



CHOIR ACADEMY of HARLEM
2010-2011
SCHOOL COMPREHENSIVE EDUCATION PLAN
(CEP)

SCHOOL: 05M469

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SECTION I: SCHOOL INFORMATION

SCHOOL NUMBER: 310500011469

SCHOOL NAME: Choir Academy of Harlem

DISTRICT: 05

SSO NAME/NETWORK #: Integrated Curriculum & Instructional Learning Support Org.

SCHOOL ADDRESS: 2005 Madison Avenue, NY, NY 10035

SCHOOL TELEPHONE: 212-289-6227

FAX: 212-289-4195

SCHOOL CONTACT PERSON: Dr. A. Ellen Parris EMAIL: EParris@schools.nyc.gov
-Principal-

POSITION/TITLE	NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON	Joyce Farrington
PRINCIPAL	Dr. A. Ellen Parris
UFT CHAPTER LEADER	Carolyn Bovell-Box
PARENTS' ASSOCIATION PRESIDENT	Zenola Norwood
STUDENT REPRESENTATIVES	Kerlyne Colin, Sheba Charles
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	Gale Reeves

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the Chancellor’s Regulations for School Leadership Teams, SLT membership must include an equal number of parents and staff (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signature of SLT members on this page indicate 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 Chancellor’s Regulations on SLT’s: available on the NYCDOE website at (<http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>)).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

Name	Position/Constituency Represented	Signature
Ms. Joyce Farrington	Chairperson/DC-37	
Dr. A. Ellen Parris	Principal	
Mr. Philemon Clarke	Assistant Principal	
Dr. Carolyn Bovell-Box	UFT Chapter Leader	
Ms. Zenola Norwood	PTA President	
Mr. Joshua Kaplan	UFT – teacher	
Ms. Sandra Forrest	UFT – teacher	
Ms. Laverne Christian	UFT – teacher	
Ms. Lurlene Scott	Parent Representative	
Ms. Ruth Ross	Parent Representative	
Ms. Tarsha McClary	Title I Representative	

Addendum to Section II

The Choir Academy of Harlem SLT does not have an even ratio of school staff to parents. Elections were held by the Parent Association, but they did not elect sufficient members to the team. Therefore, the SLT did not have full parent participation.

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.

It is the mission of the Choir Academy of Harlem to embrace every child's unique qualities, while providing a challenging but rewarding educational experience. We believe all children will learn and achieve regardless of the societal influences that may seek to impede their learning process. It is our goal to provide each student with an enriched academic experience that prepares them to be lifelong learners and productive citizens. Our mission is to maximize the musical and artistic talents of our students in the areas of choral music, instrumental music and dance. We understand that in order to reach this goal, we must embrace the school program and school community keeping the pillars of rigor, respect, rights and responsibility as the most important principles upon which the school legacy was built.

The vision for Choir Academy is to create and maintain a school culture that is sensitive to the learning and artistic needs of all students. Our goal is to provide students with enriched academic experiences that prepare them for music, the arts and post-secondary ambitions. Our school programs will be based on research-based and data-driven practices that foster critical thinking and competent social-emotional decision making, keeping what is in the best interests of students as the first priority.

SECTION III – Cont'd
 Part B: School Demographics and Accountability Snapshot

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		Choir Academy of Harlem							
District:		5	DBN:	05M489	School BEDS Code:		310500011489		
DEMOGRAPHICS									
Grades Served:	Pre-K		3		7	√	11	√	
	K		4		8	√	12	√	
	1		5		9	√	Ungraded	√	
	2		6	√	10	√			
Enrollment					Attendance - % of days students attended:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			90.8/82.1	91.9/ 82.:	TBD
Kindergarten		0	0	0					
Grade 1		0	0	0	Student Stability - % of Enrollment:				
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		0	0	0			92.3	90.7	TBD
Grade 4		0	0	0					
Grade 5		0	0	0	Poverty Rate - % of Enrollment:				
Grade 6		38	29	73	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 7		39	75	63			63.8	66.3	79.3
Grade 8		50	46	88					
Grade 9		96	55	51	Students in Temporary Housing - Total Number:				
Grade 10		76	63	54	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 11		80	52	46			1	14	TBD
Grade 12		47	67	40					
Ungraded		0	0	2	Recent Immigrants - Total Number:				
Total		426	387	417	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							1	1	0
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		13	19	32	Principal Suspensions		7	180	TBD
# in Collaborative Team Teaching (CTT) Classes		4	0	0	Superintendent Suspensions		42	30	TBD
Number all others		20	24	27					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants							N/A	0	0
Early College HS Program Participants							0	0	0
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:				
<i>(BESIS Survey)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Teachers		38	37	TBD
# in Transitional Bilingual Classes		0	0	0					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		0	14	15					

SECTION IV: NEEDS ASSESSMENT

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

After conducting your review, summarize in this section the major findings and highlights 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?

The School NCLB/SED Accountability Status is SINI Year 2. In order to meet the needs identified as a result of the school's SINI status, the school will provide after-school programs, Saturday academies and summer enrichment programs that incorporate small group instruction with the use of technology. The subject areas identified were ELA, Math, Social Studies, and Science. The middle school will continue with 90 minute block scheduling for ELA and Math classes using the workshop model.

What the School Does Well:

The principal provides strong leadership and expresses a firm and open belief in every student's ability to succeed. The principal has successfully led the school through a process of reconciliation, which has helped to build new bridges and establish more positive relationships between all members of the school community. There are several new programs and activities that have served as a rallying point for staff and students and helped to foster a new beginning and team spirit. The administration supports staff, is open to new ideas and encourages staff to be innovative. By creating an open and welcoming atmosphere, the principal and her team have won the confidence of parents who are beginning to have some hope in a brighter future for the school. The school has used its data effectively to make appropriate organizational and instructional changes in order to improve outcomes for students. The school provides middle school staff with extensive professional development opportunities in order to accelerate the necessary improvements to instructional practice. The school has improved and broadened its curriculum in order to make it relevant and attractive to students who do not necessarily have an aptitude for the performing arts.

What the School Needs to Improve Students' Engagement:

The school addresses this objective by ensuring that the quality of instruction is of the best and that learning activities are practical, relevant and interesting to students. Also, by ensuring that learning activities are matched carefully to students' needs and aptitudes so that all of them, including English language learners, special education and higher

achieving students can make good progress. The school seeks to complete the process of reviewing the impact of this year's work and use this information and available data to define appropriate and measurable whole-school goals. The school also ensures that whole-school goals are disaggregated into short term goals for grades, classes and students, to be achieved within a specified timescales, and by involving students in setting challenging personal goals for improvement. The school extends professional development to impact the greatest accomplishment over the last school year, also with the addition of two music majors (instrumental and dance), the creation of the school's Student Government Organization (SGO), double Regents diplomas, incorporation of honors classes. The school has also enacted an 8-12th grade Regents Mathematics course, plans to decrease teacher turnover and transfer of fully qualified instructional staff and increase the graduation rate, a significant barrier to the school's continuous improvement, providing consistent and ongoing professional development linked to areas in need of improvement based on Quality Review feedback and that of the supporting network as well as effective standards of learning. The school emphasizes increasing effective use of data, improvement on staff accountability as it relates to effective learning practices in the classroom, as well as promoting high teacher attendance and an overall improvement of the school tone and climate. The school focuses on high attendance in after school and Saturday enrichment programs and increasing parental awareness of said programs and school expectations. The school values effective use of budget and financial assets, but lacks sufficient technology (hardware & software).

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 2008-09 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Subject Area:	Annual Goal:	Short Description:
English Language Arts (ELA)	<p>Our goals for the ELA program are to</p> <ol style="list-style-type: none"> 1) increase the percentage of grade 8 students performing at level by 5% as measured by credit accumulation. 2) We are targeting an increase in the number of students in grade 11 taking the English Regents by 5% as measured by attendance logs. 3) The department will strive increase in the percentage of students in grade 11 passing the NY State standards by 5% measured by the English Regents exam. <p>These goals are planned to be in effect by June 2010.</p>	<p>Grades 6-12 (including students with disabilities and ELLs). Assistant Principal, English teachers, Resource Room teacher, Literacy Coach. Implement balanced Literacy Program with daily and extensive reading and writing workshops (including pair/share, peer responses, author’s chair, reader’s/writer’s notebooks, student writing folders, reading/writing conferences, book talks, guided/shared reading, accountable talk.</p> <p>In grades 6-12, establish full classroom libraries with supplemental texts for differentiated instruction, establish and maintain positive learning environments with artifacts, print-rich materials, student work, word walls, parking lots, etc.</p> <p>Establish common prep periods for varied professional development opportunities, conducting periodic “mock” assessments for test prep.</p>
Mathematics	<p>Our goal for the Mathematics program is to provide an instructional program of academic rigor, which we enable all students to meet and/or exceed state and city math standards.</p> <ol style="list-style-type: none"> 1) We intend to increase the percentage of students performing at 	<p>Grades 6-12 (including students with disabilities and ELLs) Assistant principal, Local Instructional Support Network Team, Math teachers, resource room teacher, literacy and math coaches implement workshop model of instruction (utilizing reader’s/writer’s notebooks,</p>

	<p>or above level on state/city tests in Math and increase the number of students (subject-class) passing percentages.</p> <p>2) We will focus on specific student groups to increase the percentage of students passing the Math A & B Regents Exams by 5%.</p>	<p>student writing folders), establish and maintain math class libraries, include reading/writing in the content area, to increase utilization of math manipulatives, implement a Math Fair, competitions, field trips, conduct periodic “mock” assessments, pilot the Math A project in grade 9.</p>
Science	<p>Goals for the Science program are to provide an instructional program of academic rigor in Science which will enable all students to meet and/or exceed State and City Science standards.</p> <p>1) Students in grades 6-8 will increase their performance in Science by a minimum of 1 level as measured by promotional criteria in Science</p> <p>2) Students in 9-12 will increase their performance by 5% in Science as measured by the Science Regents exams.</p> <p>3) Also, an Honors program has been initiated, and our goal is that middle school students will take and pass the Science Regents exams before entering the 9th grade.</p>	<p>Grades 6-12 (including students with disabilities and ELLs) Assistant principal, Science teachers, Resource Room teachers, Math and Literacy coaches, Lab Technician and the Parent Coordinator is to implement class libraries in science, conduct school science fair and mini-fairs, implement project-based learning through research, conduct field trips with hands-on experiences. They are also to implement reading/writing programs in the content area. They will conduct and/or facilitate Science symposiums, increase opportunities for student labs with assistance from parents (i.e. Learning Leaders, Fathers Meeting in the Middle). Professional Development is planned for the staff. These measures will be assessed using test item analysis and various testing methods.</p>
Social Studies	<p>The plans for the Social Studies program is to provide instructional program of academic rigor in Social Studies which will enable all students to meet and/or exceed State and City Social Studies standards.</p> <p>1) Our goals include targeting students in grade 8, so that there will be an increase in their overall performance in Social Studies by 5% as measured by the 8th</p>	<p>School Librarian/Media Specialist are to arrange to have elected officials as guest speakers on current civil/government issues, conduct field trips to courts, government agencies/offices. They are to implement the workshop model of instruction and establish/maintain classroom libraries (including but not limited to historical and realistic fictions, as well as non-fiction texts), to increase opportunity for DBQ instruction. They are to</p>

