Coordinator Laura Taveras	
Related Service Provider R. Florence Yaya		Other Adam Stevens	
Network Leader Derek Smith		Other Jean Ellen Murphy/Humanities	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	22

C. School Demographics

Total Number of Students in School	464	Total Number of ELLs	137	ELLs as Share of Total Student Population (%)	29.53%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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/Haitian 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/Haitian 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.

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

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-							0	2	5	2	0	0		9

Contained														
Push-In							33	26	29	14	13	7		122
Total	0	0	0	0	0	0	33	28	34	16	13	7	0	131

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	132	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	48
SIFE	0	ELLs receiving service 4-6 years	52	Long-Term (completed 6 years)	60

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	20	0	0	52	0	10	60	0	38	132
Total	20	0	0	52	0	10	60	0	38	132

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL

	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							32	28	34	16	13	7		130
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
TOTAL	0	0	0	0	0	0	33	28	35	16	13	7	0	132

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

An explanation of your instructional plan for SIFE.

The Community Health Academy of the Heights currently have several students identified as Students with Interrupted formal education and our instructional plan creates an environment that eliminates stress due to the lack of schooling. Students are able to adjust to a new school system and their social skills are enhanced. The following are examples of instructional plan that is now in effect:

1. Infusing literacy throughout content areas.
2. Engage students in a challenging curriculum.
3. Value student cultures and languages.
4. Scaffold instruction to build language proficiency.
5. Providing direct instruction in both languages offering extra help during and afterschool.
6. Effective reading instruction such as phonetic awareness, phonics fluency, decoding and vocabulary.
7. Create confidence among students by achieving success academically.
8. The 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.

An explanation of your targeted intervention programs for ELLs in ELA

Our balanced Literacy approach follows the workshop model for reading and writing. This standard-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing and foster critical thinking skills. The materials aligned to the 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 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 and 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 base learning that supports language development through the Social Studies curriculum.

The Range of intervention services offered in your school

The community Health Academy of the Heights has three classes of students in each grade. Of those three block classes, one contains all Beginner, Intermediate, and some Advanced ELL students and is co-taught by an ESL certified teacher and a General Education Humanities teacher at least eight, 45-minute 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 at least eight, and 45-minute class periods each week.

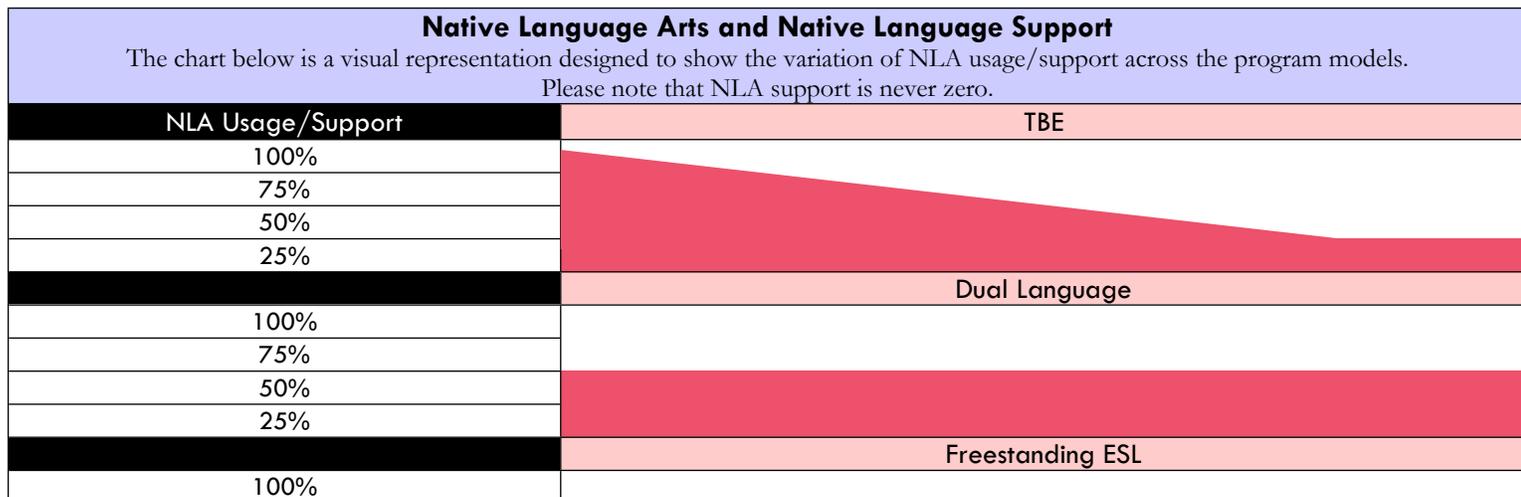
Students whose IEP require Bilingual Special Education are taught in a twelve to one Bilingual Special Education class by a Bilingual and Special Education certified teacher. As per Dual Language mandates, 50% of student instruction is delivered in English and 50% of student instruction is delivered in Spanish, the students' native language. Academic language development is fostered by implementing guided reading circles, read aloud, audio books, graphic organizers, and modeled writing.