	<p>Grade assessments.</p> <p>2) Students in grades 6-8 will increase their overall performance in Social Studies as measured by both formal and informal assessments.</p> <p>3) By June 2011, students in grades 9 and 12 will increase their performance level in Social Studies by 5% as measured by the Social Studies Regents exams.</p>	<p>implement increased reading/writing in the content areas (evaluative, comparative, narrative and persuasive) and increase opportunities for enhanced professional development.</p>
<p>Performing Arts</p>	<p>Our goals for the Performing Arts programs are to</p> <p>1) provide an instructional, performance-based program in the Arts which will enable all students to meet or exceed State and city Arts performance standards as measured by promotional criteria and graduation requirements.</p> <p>2) Students in grades 9-12 will meet a minimum credit accumulation per grade level in the Arts as measured by State and City standards and graduation requirements (i.e. as per electives)</p> <p>3) Students in grades 6-8 will meet the State and City standards in the Arts as measured by promotional criteria.</p>	<p>Grades 6-12 (including students with disabilities and ELLs) Assistant principal, Fine Art teacher, Visual Art teacher, Performing Arts teachers, Resource Room teacher, Math and Literacy Coaches, School Librarian/Media specialist, CBOs (Studio in the School, Doing Art Together, Creative Arts Team), music teachers. Monthly performance assemblies in art, music, choral and dance. Course offerings in music (choral, voice, instrumental). Course offerings in music appreciation/explorations for all incoming students – grades 6 and 9. Integration of the arts and music expression/appreciation in core subjects. After school programs in fine and performing arts. Course offerings in visual and fine arts. Continued collaboration with Doing Art Together, Studio in the School, Round About Theater and others. Course offerings in the Performing Arts (dance, chorus, band, etc).</p>

SECTION VI: ACTION PLAN

English Language Arts (ELA)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic and Time-bound</p>	<p>Our goals for the ELA program are to</p> <ol style="list-style-type: none"> 1) increase the percentage of grade 8 students performing at level by 5% as measured by credit accumulation. 2) We are targeting an increase in the number of students in grade 11 taking the English Regents by 5% as measured by attendance logs. 3) The department will strive increase in the percentage of students in grade 11 passing the NY State standards by 5% measured by the English Regents exam. <p>These goals are planned to be in effect by June 2010.</p>
<p>Action Plan</p>	<p>Our action plan for the ELA program is to implement a balanced literacy program with daily and extensive reading and writing workshops (including pair/share, peer responses, author’s chair, reader’s/writer’s notebooks, student writing folders, reading/writing conferences, book talks, guided/shared reading, accountable conversation) in grades 9-12. We will establish full class libraries with supplemental texts for differentiated instruction and establish and maintain positive learning environments with artifacts, print-rich materials, student work, word walls, parking lots, etc. The staff will establish common prep periods for planning curriculum and varied professional development opportunities. The school will conduct periodic “mock” assessments for test prep. Assistant Principals, English teachers, Resource Room teacher, Literacy Coach are targeted to complete this action plan. Special programs geared towards supporting student achievement in English Language Arts range from SINI grants, Title I, Chapter 53, SIG, OTPS and SES resources like Brainfuse, Educate Online and Comfit Learning. The school plans to have these plans in full effect by June 2010.</p>
<p>Aligning Resources</p>	<p>Special programs geared towards supporting student achievement in English Language Arts range from SINI grants, Title I, Chapter 53, SIG, OTPS and SES resources like Brainfuse, Educate Online and Comfit Learning. The school plans to have these plans in full effect by June 2010.</p>
<p>Indicators of Interim Progress</p>	<p>Student/school scholarship summary report. Periodic school-based. Student participation in poetry, drama, speaking and writing contests. Increase in number of students taking AP exams in English. Increase number of students taking SAT</p>

	<p>prep classes. Periodic assessment of student work via observations, reader's/writers notebooks, student writing folders, student writing portfolios. Results of periodic mock assessments. Attendance data for Extended Day. Interim progress will be evaluated, on average, at the end of each progress report cycle, which occurs prior to issuing of report cards.</p>
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Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic and Time-bound</p>	<p>Our goal for the Mathematics program is to provide an instructional program of academic rigor, which we enable all students to meet and/or exceed state and city math standards.</p> <ol style="list-style-type: none"> 1) We intend to increase the percentage of students performing at or above level on state/city tests in Math and increase the number of students (subject-class) passing percentages. 2) We will focus on specific student groups to increase the percentage of students passing the Math A & B Regents Exams by 5%.
<p>Action Plan</p>	<p>We will implement direct instruction and workshop model with differentiated instruction (using error analysis, reflections, journal/ejournal writing, student assessment folders). We will also be using interactive whiteboard technology (Smartboard®) and web-based programs like Study Island, geometric sketchpads, TI-84Plus calculators and other geometric tools (compass, protractors, etc). Special programs geared towards supporting student achievement in Mathematics range from SINI grants, Title I, Chapter 53, SIG, OTPS and SES resources like Brainfuse, Educate Online and Comfit Learning. The school plans to have these plans in full effect by June 2010.</p>
<p>Aligning Resources</p>	<p>Special programs geared towards supporting student achievement in Mathematics range from SINI grants, Title I, Chapter 53, SIG, OTPS and SES resources like Brainfuse, Educate Online and Comfit Learning. The school plans to have these plans in full effect by June 2010. Title I, all teachers of grades 6-12 for Extended Day.</p>
<p>Indicators of Interim Progress</p>	<p>Indicators of Interim Progress and/or accomplishments are research-based science projects/portfolios, subject scholarship summary reports, the results of State/city assessments. There will be teacher inter-visitations by school-based team. Periodic assessment of student work via observations, student project-based portfolios, reader's/writer's notebooks, student lab work and lab books/journals. Credit Recovery program in</p>

	place to increase percentage of students passing Integrated Algebra and Geometry. Interim progress will be evaluated, on average, at the end of each progress report cycle, which occurs prior to issuing of report cards.
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Science

Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic and Time-bound	Goals for the Science program are to provide an instructional program of academic rigor in Science which will enable all students to meet and/or exceed State and City Science standards. <ol style="list-style-type: none"> 1) Students in grades 6-8 will increase their performance in Science by a minimum of 1 level as measured by promotional criteria in Science 2) Students in 9-12 will increase their performance by 5% in Science as measured by the Science Regents exams. 3) Also, an Honors program has been initiated, and our goal is that middle school students will take and pass the Science Regents exams before entering the 9th grade.
Action Plan	Our action plan for the Science program includes the implementation and enhancement of class libraries in Science. The Assistant Principal, Science teachers, Resource Room teacher, math and literacy coaches, lab technician and parent coordinator. Are targeted to complete this action plan. Will conduct a school-wide Science fair and mini-fairs, implement project-based learning through research, conduct field trips for hands-on experiences, implement reading/writing in the content area and conduct/facilitate science symposiums with increased opportunity for student labs with assistance from parents (i.e. Learning Leaders, Fathers Meeting in the Middle). The assigned staff will receive increased and focused professional development. They will use various assessment tools including standardized testing to assess the progress and success of these programs. Web-based programs like Study Island and The school plans to have these plans in full effect by June 2010.
Aligning Resources	Special programs geared towards supporting student achievement in Science range from SINI grants, Title I, Chapter 53, SIG, OTPS and SES resources like Brainfuse, Educate Online and Comfit Learning. The school plans to have these plans in full effect by June 2010.
Indicators of Interim Progress	The school will use student/school scholarship summary report, research-based science projects/portfolios as indicators of interim progress. Overall success will be measured by the results of State and City assessments as well as periodic

	assessments, student lab work via observations, reader's/writer's notebooks as well as teacher interventions by school-based team. Interim progress will be evaluated, on average, at the end of each progress report cycle, which occurs prior to issuing of report cards.
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Social Studies

Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic and Time-bound	<p>The plans for the Social Studies program is to provide instructional program of academic rigor in Social Studies which will enable all students to meet and/or exceed State and City Social Studies standards.</p> <ol style="list-style-type: none"> 1) Our goals include targeting students in grade 8, so that there will be an increase in their overall performance in Social Studies by 5% as measured by the 8th Grade assessments. 2) Students in grades 6-8 will increase their overall performance in Social Studies as measured by both formal and informal assessments. <p>By June 2011, students in grades 9 and 12 will increase their performance level in Social Studies by 5% as measured by the Social Studies Regents exams.</p>
Action Plan	<p>Action plan for Social Studies includes having the Assistant Principals, English teachers, Resource Room teacher, Literacy Coach and school librarian/media specialist are targeted to complete this action plan. These staff members are to provide for elected officials as guest speakers on current civil/government issues, conduct field trips to courts, government agencies/offices, implement the workshop model of instruction, establish/maintain class libraries (historical, realistic, non-fiction, etc), increase opportunity for DBQ instruction, implement increased reading/writing in the content area (evaluative, comparative, narrative and persuasive), increased opportunity for professional development. Special programs geared towards supporting student achievement in Social Studies range from SINI grants, Title I. The school plans to have these plans in full effect by June 2010.</p>
Aligning Resources	<p>Special programs geared towards supporting student achievement in Social Studies range from SINI grants, Title I, Chapter 53, SIG, OTPS and SES resources like Brainfuse, Educate Online and Comfit Learning. The school plans to have these plans in full effect by June 2010.</p>
Indicators of Interim Progress	<p>Indicators of Interim Progress and/or accomplishment include the results of State/city assessments, periodic school-based PASS Review and assessment of student work via observations,</p>

	student folders and assessment/review of grade 8 Social Studies exit projects, etc. Interim progress will be evaluated, on average, at the end of each progress report cycle, which occurs prior to issuing of report cards.
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Performing Arts

Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic and Time-bound	Our goals for the Performing Arts programs are to <ol style="list-style-type: none"> 1) provide an instructional, performance-based program in the Arts which will enable all students to meet or exceed State and city Arts performance standards as measured by promotional criteria and graduation requirements. 2) Students in grades 9-12 will meet a minimum credit accumulation per grade level in the Arts as measured by State and City standards and graduation requirements (i.e. as per electives) 3) Students in grades 6-8 will meet the State and City standards in the Arts as measured by promotional criteria.
Action Plan	The action plan for the Performing Arts program includes performance assemblies in art, music, choral and dance, course offerings in music (choral, voice, instrumental), course offerings in music appreciation/explorations for all incoming students – grades 6 and 9, the integration of the arts and music expression/appreciation in core subjects. We will implement or enhance after-school programs in fine and performing arts and add or increase course offerings in Visual and Fine Arts. The school will continue collaboration with Doing Art Together, Studio in the School, Roundabout Theater and others to provide course offerings in the Performing Arts, including 21 st Century grant programs in singing, dance and poetry. Assistant Principal, Fine Art teacher, Visual Art teacher, Performing Arts teachers, Resource Room teachers, Math and Literacy coaches, school librarian/media specialist and music teachers are targeted to complete this action plan. These programs will be implemented by June 2010.
Aligning Resources	Special programs geared towards supporting student achievement in the Arts range from SINI grants, Title I, Chapter 53, SIG, OTPS and SES resources like Brainfuse, Educate Online and Comfit Learning. The school plans to have these plans in full effect by June 2010.
Indicators of Interim Progress	Indicators of Interim Progress and/or accomplishment will be determined through the use of scholarship summary reports, videotape of student school-based performances for review, periodic teacher/student surveys, posters/flyers, event programs, art displays and other outside

	venues. Interim progress will be evaluated, on average, at the end of each progress report cycle, which occurs prior to issuing of report cards.
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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 Regional District Comprehensive Educational Plan (DCEP) for a description of region/district procedures for providing AIS.

Grade	ELA	Mathe- matics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Services: Health- related
	# students receiving AIS	# students receiving AIS	# students receiving AIS	# students receiving AIS	# students receiving AIS	# students receiving AIS	# students receiving AIS	# students receiving AIS
K	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6	28	10	7	7	15	15	2	2
7	7	17	10	5	9	9	2	0
8	15	17	15	15	9	9	2	0
9	16	10	10	10	6	6	3	0
10	14	9	9	10	10	5	2	0
11	19	11	6	6	4	2	2	1
12	2	4	1	2	0	0	0	0

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

- Students in grade 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 the 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-on-one, tutoring, etc.) and when the service is provided (i.e. during the school day, before or after school, Saturday, etc.).
ELA	<p>AIS services primarily target students who scored a level 1 or low level 2 on the state assessment. Enrichment to improve performance will be provided through Study Island, Brainfuse and the 37 ½ minute period, Saturday enrichment, as well as double blocks of English Language Arts and Math in the middle school which will include whole class and small group instruction. Students will be programmed for pull-out from double period's classes to receive individualized instructions from Specialists. Specialist will develop a schedule to Push-In to classes and work with small groups of level 1 and 2 students. Professionals will schedule small group sessions for level 1 and 2 students to enhance their social and emotional development. The school has implemented the Study Island and Brainfuse is a web based computer program which will be used for grades 6-12 and special education to help improve student competencies in literacy. Study Island will targeted students performance against their class or grade level in whole class session and after-school group sessions. These services are provided during the school day with classroom teacher are with the 37 ½ minutes period as well as after-school literacy enrichment activities.</p> <p>For HS Regents tests preparation will be provided via a Regents framework that focuses on backward mapping and extra enrichment activities during 37 ½ minute block (small group instruction, after school and Saturday enrichment). These services primarily targets students who scored a level 1 or low level 2 on the state assessment. Enrichment to improve performances will be provided through Study Island.</p>
Mathematics	<p>AIS for students in grades 6-8 who did not receive a 3 or 4 on the state assessment in math and who do meet the schools criteria for services will receive Study Island web based math program for improvement in math vocabulary and operations. Will provide additional instruction through blocked scheduling in the classroom small group and one on one with the math specialist. Study Island and Brainfuse are web based programs that provide tutoring and test prep materials as well as math lessons to improve instruction. Students will be</p>

	<p>programmed for pull-out from double period's classes to receive individualized instructions from Specialists. Specialist will develop a schedule to Push-In to classes and work with small groups of level 1 and 2 students. Professionals will schedule small group sessions for level 1 and 2 students to enhance their social and emotional development. The school has implemented the Study Island and Brainfuse is a web based computer program which will be used for grades 6-12 and special education to help improve student competencies.</p>
Science	<p>AIS students for grade 6-8 who scored below the approved passing grade will be required to participate in the 37 ½ minutes class period, as well as participate in The Saturday Science enrichment programs. To enhance vocabulary as well as provide students with hands on Science projects to motivate and stimulate interest in science as well as a deep understating of the state learning standards in Science.</p>
Social Studies	<p>AIS students for grades 6-8, who need additional assistance in the Social Studies curriculum will be required to participate in the 37 ½ minutes and The Saturday School program. Enhancing student's vocabulary as well as a deep understating of the state learning standards in Social Studies.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Includes individualized counseling (e.g. conflict resolution), small group counseling, information for alternative educational settings to reach career coals, recommend outside individual or family counseling, referrals to community-based-organizations, outreach to vocational programs and Peer Mediation.</p>
At-risk Services Provided by the School Psychologist:	<p>Include counseling/consultation with teacher, consultation with parents, functional behavioral assessment, behavior intervention plans designed to address the students' individual needs.</p>
At-risk Services Provided by the Social Worker:	<p>Includes individualized counseling (e.g. conflict resolution), small group counseling, information for alternative educational settings to reach career coals, recommend outside individual or family counseling, referrals to community-based-organizations, outreach to vocational programs and Peer Mediation.</p>
At-risk Health-related Services:	<p>Include suicide prevention workshop for diabetes, workshops and counseling for Sexually Transmitted Diseases (STD), workshops on obesity, strategies and student staff development for healthy eating/eating habits and referrals for dentist and optometrist services.</p>

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

NCLB/SED requirements for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.

Language Acquisition Policy Narrative **School Year 2010-2011**

Part I. School ELL Profile

A. Language Allocation Policy Team Composition:

Our Language Acquisition Policy team is comprised of a dedicated group of ELA/Math/Science/Social Studies teachers and staff spanning grades 6 through 12 that service the needs of our students through collaborative efforts to modify and differentiate instruction for identified ESL students in their classes.

- School District: 5
- Choir Academy of Harlem
- Our principal, Dr. Parris, has the experience of successfully leading a school with a low ELL population for 2 years.
- Geisa Cabrera is the APO and serves as the school based supervisor for ELL mandates. Ms. Cabrera’s nationality is Dominican and she has worked and lived for many years in a bilingual community before coming to our school. Ms. Cabrera is able to understand very well the specific problems and issues that face our ELL students. She is working to recruit an ESL provider. Ms. Cabrera is also in training so that she can better service the need of our ELL students.
- Tessie Bingham our Data Specialist and Inquiry Team leader and Math Coach. She manages the data concerning our ELL population and keeps us informed of the progress of our ESL students.
- LaVerne Christian is the, Literacy coach and Professional Developer who taught for 10 years at George Washington High School that has a large ELL population. She is sensitive to the needs of the ELL students and is in training to assist with coordination of their services here.
- Ms. Lucero Corredor is our special education/bilingual teacher with training in ESL. She is a veteran teacher with over twenty years of experience. She is also investigating an ESL program at one of the community colleges with the aim of completing credits to earn a certificate in ESL.
- Alecia Hazzard is our guidance counselor. She is also essential in the intake process among various other duties. She has been a guidance counselor over 15 years.
- Zenola Norwood, PTA president is working closely with parent coordinator and the principal to ensure students are receiving needed services. She also works closely with parents during intake to advise them on their options.
- Lorraine White is our parent coordinator. She is essential to the intake process, parent outreach, parent orientation, and interviewing among many other jobs. She has been the parent coordinator for Choir Academy of Harlem for over five years and runs various parent education workshops.
- Annette Parker is our testing coordinator and responsible for NYSELAT testing and the LAB-R assessment.
- Network Leader is Michael A. Laforgia who provides support through professional development opportunities

B. Teacher Qualifications:

At the present time, Choir Academy of Harlem has no certified ESL teachers. Ms. Cabrera is working closely with Martha Frans, ELL Compliance and Performance Specialist of the New York City Department of Education Office of English Language Learners to recruit an ESL provider. We have thirty-seven state certified teachers among the four core discipline area as well as PE, Music, Art and Dance. They are all involved in direct or indirect instruction of our ELL population.

As of October 31 2009 we have 98.3% fully licensed and permanently assigned to the school; 56.8% of our teachers have 2 years teaching at Choir Academy; 70.3% have more than 5 years teaching anywhere; 86.0% have Masters Degrees or higher; and 95.4% of our core classes are taught by “highly qualified” teachers according to the NCLB/SED definition.

C. School Demographics:

The Choir Academy of Harlem has a student population of 410 at the present time. Of that number, 16 students are classified as ELLs. Of our ELL students, 8 have IEPs. The percent of the total student population that are ELLs is 4.45 % at this time

Part II: ELL identification Process

1.

- Typically all students go through an interview and audition process to enter our school.
- All students who are accepted are given an enrollment packet that includes the Home language Identification Survey (HLIS) by our Pupil accounting secretary, or Ms. White, Parent Coordinator.
- From each of the questions in Parts I and II we are able to flag students regarding their eligibility for LAB testing.
- Once it is determined that a language other than English is spoken in the child’s home, then the child is administered a Language Assessment Battery-Revised (LAB-R), to establish the English proficiency level.
- From the test results, we determine whether or not a student is truly an ELL – students who score below proficiency become eligible for state-mandated services for ELLs.
- Students who speak Spanish at home and score below proficiency on the LAB-R are given a Spanish LAB to determine language dominance.
- Parents are given information about program choice via the parent orientation video in their native language, if available or in a one on one interview with an interpreter and/or initial screener.
- Parents must then fill out a program selection form and select the program of their choice from the three listed in order of their preference - Transitional Bilingual Education, Dual Language, or Freestanding English as a Second Language
- If a parent makes a choice not available here at Choir Academy of Harlem, we keep a list of these parents so as to notify them should their program preference become available. We then inform them of the programs we have and assist the parent finding a suitable program elsewhere if it is their preference.
- We monitor our intake time carefully, making sure that our new admits are placed within ten days of admission.

Initial Screening Team Roles and Qualifications:

The persons responsible for conducting the formal initial assessment, informal oral interview in English and/or the native language and distributing the HLIS, and/or the LAB-R if necessary are:

- **Parent Coordinator** Lorraine White - Ms. White has been the parent coordinator for Choir Academy of Harlem for over five years and runs various parent education workshops. - Informal interview- monitors ELL intake process and ensures that the entitlement letters are distributed and Parent Survey and Program Selection forms are returned.
- **Guidance**, Alecia Hazzard-Ms. Hazzard is our guidance counselor. She is also essential in the intake process among various other duties. She has been a guidance counselor over 15 year. She reviews the HLIS, does informal & formal interview, informs parents of the three program choices and program options
- **Dean and Testing Coordinator** Annette Parker- Ms. Parker is a certified veteran teacher. She administers the LAB-R and NYSESLAT
- **School Recruiter and Librarian**, Gerard Roebuck is a veteran certified pedagogy-informal & formal interviews and auditions.
- **Pupil Accounting Secretary**, Maria Rysiejko- distribution of admission forms and HLIS -works closely with programming and the data specialist.
- **Assistant Principal of Organization and Programming**- Geisa Cabrera is the APO and serves as the school based supervisor for ELL mandates. She monitors the ELL student intake process and procedures.

Description of the Intake Process and Roles

The above named persons are involved with the initial intake of all students who apply to Choir Academy of Harlem. Potential students usually meet Mr. Roebuck when first interviewing and auditioning for Choir Academy. As such, he plays a significant role in identifying possible ELL students during the audition.

Also involved in the auditions, which is a part of our intake process, is Ms. White. Once a possible ELL student is identified, Ms. White is informed and monitors the next steps to assure the ELL identification process is completed timely and properly. This requires working closely with Ms. Hazzard, Ms. Cabrera, Mr. Roebuck and Ms. Parker.

Once a student is accepted to Choir Academy of Harlem, Ms. Rysiejko or Ms. White gives them an information/ admissions packet that contains the HLIS. Parents complete and return the packet in Ms. Rysiejko office. Ms. Rysiejko gives the completed packets to Ms. Hazzard. Ms. Hazzard reviews the Student information/admissions packet and the HLIS. If indicated by the HLIS, Ms. Hazzard informs Ms. White and then will make a request for testing to Ms. Parker.

Ms. Parker then makes arrangement to administer the LAB-R assessment and forwards the Results to Ms. Hazzard and Ms. White. Ms. White will send out a form letter to the parents and arrange a meeting between the parent and Ms. Hazzard. Ms. Hazzard meets and interviews parents to inform them of their three program choices and options here at Choir Academy of Harlem and elsewhere. She plays a vital role in proper program placement.

Ms Hazzard sends her programming recommendations to Ms. Cabrera who programs the ELL student. The literacy coach and the ELL teachers are notified of the ELL student placement in their class. The teachers are then given instructional strategies to support their ELL students' learning by the literacy coach, Ms. Christian.