A description of how ELLs are afforded equal access to all school programs.

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 scaffold learning for ELLs in their classroom across all content areas. Effective practices such as graphic organizer, semantic maps, modeled writing, and read-aloud foster academic 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.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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 aloud 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 aloud, audio books, graphic organizers, and modeled writing. Students' English proficiency is also developed using the Rosetta Stone in the Classroom interactive language immersion program.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

English Language Learner personnel attend professional development throughout the year sponsored by New Visions, the school's support organization, the NYC Department of Education Office of English Language Learners, as well as higher education institutions in the New York City area. This information is taken back to the school and shared with other members in the department as well as other teachers. Additionally, the Assistant Principal is an experienced ELL teacher who has received ELL training. Various professional development topics include but are not limited to writing across content areas, ensuring legal mandates are being adhered to, differentiated instruction, and supporting all learners in the classroom.

Since we are a middle and high school the transition for ELLs is extremely vital to ensure that instruction needs are being met across the entire school. Common planning times are incorporated into teacher schedules to ensure that there is articulation from 6th - 12th grade and that the curriculum aligns to New York State and Common Core Standards. Additionally, the two ELL teachers in the middle school share the instruction to 7th grade students. This provides the need for teachers to collaborate since they are both working with the same students. Test scores are consistently shared amongst the team with other ELL teachers but also all teachers in the school. In fact, one of the school's goals is to increase the amount of Regents exams high school English Language Learners pass. This emphasis is made throughout the school so that all teachers are meeting the needs of all ELL students.

The minimum 7.5 hours of training for all staff begins in August with a summer professional development week. During that week, various ELL topics such as common planning time and differentiating instruction is included in the week's agenda. Additionally, there are school-wide team and department team meetings held on a monthly and bi-weekly basis where ELL teachers share strategies with all teachers. Collaboration time is also built into a teacher's weekly schedule so there is cross articulation and planning done in every content area.

E. Parental Involvement

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

Parent involvement is something that the school is working to improve and has been a focus of the school for the last three years. We have attempted to retain the parents who participate on a consistent basis as well as recruit new parents. At the initial ELL meeting, parents are encouraged to attend PTA meetings and participate in parent events and activities. There is always a translator or bilingual personnel at these events.

The school partners with Community League of the Heights it's (CBO) to provide workshops with parents. English classes are offered to parents at the school. The school's partners even assists with providing other services such as access to the food pantry and to affordable housing in the community. Our partners also provide various workshops such as how to manage money, apply for financial aid, college workshops and other life skills.