Part III: ELL Demographics:

A. ELL Programs and Breakdown

The number of classes for the following ELL programs is as follows:

Transitional Bilingual Education from grades six to 6 = 0%

Dual Language Education from grades 6 to 12= 0%

Freestanding ESL Education for Self-contained Push-in/Pull-Out from grades 6 to 12 = 0%
Total = 0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

There is one (1) ELL student who has been in an ESL instructional program less than (<) three (3) years.

There are (8) ELL students who have been in an ESL instructional program three to six (3-6) years.

There are (7) students who have been in an ESL instructional program over six (6) years and are considered Long Term ELL students.

There is one SIFE student (Student with Interrupted Formal Education) among the students with 3-6 years of service.

C. Home Language Breakdown and ELL Programs

The Choir Academy of Harlem does not currently offer a Transitional Bilingual, Dual Language, or Free standing ESL program.

* Note all ELL Students and in Regular ELA classes using Balance Approach to Literacy

Number of ELLs in Each Grade :

Sixth Grade:

We have one (1) Spanish speaking ELL student and two (1) French speaking students in the sixth grade.

Seventh Grade:

We have four (4) Spanish speaking ELL students in the seventh grade.

Eighth Grade:

We have four (3) Spanish speaking ELL students and one (1) student that speaks in an African dialect (NC) in the eighth grade.

Ninth Grade:

We have four (4) Spanish speaking ELL students in the ninth grade.

Tenth Grade:

We have one (1) Spanish speaking ELL student in the tenth grade.

Eleventh Grade:

We have one (1) ELL students in the eleventh grade that speaks Fulani.

Twelfth Grade:

We have Zero (0) ELL students in the twelfth grade.

Part III Programming and Scheduling Information

Questions 1,2,3 6, 7, 8, 11 & 12 of Part III are not applicable to our school as we do not currently offer an ESL program at the Choir Academy of Harlem.(see above).

4. How do you differentiate instruction for Ell subgroups?

a. Describe your plan for SIFE students.

Students with interrupted formal education often face significant obstacles when they return to school. They are behind their peers academically, and many are English Language Learners

(ELLs) who also struggle with language barriers. This initiative provides extra support to help these students re-acclimate and catch up academically. The initiative also supports ELLs who have received services for six years or more and typically are older than the average student in their grade level. To ensure that teachers of these students have the most up-to-date information on effective instruction, the initiative funds professional development and demonstration sites to develop innovative teaching strategies and tools for implementing the strategies.

a. Based on the most current ATS data, it appears that we 1 (one) SIFE student or ELL student who meets the description above. However any Choir Academy of Harlem students identified as being in need of extra support in the 12th grade in order to graduate, we offer independent study and/or opportunities for credit recovery. They are able to work one on one with a teacher to get the support they need.

Our SIFE student was integrated in to the regular population and provided additional support through 371/2 minute instruction, after school programs, and weekend tutoring programs.

b. Describe your plan for ELLS in U.S. schools less than three years (Newcomers)

The emphasis of the beginning ELLs is on the acquisition of Basic Interpersonal Communication Skills (BICS). This technique provides students with the Basic English they need for survival in the new culture.

c. Describe your plan for ELLs receiving 4-6 years of service and long-term ELLs (in NYC school six years or more).

There are two kinds of mid range and long-term ELLs in schools. There are those who have had many years of ESL instruction, yet remain at a beginner's level and those who have been here for many years and are at an advanced level. For both kinds of long term ELLs, we will differentiate instruction. We will use groupings to ensure that each student's academic needs are being met on their personal proficiency level. We also try to meet each student's learning style. For those students who are advanced long term ELLs, we teach English through literature in a way to also prepare them for the NYS Regents Exams in English. Please note that the majority of our ELLs are advanced. For those who are not proficient to pass the NYS Regents Exams, we offer component testing and RCT.

d. Describe your plan for Long-Term Ells (completed 6 years)

The plan for our Long-Term Ells who have completed 6 years is the same plan described in "c" above.

e. Describe your plan for ELLs identified as having special needs.

Just as non-ELL students are identified as having special needs, so are ELL students. When a student is considered to have limited English proficiency and special learning needs, special supports must be put into place. At the Choir Academy of Harlem special needs students who are also limited in their language proficiency are fully supported in their classes. We also have a special education pull out model that is employed in the regular/block English class. We also have 3 special education teachers who have self contained classroom with the ELL student. The pull out special education teacher does not service the ELL students who are not special needs, but only the ELL students who are. The teacher will use support strategies to reinforce the concepts and ideas which the regular English teacher is using with the rest of the students. This teacher will be familiar with ELL/SpEd students' IEPs and use strategies to help each student in their specific area of deficiency. The pull-out teacher will be aware of each ELL/Sp Ed students' learning style and will use this information to ensure that they are being taught in a modality that is easiest for their comprehension of the material. The pull -out teacher

ensures that students are on task and focused. The regular English teacher and the pull-out teacher plan together so that all of the students are getting the best instruction possible.

5. Describe you're 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 s the language(s) in which they are offered.

The targeted intervention programs for ELLs in ELA, Math and other content areas for all subgroups are the same as for our regular population.

The intervention services offered in Choir Academy are as follows:

- On-line test prep and general curricula support in the four core areas (Comfit and Study Island during and after school.)
- After school SAS on-line program Brainfuse focusing on Math and ELA
- Credit recovery program
- Mentor program
- Guidance

*** Describe your plan for continuing transitional support for students reaching proficiency on the NYSESLAT?**

When an ELL student reaches English proficiency by scoring a 37+ on the NYSESLAT exam, we continue to give them support for one year. We call this **transitional** support as we are helping students bridge any small gaps that may still exist for them. We are aware that once a student tests out of ESL, their future assessments must be given to them in the target language. We continue to support the student in a traditional English class that bolsters the skills that they have been learning over the past four years. This is to ensure so that they will be successful on any English language assessments they are mandated to take in order to graduate.

*** How does your school assure that the mandated number of Instructional minutes is provided according to proficiency levels in each program (as shown above)?**

Our ESL coordinator works very closely with our programmers to ensure that the correct number of instructional minutes and units are provided to our ELLs according to their proficiency levels.

For example, if a student is considered a beginner based on their NYSESLAT score, the student is placed in our double period English classes. Here the teacher differentiates the curriculum according to the suggested educational instructional plan in which instructional strategies will be incorporated throughout the class' reading, writing, and word study components. As the students' proficiency in the targeted language (English) increases, the number of units of English instruction per day will eventually decrease. The decision to decrease and increase English instruction is always determined by the student's NYSESLAT scores.

*** How is explicit ESL delivered in each program?**

Within the one model of ESL we offer at the Choir Academy of Harlem we do not offer (Transitional, Bilingual Education and/or Freestanding ESL) explicit ESL is delivered in the follow ways:

We do have a suggested educational instructional plan for our ESL students at Choir Academy of Harlem This plan will be implemented from April 2009-August 2010 as it stands There will be a middle and high school component, in which language of instruction will be in English. ELA

teachers who have ELL students mainstreamed into their classes have been given the instructional plan /strategies for their ELL students with which to differentiate their lessons. The plan for the ELL students includes block scheduling (double period) in English Language Arts and/or Math for grades 6-9 and single period for grades 10-12. Our ELL students have classes in all the content areas. ELL students are programmed for an 8 period day. All classes are taught in English. The ELA teachers, as well as other content area teachers, work in whole class, small groups and/or individualized instruction. The ELA instructional model for teachers with identified ELL students includes the workshop model, small group, whole group, pairs, individual, student-teacher conferencing, independent work, group work, and utilization of technology. Some specific strategies include teaching traditional values, writing memoirs and narrative accounts, and cross-age tutoring. The service providers are licensed state certified ELA and other content area teachers.

f. How is explicit ELA delivered in each program?

When ELL students have completed E5 or their fifth semester of English Language Arts, they are required to take the NYS Comprehensive English Regents Examination, just like their English proficient peers, in order to graduate. At the Choir Academy of Harlem, our ELL students are prepared for English Regents Examination in regular English classes as we do not offer TBE or ESL programs in the following way:

- **ELA Program:** Language Arts is taught using ELA methodologies. ELL students are given the same ELA practice and enrichment that non-ELL students are given prior to the Regents exam.

g. How is explicit NLA delivered in each program?

As NLA is a component of the TBE program only, and TBE is not offered to our ELL students at Choir Academy of Harlem, we do not have a NLA program. In the NLA program, students are instructed in speaking, listening, reading and writing in their native language. The NLA curriculum closely parallels the ESL curriculum. Through the study of literature, NLA students are taught to appreciate the history and culture of their new country as well as their native country. However through the study of literature and history, our ELL students are also taught to appreciate the history and culture of their new country as well as their native country and a variety of countries and cultures. Our students are instructed in speaking, listening, reading and writing in traditional English classes.

h. To what extent are students served by ESL teachers pushing in or pulling out.

At the Choir Academy of Harlem, there is no push-in program. However the only pull-out program for ELL students is used for classes where ELLs are also special needs.

5. Describe (list) your targeted intervention programs for Ells in ELA, math and other content area? (Specify subgroups)

The following programs are open to all Choir Academy Students as well as the sub groups below.

1. Credit recovery
2. Independent study
3. Saturday Academy
4. 37 ½ minute 9th period instruction
5. Century 21 after school program (extra curricular and academic remediation for all core instructional areas)
6. Study Island (on-line academic support)- all core areas
7. Comfit- (on-line academic support) - all core areas
8. ACS- Various programs – on line and computed based support
9. Breakfast Club- Peer/teacher mentoring program

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Invitations and letters regarding all after school and supplemental services are written in ELLs’ student home language as indicated in the home language survey upon entering the school. This insures all students have equal access to the same information and the opportunity to take advantage of them.

10/11. What instructional materials, including technology, are used to support ELLs.

What ever instructional material the regular class room teacher is using is use with the ELL students. They may be differentiated according to the ELLs’ interest and proficiency levels, using group work, pair share, conferencing, etc. along with use of the computer programs used to supplement instruction.

Other than the initial interview, all of the ELL students receive the same orientation process as our other students.

Describe the professional development plan for all personnel of ELLs at the school.(1.2.3.)

Description should include a tentative calendar of workshops.

Our Professional Development Calendar

Topic	Month	Date
<u>Looking at data</u> <u>“What do you do with the data once you have it?”</u> Establishing essential questions as a lens to view and effectively use data to differentiae instruction.	December	12/10/09
<u>The role of standardized testing in the learning environment and its role in differentiating curriculum.</u>	January	1/05/10
<u>Project based learning</u> <u>“Working across the curriculum” to establish student learning goals.”</u> <u>Differentiating instruction based on student interest.</u> <u>Using Bloom’s Taxonomy</u> to improve critical thinking and as a tool to differentiate content.	February	2/04/10
<u>Differentiated Instruction</u> <u>“How to differentiate instruction across the curriculum and across grade levels.</u>	March	3/03/10

Workshop on Using NYSESLAT to measure the English proficiency of our ELL Students. How can Tests that measure ELLs students' progress and achievement help us to differentiate instruction?	April	4/06/10
Writing and Math across the curriculum "Infusing Math and Literacy into all subject areas" Differentiation of content, process and product for the ELL/all students. Grading the NSELAT/ Reflection "What worked and what did not work for ELLs?" Identifying how to increase differentiation in content, process, and product school wide.	May	5/04/10
Reflection "What worked and what did not work for ELLs?" Identifying how to increase differentiation in content, process, and product school wide.	June	6/01/10

Professional development is provided at least once a month for teaching staff of CAH. In addition, staff development takes place during team planning times once per week. This time is also used to discuss strategies and department approaches to student learning. The teachers have an opportunity to engage in different teaching and learning strategies that

Part IV. Assessment Analysis:

12 Assessment Analysis

ESL Student Population Chart 2008-2009

Grade	Beginning	Intermediate	Advanced	Total
6	0	1	1	2
7	0	1	3	4
8	0	2	2	4
9	2	1	1	4
10	0	1	0	1
11	0	1	0	1
12	0	0	0	0
TOTAL	3	7	7	16

B. Reviewing and analyzing the assessment data

1. The data patterns revealed across proficiency levels and grades show us that (these numbers are from our NYSESLAT reports):
 - There are two (2) ELLs in the beginner category across grade levels. One in the 6th grade and one in the 9th grade. In the past, these entering students have not scored within the range of the higher proficiency level in both combinations of modalities (Listening & Speaking and Reading & Writing.) This indicates that these students are entering having made little progress towards English proficiency. It is imperative that we adhere closely to the 8 principles of “The CARE Instrument” in our efforts to move these students forward so that beginners become intermediates and intermediates become advanced until they test out of ESL altogether.
 - The number of ELLs who are categorized as Intermediate is seven (7) and cuts across varied grade levels. For the most part, the higher concentration being in the middle school; one (1) in the 6th grade, two (2) in the 7th grade, two (2) in 8th grade. For high school there is one (1) in 9th grade, one (1) in 10th grade and one (1) in 11th grade. The scores indicate, Intermediate ELLs are becoming more proficient in English.
 - Finally, the number of ELLs categorized as advanced, are five (5) across grade levels. There is one (1) advanced ELLs in the 6th grade, five (1) advanced ELL in the 7th grade, three (0) advanced ELLs in the 8th grade, and one (1) advanced ELL in the 9th grade. Again, the data indicates that while students are making progress in separate modalities of the NYSESLAT test, receiving similar proficiency levels in both combinations of modalities delays movement to higher levels on overall scores.
2. It appears that in the 6th grade the number of students in each of four modalities is constant. The number of students in the category of advanced is similar for each of the four modalities (listening, speaking, reading, and writing.) in this grade. The data also indicates that by the 12th grade there is much progress being made in each of the four modalities, as the numbers have decreased greatly from the 6th grade. Greater attention will be paid to whichever modality students are scoring lowest on in the NYSESLAT. For example, if more students receive low scores on the writing section of this exam than on the listening section of this exam, instruction will be focused more on writing than on listening.

PART B Questions;

1. After examining Regents data, it was determined that for the:
 - Comp. English Regents 2008: Out of 1 ELL taking the exam:
 - 1 passed with 65 and above = 100%
 - Global History Regents 2008: Out of 1 ELL taking the exam:
 - 0 passed with 65 and above= 0 %
 - 1 passed with 55 and above=100 %
 - U.S. History Regents 2008: Out of 1 ELL taking the exam:
 - 1 passed with 65 and above=100 %
 - Math A Regents 2008: Out of 1 ELL taking the exam:
 - 0 passed with 65 and above=0 %
 - 1 passed with 55 and above= 100 %
 - Algebra Regents 2008: Out of 2 ELLs taking the exam:

0 passed with a 65 or above= 0 %
 0 passed with a 55 or above= 0 %
 Living Environ. Regents 2008: Out of 3 ELLs taking the exam:
 0 passed with a 65 and above= 0 %
 1 passed with a 55 and above=33 %
 Earth Science Regents 2008: Out of 1 ELL taking the exam:
 0 passed with a 65 and above= 0 %
 1 passed with a 1 and above = 100%

2. The implication for the school’s LAP and instruction is as follows:
 Evidence shows that students are scoring higher in assessments taken in English than in their native. Therefore, it is the goal of our school to make our students English proficient as quickly as possible, thus allowing them to take these exams in English.

Questions 3, 4, and 5 of Part B. are not applicable to our school as we do not offer a Dual Language program at the Choir Academy of Harlem.(see above).

VII. Resources and support:

1. What instructional strategies are used to support the learning of ELLs? (content area as well as language materials)

At the Choir Academy of Harlem, a variety of instructional strategies are employed by our ELA teachers to provide the best instruction possible for our ELL students.

Word Study	Writing	Reading Strategies
Vocabulary Study with Visualization	Interactive Writing	Sequencing Events
Picture Flash Card	Peer Writing	Activating Prior Knowledge
The Memory Game	Responding to read alouds	Deciding on the Big Ideas
Sentence Structure	Modeling	Questioning the author and the text
Word Wall	The Writing Process	Evoking s Sensory Images
Grammar	Journals and Writer’s Notebooks and Portfolio Assessment	Drawing Inferences
Parts of Speech	Publishing Parties	Retelling through Dramatization
Conferencing	Conferencing	Conferencing

Here are additional examples of the kinds of materials and supports used:

- Visuals: pictures, photographs, film, DVDs, slides, charts, graphs, tables, diagrams, illustrations.
- Audio tapes
- Manipulatives: useful for beginning ELLs i.e. artificial food, models and other objects.
- Realia: real objects used in a contextual manner
- Planned grouping of students for “Accountable Talk” and interpersonal interactions.
- Contextualized instruction
- Differentiated instruction
- Metaphors and analogies
- Scaffolding

Involvement of Parents of ELL Students

A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain how the parent of an ELL student programs for the child. Describe support for the school register. All communication and interaction to the students’ house hold based on the HLIS received back from the parent. Notification was sent to the parents to become involved in the SL Language Arts and/or Math in the Middle School and single block in the High School. In each content area and to attend the parent educational workshops which are held during the day and after school. The Title I representative is also helpful in working with the ELL parents. The area teacher in team-teaching scenarios and/or small groups and/or individualized instruction. ELL students are programmed for an 8 period day. All classes are taught in English. The instructional strategies include the workshop model, small group, whole group, pairs, individual, student-teacher conferencing, independent work, group work, and utilization of technology. Some specific strategies well include teaching traditional values, writing memoirs and narrative accounts, and cross-age tutoring. The service provider will be a license content area teacher.

The evaluation is done by the parent coordinator by doing a Parental Survey at the beginning of the school year. EL at the Science Student Parent Orientation, the District School Night, as well as Golf, Cheerleading and Soccer. Parent/community. Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments. Parental involvement is key to improved student achievement. Parents of ELLs are provided with workshops throughout the school year on various components of program delivery. Notifications regarding services provided to students are also made. Periodic assessment of their child’s progress

Part B: GR PART 154 (a)(6) Bilingual/ESL Program Description Report, etc.) Parents may take a more active role (inside the class) role by successful completion of Learning Leaders. Options are also available Type of Program: Bilingual-ESL-Both; Number of LEPs/usher at school events. In addition, there are (No more than 2 pages) the conferences with parents on student progress and reading/literacy information Instructional Program for ELLs including brief description of program, # of and as per programist language(s) used, instructional strategies, etc. Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate staff development (2010-2011 and other languages) and technology related topics. Describe how support will be provided by external organizations, compliance with ELL related standards and use of state learning standards and high impact differentiated and academic language development strategies. Professional development activities include: Yearly and 90 minute workshops on the following subject/topics: Strategies for differentiated learning, differentiated assessment, diverse learning styles, Scaffolding, Question, Case, Character, Learning, Regular, Involvement, Testing (i.e., Administration Content, Assessments), and Program Planning.

Goal: To communicate to wherever feasible with non-English speaking parents in their home language in order to support shared parental responsibility for parent access to information about their children’s educational options and program and to help improve their children’s achievement. Program focuses on preparing our students for any upcoming standardized State Exams. It also provides them with an

Part A: Needs Assessment Findings
 Appropriate reading and their math skills. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

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.

In 2009, 20.41% of student enrollment was of Hispanic ethnicity. This necessitated written translations and oral interpretations in communications with parents to ensure that all parents are provided with appropriate and timely information in a language they can understand. **The Choir Academy of Harlem** will continue to take the necessary steps to comply with this need. Letters or notices sent to parents will be translated to the home language, as necessary. These letters may include, yet are not limited to, available SES tutorials, Open School Afternoon/Evening, Parent Association meetings, notice school events/accomplishments, graduation/grade promotion, award ceremonies, lunch applications, periodic at-risk letters, school information such as time schedules and curriculum, etc. The automated telephone system for attendance outreach and opening school day announcements will also be optioned for the home language choices. The automated telephone answering system will be also be adjusted for options in Spanish for parents to respond to school requests. Regular and support staff and parent volunteers will be surveyed for dual language capabilities to further provide in-school oral translation services, either in one-to-one conferences with guidance/social workers or teacher conferences. For parents visiting the school, such staff will also be utilized. The research indicates that parents in need of translation services when visiting their child's school are often intimidated when such services are not readily available. **The Choir Academy of Harlem** seeks to make its school community inviting and parent friendly with the improvements in written translations and oral interpretations.

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.

The major findings of **The Choir Academy of Harlem's** written and oral interpretation services indicated the need for improvements/adjustments. Although, adjustments were made with regards to the School Messenger an additional software program for translation was needed as well. As some software translation programs need proofreading, an additional staff member was added. During the day, the telephone is answered by English and Spanish speaking staff, yet on an alternating basis because of other services such personnel provides translations throughout the building during normal school hours. The process undertaken to report the finding of the needs assessment as well as individual /school data to The Choir Academy of Harlem school staff and parents involved many venues. These venues included, yet were not limited to:

- presentations at PA meetings
- presentations/discussions at monthly School Leadership Team meetings
- distribution and review of data at monthly faculty meetings
- presentations/discussions of findings at departmental meetings
- review of findings and data at strategic curriculum planning meetings; staff retreats
- reports made accessible to school community for review in common school areas(i.e. teacher's lounge, administrative offices, general office, guidance office, programming office, Parent coordinator office)
- graphic display of trends and performance levels on announcement boards
- review and discussion on findings of data at SES(SAT Prep and Kaplan) recruitment fairs and
- administrative consultations
- presentation at incoming grade level/parent orientation(s)
- distribution and review of Interim Assessment(s), by groupings, to parent
- summations of data findings and recommendations available in progress reports and report cards
- during Open School Week/Parent-Teacher Conferences

Part B: Strategies and Activities

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.

The written translations provided by the school will include the following: letters to parents, notices, student achievements letters, announcements of annual school events, event programs, etc.

1. 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.

The oral interpretation services the school will provide are the utilization of a bilingual staff member and parent volunteers for interpretations. Planning and coordination of such services will include the Parent Coordinator and Technology Coordinator.

2. 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>)

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification for translation and interpretation services by developing a school calendar of events by month at the beginning of the year to anticipate when and where services will be needed in order to facilitate each in a timely fashion. All communications with parents will be provided in both English and Spanish.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Part A: Title I Allocation and Set-asides

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 B. TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. Enter the anticipated Title I allocation for the school for 2010-2011: \$ 394,354
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program: \$3,944
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified: \$19,717
4. Enter the percentage of High-Quality Teachers teaching core academic subjects during the 2009-2010 school year: 80.2%
5. If the percentage of high quality teachers during 2009-2010 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.