We evaluate the needs of our parents by surveying them and holding monthly meetings with the PTA and the principal and/or assistant principals. Through these meetings, parents voice their concerns which range from instruction in the classroom to challenges or issues they may have specific to their home. The parent coordinator and the PTA officers also speak to parents on a bi-monthly basis to ensure that parents needs are being addressed.

Parent involvement activities usually address the needs of parents because it gives them an opportunity to voice their concerns and to get responses from administration or teachers. Parents can voice their concerns at monthly meetings or come into the school to discuss them with the parent coordinator and those concerns will be addressed in a timely manner.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							10	2	3	6	1	1		23
Intermediate(I)							2	9	13	3	9	1		37
Advanced (A)							20	17	18	7	3	5		70
Total	0	0	0	0	0	0	32	28	34	16	13	7	0	130

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							10	0	1	2	1	8	
	I							2	1	4	3	2	0	

	A							20	9	8	6	3	3	
	P							0	18	15	5	7	4	
READING/ WRITING	B							10	0	1	2	1	0	
	I							2	1	4	3	2	0	
	A							20	9	8	6	3	3	
	P							0	18	15	5	7	4	

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	12	1	0	23
7	13	12	0	0	25
8	24	12	1	0	37
NYSAA Bilingual Spe Ed	0	1	0	0	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8	0	19	0	4	0	0	0	31
7	6	0	18	0	2	0	0	0	26
8	23	0	14	0	1	0	0	0	38
NYSAA Bilingual Spe Ed			1	0					1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	0	5	0	2	0	0	0	7
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	6	0			1	0			7
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	12	0	7	0
Math <u>Geometry</u>	6	0	0	0
Biology				
Chemistry				
Earth Science	5	0	0	0
Living Environment	18	0	7	0
Physics				
Global History and Geography	6	0	2	0
US History and Government				
Foreign Language	16	0	16	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The school uses a variety of assessment tools to assess early literacy skills. WRAPs are done to decipher student reading levels and what areas students need to improve on in their reading ability. Additionally, students participate in the Supporting Adolescent Learner (SAL) program where small and individual group reading instruction is given and specific strategies are worked on every week. These strategies are then taught in a whole group classroom setting. This data provides a lot of insight into ELL data because it informs how quickly and how much each student progresses in reading. The students are also assessed on their writing, listening and speaking ability in the classroom and this is done over individual conferencing with students and logged into their journals.

The data patterns reveals that across proficiency levels students who are categorized as long term ELLs are not making as much progress as students who are beginning or intermediate ELLs or those who have received services for 6 or less years. Additionally, we need to focus on speaking and writing according to NYSESLAT data.

Patterns across the modalities have affected instructional decisions and there has been an emphasis put on Accountable Talk this year to ensure that our students are getting ample time to talk in an academic setting. Additionally, writing is incorporated into every content area which also coincides with the work that is being done with the Common Core Standards. Writing is an area that is extremely difficult for our students and the increase in emphasis in every content area will help streamline the writing process and they will get ample opportunities to practice their writing.

Our English Language Learners in 9th grade performed better on the New York State English Language Arts test compared to students who were not categorized as ELLs. Conversely, our 7th and 8th grade English Language Learners did not perform as well. We use the periodic assessments to decipher how our students are doing and to create an item analysis to target specific standards and strands our students need more assistance on. We use this data to group students and during our pull-out or push-in instruction.

We evaluate our ELL program every year and solicit feedback from parents, students, teachers and administration. We overlapped some instruction with teachers so they are teaching similar students. We use this information to see how studnets are progressing and which instructional strategies are more effective than others. Every summer, we examine how our students performed on the NYSESLAT exam and comapre it to other New York State tests such as English Language Arts, Mathematics, Science and Social Studies to see areas we need to focus on for the following year. We also evaluate the instructional tools we have in the classroom and see if additional materials need to be purchased to enhance instruction. We also see if the current model is working or if we need to adjust and this year we decided to have more pull-out time for studnets since the push-in model was not as effective as we anticipated it to be.

Additional Information

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

N/A

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		