High quality and ongoing professional development for teachers, Principal 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 academic standards. High quality and ongoing professional development will be provided on school site and outside venues. Regional, in-house, professional, associations will be recruited to plan and facilitate the professional development. The professional development will take place in various forms: hands-on, modeling, demonstration and informational with a scaffolding approach throughout the school year. Strategies to attract high-quality, highly qualified teachers to high need schools: School Based Recruitment Fair, Open house visitations for potential teachers, collaboration/partnership with School of Education at local colleges/universities, participation in citywide recruitment fairs, access to on-line Open-Hiring, utilization of interns and student teachers from accredited colleges/universities.

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

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

Parental Involvement Policy

To ensure parents feel welcome in our school: through constant communications with guidance department, security and other school staff, parents will be encouraged to visit our school knowing that they will be welcome by all staff

Parent Involvement: We will increase parent involvement with events where children are on display: for example: The Michael Jackson Concert, The Spring Concert, Honor Roll Awards, Field Day, College Tours and Fair, The Awards Ceremony and The After School Sports Program. We will have more workshops which will include the male ``

Performing Arts Department: To include parents in all the Performance Choir engagements as well as the Band and Dance activities.

Goals

To have more Parent workshops or meetings other than PTA
A Multicultural Fair for a Food Feast Fundraiser
A Father & Son Basketball
Parent Game Night
Talent Show
Student Art Auction
Mother's Day Celebration
Father's Day Celebration

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

Choir Academy of Harlem Parents' Responsibilities

- Monitor my child's attendance.
- Make sure my child is on time and prepared everyday for school.
- Engage in dialogue with my child about his/her school activities everyday.
- Support and encourage learning at home.
- Provide a safe and quiet environment for homework, reading and study.
- Monitor my child's recreational activities like TV and video games.
- Make time for homework and make sure homework is completed.
- Celebrate my child for work well done.
- Make sure my child gets to bed at a reasonable time.
- Attend PTA meetings to ensure my voice is heard.
- Be aware of and support school and district rules and regulations.
- Support the Chancellor's Discipline Code.
- Keep information about my child's educational process.
- Inform the school promptly of any changes that my affect my child's learning process.
- Parental patrol during lunch periods and special events.

3. Yes, the school does notify parents through regular mailings, automated calling and family Annual Title I Parent Meeting Held in September 2010 and the PIP distributed to Title I parents at this meeting.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Use effective methods and instructional strategies that are based on scientifically-based research. Increase the amount and quality of learning time, such as extended school year, before- and after-school programs, Saturday academies and summer enrichment programs that incorporate small group instruction and the use of technology. The middle school will continue with 90 minute block scheduling for ELA and Math classes using the workshop model. Help provide an enriched and accelerated curriculum.

- 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 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. To address the needs of low academic achieving children, the school will create a Pupil Personnel Team to provide different intervention and/or referral services for students who did not meet State academic content standards. The school will also use trained student mentors to counsel and motivate students who are at risk of not meeting state academic standards. Several college and career fairs will be conducted throughout the school year. Are consistent with and are designed to implement State and local improvement, if any.
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement. Schoolwide reform strategies use effective methods and instructional strategies that are based on scientifically-based research that:
 - i. Meet the educational needs of historically underserved populations.
 - ii. The school will build a parent networking system to get parents involved in school activities and academic achievement. Parents will be empowered to write grants to provide an incentive for low income parents who are not employed and may need financial support. Poor academic achievement is often linked to poverty and environment issues.
 - iii. The school will provide the most qualified teachers to ensure the best possible outcomes academically. Effective teachers have a strong influence on student achievement.
 - iv. Increase accountability for students, parents, teachers and school administrators. To build a system of checks and balances providing the best possible outcomes.
 - v. Supply material necessary for academic success such as:
 1. Books
 2. Technology
 3. Financial incentive
 4. High quality Reading, and Math programs
 5. Mentors (both for students and parents)
 - b. Use effective methods and instructional strategies that are based on scientifically-based research that:
 - i. Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement. Use effective methods and instructional strategies that are based on scientifically-based research. Increase the amount and quality of learning time, such as extended school year, before- and after-school programs, Saturday academies and summer enrichment programs that incorporate small group instruction and the use of technology. The middle school will continue with 90 minute block scheduling for ELA and Math classes using the workshop model. Help provide an enriched and accelerated curriculum. 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 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. To address the needs of low academic achieving children, the school will create a Pupil Personnel Team to provide different intervention and/or referral services for students who did not meet State academic content standards. The school will also use trained student mentors to counsel and motivate students who are at risk of not meeting state academic standards. Several college and career fairs will be conducted throughout the school year. Are

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

3. Instruction by highly qualified staff will be provided in model classroom settings. Such classrooms (at least 2; Math and ELA) will be open for inter-visitations by other staff to observe best practices and modeling strategies. An identified lead teacher will conduct the class and team teaching opportunities will be made available.
 - a. School-based Recruitment
 - b. Open House visitations for potential teachers
 - c. Collaboration/partnership with the School of Education at local colleges/universities
 - d. Participation in citywide recruitment fairs/access to online Open Hiring
 - e. Utilization of interns and student teachers from accredited colleges/universities
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. The list of specific staff development from September to June 2011 is as follows: Ten percent of Title I funds allocated to support Professional Development, as evidenced herein.

Our Professional Development Calendar 2010-2011 School Year

Professional Development Mission and Belief Statement

The mission of Professional Development is to provide quality-learning opportunities for all employees to enhance student learning.

We Believe quality instructional practices must be based on research and supported by all adults who impact the learning process.

Topic	Month	Date
<p style="text-align: center;">Getting Started</p> <p>*Teacher Orientation – Meet and Greet –Staff Introductions</p> <p>Review of:</p> <ul style="list-style-type: none"> *Teacher Handbook *Mission Statement *Class Management *Teacher Ease *Instruction Models <p>*Quality Review Criteria Rubric 2009-2010 Statements 4 & 5 (Strengthening and Setting Goals for our Professional Learning Community and Identifying Structures for Monitoring, Evaluating Progress & Adapting Practices Throughout the Year.)</p>	<p style="font-size: 1.5em;">September</p>	<p style="font-size: 1.5em;">9/6/10</p>

Topic	Month	Date
<p>* Profession Learning Community Establishing Groups, Topics, & Time Lines</p> <p>*Teacher Professional & Instructional Goal Setting Professional Teaching Standards (Each month a different groups will share out)</p>	<p>October</p>	<p>10/4/10</p>
<p>*Chancellor Conference Day Staff Development Related to Regents High Learning Standards and Assessing School Climate</p> <p>*Professional Learning Community All Groups Check In Share Out</p> <p>*School Data Review Inquiry Team</p> <p>*Collaborative Assessment Conference Protocol A systematic way of looking at a piece of student work to see what it reveals about students' thinking, knowledge, skills to show how what matters to him/her relate to teachers' learning goals and instructional practices</p>	<p>November</p>	<p>11/1/10</p>
<p>* Professional Learning Community Monitoring Progress Through Group Share</p> <p>*Effective Teaching Strategies Using DA, DI, For Populations At-Risk, ELL, Gifted, and Special Education</p>	<p>December</p>	<p>12/6/10</p>

Topic	Month	Date
<p>*Professional Learning Community Assessment Goals, Progress, & Time Lines Shared</p> <p>*Regents Proctoring Schedule Protocols</p>	January	1/10/11
<p>*Chancellor's Conference Day (Spring term begins)</p> <p>*Learning Community Group Assessment Groups Evaluate Progress Using Strategies and Goals Established in Oct.</p> <p>*Inquiry team supporting the learning community Using DI, DA, and Lesson Study</p>	January for February	1/31/11
<p>*Technology Smart Boards</p> <p>*Professional Learning Community Group Share</p>	March	3/7/11
<p>Poetry Month Lesson Share</p> <p>Professional Learning Community Share Out</p>	April	4/2/11
<p>*School Web Page</p> <p>*School Wide Initiative Assessment Surveys Professional learning Community</p>	May	5/2/11
<p>*Chancellor's Conference Day for Staff Development Looking Back to Move Forward – reporting out and celebration of learning Community successes and progress. – Goal Setting</p>	June	6/4/11

L. Christian-Hutchinson, Professional Developer

5. Strategies to attract high-quality, highly-qualified teachers to high-needs schools.
 - a. School-based Recruitment and Interviews
 - b. Open House visitations for potential teachers
 - c. Collaboration/partnership with the School of Education at local colleges/universities
 - d. Participation in citywide recruitment fairs/access to online Open Hiring
 - e. Utilization of interns and student teachers from accredited colleges/universities
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
 - a. 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.
 - a. Choir Academy teachers have been empowered and committed to improving student outcomes by weekly and monthly collaboration for 37 ½ minutes. Teachers analyze data (Acuity, ARIS, ATS-RSEI and PSAT) and student work folders to improve classroom practices and academic performance for struggling students. Teachers match needs and aptitudes of students to develop instructional strategies that will accelerate academic success, thus creating a culture of inquiry for teachers and school administrators; focusing each school term on best practices. This ensures that data is used to revise and design classroom instruction based on the best, differentiated instructional practices that match State standards, resulting in increased student performance.
9. Activities to ensure that students who experience difficulty in mastering the proficient or advanced levels of the academic achievement standards are provided with the 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.
 - a. Teacher workshop on testing and test administration
 - b. Teacher workshops on understanding student assessment (i.e., report cards, city/State achievement levels, School report card, Scholastic reading survey, development reading survey, etc.)
 - c. Instruction for poor performing students will be under a "push-in/pull-out" model to ensure that students are achieving in the areas of academic need.
 - d. Recording data and ongoing conferencing to ensure accountability.
 - e. Students will have additional support from staff that specializes in student achievement.
 - f. Students will have the opportunity to have a guidance counselor and social worker to provide individual and group counseling for students with emotional challenges. Provide services for ELL students with instruction to improve NYSESLAT – AIS services, and other areas of academic need.
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.
 - a. The school will continue to use the following partnerships: YWCA, Netherlands Trust, Kaplan, Lenscrafters, Carnegie Learning and Materials for the Arts, Urban Arts, Leadership program, ENACT.

Part D: TITLE I TARGETTED ASSISTANCE SCHOOLS
[N/A]

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)
AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

Part A: For All School Improvement Schools (SINI and SRAP)

The sub-population was African-American and economically disadvantaged. The Mathematics program in the high school grades and the Science program in Middle School did not meet AYP. The school program implemented several strategies and supports to help remedy some high school weaknesses. (a) staff development in full alignment with school program or teacher needs; (b) test prep and enrichment activities were not designed to address and improve the areas of instructional weakness for each student in various subject areas; (c) aligning class assessments with standardized exams; (d) use of school finances (budget decisions that fully support strategies that would best support at-risk students in moving forward).

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

Focused intervention services intended to support student achievement in identified grade and subject areas have been implemented widely at Choir Academy. Use of the 37 ½ minute block conducted by all teachers in all subject areas, including Math and Science. On the high school level, teacher developed assessments and sample Regents exams were used to help students prepare for the formal assessments. Staff development was implemented on a weekly basis, aligned with school objectives in all subject areas, including Math and Science. Saturday Enrichment Programs targeted development in preparation for state exams. SINI grants supported the implementation of afterschool programs in Algebra and Geometry, as well as Science in both lab and classroom settings. Also, intensive Regents prep sessions occur after school and are attended by students identified as “at-risk.”

Although these strategies and supports were in place, the high school students and families were not fully supported. There was also a culture of disconnect with veteran high school teachers and undermining by a past UFT representative. This has adversely affected and contributed to the slow progress seen in the higher grades at the school. For the 2009-2010 school year and beyond, the school will implement a high school credit recovery program to support students in earning credits towards graduation. High school students have not been supportive of attending any enrichment activities after school from 3-5pm during the 37 ½ minute block or on Saturday.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)
SURRE schools that have been identified must complete this section.

SURRE Area(s) of Identification: N/A

SURRE Group/Phase: N/A

Year of Identification: N/A

Deadline Year: N/A

APPENDIX 7: Title I

Choir Academy of Harlem is a Title I school.

Current number of students in temporary housing (STH) as of 10/31/201: 0:

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Choir Academy of Harlem						
District:	5	DBN:	05M469	School		310500011469	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.8/82.1	91.9/	89.8 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		92.3	90.7	96.9
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	29	73	47	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	75	63	72		63.8	79.3	91.7
Grade 8	46	88	59				
Grade 9	55	51	29	Students in Temporary Housing - Total Number:			
Grade 10	63	54	40	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	52	46	43		1	14	12
Grade 12	67	40	43				
Ungraded	0	2	0	Recent Immigrants - Total Number:			
Total	387	417	333	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	19	32	21	Principal Suspensions	7	180	352
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	42	30	52
Number all others	24	27	27				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	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:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	38	37	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	10
# receiving ESL services only	14	15	TBD				
# ELLs with IEPs	3	6	TBD	Number of Educational Paraprofessionals	0	0	2

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

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
	15	6	40	% fully licensed & permanently assigned to this school	100.0	97.3	93.9
				% more than 2 years teaching in this school	44.7	56.8	63.4
				% more than 5 years teaching anywhere	63.2	70.3	70.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	86.0	82.9
American Indian or Alaska Native	1.0	1.0	0.9	% core classes taught by "highly qualified" teachers	80.2	95.4	94.4
Black or African American	76.7	78.7	75.7				
Hispanic or Latino	21.7	20.1	22.8				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.5	0.2	0.6				
Male	34.6	38.6	37.2				
Female	65.4	61.4	62.8				

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

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					v
	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: v
Math:	v	Math: X
Science:	X	Graduation Rate: v

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	X	vsh	X	v	74
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v		v	X		
Hispanic or Latino	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-			-	
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-		
Economically Disadvantaged	v	v		v	X		
Student groups making	3	3	0	3	0	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C / B	Overall Evaluation:					NR
Overall Score:	31.6 /	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.4 / 7.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4 / 12.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21.4 /						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8 / 0						

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

**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 CFN206	District 05	School Number 469	School Name Choir Academy of Har
Principal Dr. A. Ellen Parris		Assistant Principal Geisa Cabrera, APO	
Coach LaVerne Christian, Literacy		Coach Tessie Bingham, Math	
Teacher/Subject Area Annette Hathor Parker, English		Guidance Counselor Alecia Hazzard	
Teacher/Subject Area Lucero Corredor, Special Ed.		Parent Mr. Bryant, PTA	
Teacher/Subject Area type here		Parent Coordinator Lorraine White	
Related Service Provider Patricia Williams		Other type here	
Network Leader Jayne Godlewski		Other type here	

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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
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	28

C. School Demographics

Total Number of Students in School	337	Total Number of ELLs	12	ELLs as Share of Total Student Population (%)	3.56%
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Part II: ELL Identification Process

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

1. 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).
2. 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.
3. 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](#)].)

4. 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.
5. 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.)
6. 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.

Pass 1.

- Typically all students go through an interview and audition process to enter our school.
- All students who are accepted are given an enrollment packet that includes the Home language Identification Survey (HLIS) by our Pupil Accounting secretary, or Ms. White, Parent Coordinator. At enrollment, a trained school staff member meets with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS)—translated in nine languages—that parents complete to show what language the child speaks at home
- From each of the questions in Parts I and II of the HLIS we are able to flag students regarding their eligibility for LAB testing.
- Once it is determined that a language other than English is spoken in the child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), to establish the English proficiency level.
- From the test results, we determine whether or not a student is truly an ELL – students who score below proficiency become eligible for state-mandated services for ELLs.
- Students who speak Spanish at home and score below proficiency on the LAB-R are given a Spanish LAB to determine language dominance.
- Parents are given information about program choice via the parent orientation video in their native language, available on line at the DOE web site or in a one on one interview with an interpreter and/or initial screener.
- Parents must then fill out a program selection form and select the program of their choice from the three listed in order of their preference - Transitional Bilingual Education, Dual Language, or Freestanding English as a Second Language
- If a parent makes a choice not available here at Choir Academy of Harlem, we keep a list of these parents so as to notify them should their program preference become available here at Choir Academy of Harlem. We then inform them of the programs we have and assist the parent finding a suitable program elsewhere if it is their preference.
- We monitor our intake time carefully, making sure that our new admits are placed within ten days of admission.

Initial Screening Team Roles and Qualifications of trained pedagogues conducting the identification and interview process:

The persons responsible for conducting the formal initial assessment, informal oral interview in English and/or the native language and distributing the HLIS, and/or the LAB-R if necessary are:

§ Parent Coordinator Lorraine White - Ms. White is a former 5th grade elementary teacher here at Choir who has been the parent coordinator for Choir Academy of Harlem for over six years and runs various parent education workshops. Ms. White and Ms. Hazzard, conduct new student Informal interviews and will arrange for translation services when needed. They both monitor the ELL intake process and ensure that the entitlement letters are distributed and Parent Survey and Program Selection forms are returned.

§ Guidance, Alecia Hazzard - Ms. Hazzard is our guidance counselor. She is also essential in the intake process among various other duties. She has been a guidance counselor over 15 years. She reviews the HLIS, does informal & formal interviews, informs parents of the three program choices and program options

§ Testing Coordinator, Lisa Burroughs is a certified veteran teacher. She administers the LAB-R and NYSESLAT - Once a year the NYSESLAT is administered to all of the ELL students by the testing coordinator with the assistance of Ms. Christian, literacy coach, and Ms. Parker, AIS coordinator adhering to testing protocol for each part of the exam- listening, reading, writing and speaking.

§ School Recruiter and Librarian, Gerard Roebuck is a veteran certified pedagogy- informal & formal interviews and auditions.

§ Pupil Accounting Secretary, Maria Rysiejko - distribution of admission forms and HLIS - works closely with programming and the data specialist.

§ Assistant Principal of Organization and Programming - Geisa Cabrera is the APO and serves as the school based supervisor for ELL mandates. She monitors the ELL student intake process and procedures.

Description of the Intake Process and Roles

The above named persons are involved with the initial intake of all students who apply to Choir Academy of Harlem. Potential students usually meet Mr. Roebuck when first interviewing and auditioning for Choir Academy. As such, he plays a significant role in identifying possible ELL students during the audition.

Also involved in the auditions, which is a part of our intake process, is Ms. White. Once a possible ELL student is identified, Ms. White is informed and monitors the next steps to assure the ELL identification process is completed timely and properly. This requires working closely with Ms. Hazzard, Ms. Cabrera, Mr. Roebuck and Ms. Burroughs.

Once a student is accepted to Choir Academy of Harlem, Ms. Rysiejko or Ms. White gives them an information/ admissions packet that contains the HLIS. Parents complete and return the packet in Ms. Rysiejko office. Ms. Rysiejko gives the completed packets to Ms. Hazzard.

Ms. Hazzard reviews the Student information/admissions packet and the HLIS. If indicated by the HLIS, Ms. Hazzard informs Ms. White and then will make a request for testing to Ms. Burroughs.

Ms. Burroughs then makes arrangement to administer the LAB-R assessment and forwards the Results to Ms. Hazzard and Ms. White. Ms. White will send out a form letter to the parents and arrange a meeting between the parent and Ms. Hazzard. Ms. Hazzard meets and interviews parents to inform them of their three program choices and options here at Choir Academy of Harlem and elsewhere. She plays a vital role in proper program placement.

Ms Hazzard sends her programming recommendations to Ms. Cabrera who programs the ELL student. The literacy coach and the ELL teachers are notified of the ELL student placement in their class. The teachers are then given instructional strategies to support their ELL students' learning by the literacy coach, Ms. Christian.

NYSESLAT: Annually, in the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. This test is administered by the testing coordinator, the literacy coach, and the AIS coordinator. Students are called individually and given the various parts of the test in quiet room where proper testing protocol is used.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0														

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	4
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	4

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>10</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> Other: <u>0</u>

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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.

1. Program Delivery

a. Within the one model of ESL we offer at the Choir Academy of Harlem we do not offer (Transitional, Bilingual Education and/or Freestanding ESL) explicit ESL is delivered in the follow ways:

b. We do have a suggested educational instructional plan for our ESL students at Choir Academy of Harlem This plan will be implemented from September 2010- August 2011 as it stands There will be a middle and high school component, in which language of instruction will be in English. ELA teachers who have ELL students mainstreamed into their classes have been given the instructional plan /strategies for their ELL students with which to differentiate their lessons. The plan for the ELL students includes block scheduling (double period) in English Language Arts and/or Math for grades 6-9 and single period for grades 10-12. Our ELL students have classes in all the content areas. ELL students are programmed for an 8 period day. The ELA teachers, as well as other content area teachers, work in whole class, small groups and/or individualized instruction. The ELA instructional model for teachers with identified ELL students includes the workshop model, small group, whole group, pairs, individual, student-teacher conferencing, independent work, group work, and utilization of technology. Some specific strategies include teaching traditional values, writing memoirs and narrative accounts, and cross-age tutoring. The service providers are licensed state certified ELA and other content area teachers.

2. Delivery of Explicit ELA, ESL,NLA

a. When ELL students have completed E5 or their fifth semester of English Language Arts, they are required to take the NYS Comprehensive English Regents Examination, just like their English proficient peers, in order to graduate. At the Choir Academy of Harlem, our ELL students are prepared for English Regents Examination in regular English classes as we do not offer TBE or ESL programs in the following way:

- ELA Program: Language Arts is taught using ELA methodologies. ELL students are given the same ELA practice and enrichment that non-ELL students are given prior to the Regents exam.

As NLA is a component of the TBE program only, and TBE is not offered to our ELL students at Choir Academy of Harlem, we do not have a NLA program. In the NLA program, students are instructed in speaking, listening, reading and writing in their native language. The NLA

curriculum closely parallels the ESL curriculum. Through the study of literature, NLA students are taught to appreciate the history and culture of their new country as well as their native country. However through the study of literature and history, our ELL students are also taught to appreciate the history and culture of their new country as well as their native country and a variety of countries and cultures. Our students are instructed in speaking, listening, reading and writing in traditional English classes.

ESL teachers pushing in or pulling out

At the Choir Academy of Harlem, there is no push-in program. However the only pull-out program for ELL students is used for classes where ELLs are also special needs.

To assure that the mandated number of Instructional minutes is provided according to proficiency levels in each program (as shown above) our ESL coordinator works very closely with our programmers to ensure that the correct number of instructional minutes and units are provided to our ELLs according to their proficiency levels.

For example, if a student is considered a beginner based on their NYSESLAT score, the student is placed in our double period English classes. Here the teacher differentiates the curriculum according to the suggested educational instructional plan in which instructional strategies will be incorporated throughout the class' reading, writing, and word study components. As the students' proficiency in the targeted language (English) increases, the number of units of English instruction per day will eventually decrease. The decision to decrease and increase English instruction is always determined by the student's NYSESLAT scores

Plan for SIFE students:

Students with interrupted formal education often face significant obstacles when they return to school. They are behind their peers academically, and many are English Language Learners (ELLs) who also struggle with language barriers. This initiative provides extra support to help these students re-acclimate and catch up academically. The initiative also supports ELLs who have received services for six years or more and typically are older than the average student in their grade level. To ensure that teachers of these students have the most up-to-date information on effective instruction, the initiative funds professional development and demonstration sites to develop innovative teaching strategies and tools for implementing the strategies.

a. Based on the most current ATS data, it appears that we have 1 (one) SIFE student or ELL student who meets the description above. However, for any Choir Academy of Harlem students identified as being in need of extra support in the 12th grade in order to graduate, we offer independent study and /or opportunities for credit recovery. They are able to work one on one with a teacher to get the support they need.

Our SIFE student was integrated in to the regular population and provided additional support through 37 1/2 minute instruction, after school programs, and weekend tutoring programs.

b. Plan for ELLs in U.S. schools less than three years (Newcomers)

The emphasis of the beginning ELLs is on the acquisition of Basic Interpersonal Communication Skills (BICS). This technique provides students with the Basic English they need for survival in the new culture.

c. Plan for ELLs receiving 4-6 years of service and long-term ELLs (in NYC school six years or more).

There are two kinds of mid range and long-term ELLs in schools. There are those who have had many years of ESL instruction, yet remain at a beginner's level and those who have been here for many years and are at an advanced level. For both kinds of long term ELLs, we will differentiate instruction. We will use groupings to ensure that each student's academic needs are being met on their personal proficiency level. We also try to meet each student's learning style. For those students who are advanced long term ELLs, we teach English through literature in a way to also prepare them for the NYS Regents Exams in English. Please note that the majority of our ELLs are advanced. For those who are not proficient to pass the NYS Regents Exams, we offer component testing and RCT. The extension of services for ELLs between 4-6 years, in addition to after school programs, includes instruction during the school day by the AIS coordinator who pulls these students out for an extra period of reading, writing or listening depending on the students' needs. These ELL students are also programmed to attend the extra 37 1/2 minute extended day of instruction four days a week.

Plan for Long-Term ELLs (completed 6 years)

d. Plan for Long-Term ELLs (completed 6 years)

The plan for our Long-Term ELLs who have completed 6 years is the same plan described in "c" above.

e. Plan for ELLs identified as having special needs.

Just as non-ELL students are identified as having special needs, so are ELL students. When a student is considered to have limited English proficiency and special learning needs, special supports must be put into place. At the Choir Academy of Harlem special needs students who are also limited in their language proficiency are fully supported in their classes through differentiated instruction. We also have a special education model that is employed in the regular/block English class. We also have 3 special education teachers who have self contained classroom with ELL students. The pull out special education teacher does not service the ELL students who are not special needs, but only the ELL students who are. The teacher will use support strategies to reinforce the concepts and ideas which the regular English teacher is using with the rest of the students. This teacher will be familiar with ELL/SpEd students' IEPs and use strategies to help each student in their specific area of deficiency. The pull-out teacher will be aware of each ELL/Sp Ed students' learning style and will use this information to ensure that they are being taught in a modality that is easiest for their comprehension of the material. The pull -out teacher ensures that students are on

task and focused. The regular English teacher and the pull-out teacher plan together so that all of the students are getting the best instruction possible.

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?

5. Choir Academy of Harlem's targeted intervention programs for ELLs in ELA, Math, and other content areas (specifying ELL subgroups targeted.) List are the range of intervention services offered in our school for the above areas as well as the language(s) in which they are offered.

The targeted intervention programs for ELLs in ELA, Math and other content areas for all subgroups are the same as for our regular population.

The intervention services offered in Choir Academy are as follows:

1. Credit recovery
2. Independent study
3. Saturday Academy
4. 37 ½ minute 9th period instruction
5. Century 21 after school program (extra curricular and academic remediation for all core instructional areas)
6. Study Island (on-line academic support)- all core areas
7. Comfit- (on-line academic support) - all core areas
8. ACS- Various programs – on line and computed based support
9. Breakfast Club- Peer/teacher mentoring program
10. On-line test prep and general curricula support in the four core areas (Comfit and Study Island during and after school.)
11. After school SAS on-line program Brainfuse focusing on Math and ELA
12. Mentor program
13. Guidance
14. AIS coordinator pulls out ELL students during the school day and provides an extra period in reading or writing or listening depending on the students needs

6. Choir Academy of Harlem's plan for continuing transitional support for students reaching proficiency on the NYSESLAT?
When an ELL student reaches English proficiency by scoring a 37+ on the NYSESLAT exam, we continue to give them support for one year. We call this transitional support as we are helping students bridge any small gaps that may still exist for them. We are aware that once a student tests out of ESL, their future assessments must be given to them in the target language. We continue to support the student in a traditional English class that bolsters the skills that they have been learning over the past four years. This is to ensure so that they will be successful on any English language assessments they are mandated to take in order to graduate.

7. New Programs or improvements that will be considered for the upcoming school year include " Brainfuse" and on- line tutoring program that allows students to move at their own pace and gives them practice reading, writing and holding written dialogue with the tutor.
8. We are not discontinuing any programs.

9. ELLs are afforded equal access to all school programs, after school and supplemental services offered to ELLs in our building.

Invitations and letters regarding all after school and supplemental services are written in ELLs' student home language as indicated in the home language survey upon entering the school. This insures all students have equal access to the same information and the opportunity to take advantage of them.

10. Instructional materials, including technology, are used to support ELLs.

All instructional material the regular class room teacher is using is used with the ELL students. They may be differentiated according to the ELLs' interest and proficiency levels, using group work, pair share, conferencing, etc., along with the use of the computer programs used to supplement instruction.

At the Choir Academy of Harlem, a variety of instructional strategies are employed by our ELA teachers to provide the best instruction possible for our ELL students. Strong emphasis is placed on the State Learning Standards and critical thinking.

Word Study	Writing	Reading Strategies
Vocabulary Study with Visualization	Interactive Writing	Sequencing Events
Picture Flash Card	Peer Writing	Activating Prior Knowledge
The Memory Game	Responding to read alouds	Deciding on the Big Ideas
Sentence Structure	Modeling	Questioning the author and the text
Word Wall	The Writing Process	Evoking Sensory Images
Grammar	Journals and Writer's Notebooks and Portfolio Assessment	Drawing Inferences
Parts of Speech	Publishing Parties	Retelling through Dramatization
Conferencing	fix-up strategies	Analyzing/synthesizing/interpreting

Here are additional examples of the kinds of materials and supports used:

- Visuals: pictures, photographs, film, DVDs, slides, charts, graphs, tables, diagrams, illustrations.
- Audio tapes
- Manipulatives: useful for beginning ELLs i.e. artificial food, models and other objects.
- Realia: real objects used in a contextual manner
- Planned grouping of students for "Accountable Talk" and interpersonal interactions.
- Contextualized instruction
- Differentiated instruction
- Metaphors and analogies
- Scaffolding

11. Native language support is not provided in any programs because we do not offer TBE, Dule Language, and ESL.

Other than the initial interview, all of the ELL students receive the same orientation process as our other students.

12. Support Services and resources correspond to ELLs ages and proficiency levels.

13. Newly enrolled student's parents are invited to join and participate in the PTA and parent workshops to learn strategies to better support their child's adjustment to the school and learn about all of the clubs, programs, and support services available.

Students and parents are invited to attend an orientation meeting at the beginning of school.

14. The only language elective offered students at Choir Academy of Harlem is Spanish.

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)?

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.

September:

Focus: Looking at data- What do you do with the data once you have it? Establishing essential questions as a lens to view and effectively use data to differentiate instruction to best serve the needs of all our population with a specific focus on the ELL Student.

October/November:

Focus Project based learning- working across the curriculum to establish learning goals for our students. Differentiating instruction based on student interest; using Bloom's Taxonomy to improve critical thinking. - Regents High learning Standards and Assessing School climate.

December/January:

Focus: Establishing and monitoring the professional learning community- monitoring progress through group share; Effective teaching using DA, DI for populations at risk-ELL, Gifted, and Special Needs

February/March:

Focus: Differentiation across content and grade levels - supporting the learning community-

April/May:

Focus: Workshop on using NYSESLAT to measure the English proficiency of our ELL students. How can tests that measures ELL student's progress and achievement help us to differentiate instruction?

June:

Focus: Reflection- Looking back to move forward- reporting out and celebration of learning community successes and progress- goal setting

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: Currently on RNMR there are 12 ELL students on the Choir Academy of Harlem school register. All communications and outreach is sent to the student's households based on the HLIS received back from the parent. Notification was sent to the parents to become involved in the SLT, PTA and to attend the parent educational workshops which are held during the day and after school. The title I representative is also helpful in working with ELL Parents.

The community Based Organizations that the school is registered with are the Century 21 and the ENACT programs. The parents have the right to choose their own AES educational provider. As well as the students can attend the Saturday Academy.

The evaluation is done by the parent coordinator by doing a Parent Survey at the beginning of the school year, or at the Summer Student/Parent Orientation; the Back to School Night; as well as at the Parent Teacher Conferences which are held twice a year. The parent coordinator is the first person families should contact about their issues and concerns or questions about their child's school.

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)	0	0	0	0	0	0	1	0	2	0	2	1	0	6
Intermediate(I)	0	0	0	0	0	0	2	0	1	0	1		1	5
Advanced (A)	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Total	0	0	0	0	0	0	3	1	3	0	3	1	1	12

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3				3
7	1				1
8	1	1	1		3
NYSAA Bilingual Spe Ed					0

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	3								3
7	1								1
8	2		1						3
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				1				2
8	2		2						4
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	1		1						2
8	2				1				3
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	1		1	
Math <u>A</u>	1		1	
Math <u>algebra</u>	2		0	
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	1		1	
Physics				
Global History and Geography	1		1	
US History and Government	1		1	
Foreign Language				
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.

Assessment tools include NYSESLAT , State Math and ELA exams, Regents, exams, teacher generated assessment tests, class work, conferences for writing and reading. Patters acorss the NYSESLAT modalities reading/writing- listening/speaking affect instructinal decisions by informing us which of the skills sets are in need of support. As such, supplemental instruction in additon to regular class work is given. We place the ELL students who are in need of extra support in to after school and orther tutoring programs to address areas of concern. Across the grade, the data pattern reveals that most of our ELL student are either advanced, intmediate, or proficient in both modalities. This indicated that they have the communication skills to attain any and all of the learning goals set for the general population. All of our tests are given in English. Students who scored ones, most of our population scored ones on the ELA and Math even with advance and proficient NYSESLAT scores, indicate that there is a disconnect between their performance on the NYSESLAT and their performance on state exams. This means we must rely more heavily on in-class performance and assessment as indicator for performance on state exams. These ELL students that scored on the 1 and 2 level are receiving AIS services during the school day via pull out with general population of students with 1 and 2 level scores.

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.

The home languages of our ELL Students are as follows: 6th grade- 1 student speaks Mandnka , 2 Spanish; 7th Grade - 1 Spanish; 8th grade- 3 Spanish ;10th grade- 3 Spanish; 11th grade-1 Spanish; 12th grade 1 Fugij(African Dialect)

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		10/14/10
	Assistant Principal		10/14/10
	Parent Coordinator		10/14/10
	ESL Teacher		10/14/10
	Parent		10/14/10
	Teacher/Subject Area		10/14/10
	Teacher/Subject Area		10/14/10
	Coach		10/14/10
	Coach		10/14/10
	Guidance Counselor		10/14/10
	Network Leader		
	Other		