



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** COMMUNITY HEALTH ACADEMY OF THE HEIGHTS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 06M346

**PRINCIPAL:** MARK HOUSE **EMAIL:** MHOUSE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GERALDINE TAYLOR-BROWN

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Mark House	*Principal or Designee	
Vern Spence	*UFT Chapter Leader or Designee	
Carmen Cruz	*PA/PTA President or Designated Co-President	
Sharlene Ogando	Student Representative	
Chelsea Pagan	Student Representative	
Monica Entzminger	Member/ UFT Member	
Kirsten Svenson	Member/ UFT Member	
Jennifer Villa	Member/ UFT Member	
María Beato	Member/ Parent	
Dranilis Disla	Member/ Parent	
Diana Lopez	Member/ Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- The school will strengthen its partnerships with the three affiliated Community Based Organizations (CBOs)-- Community League of the Heights (CLOTH), Columbia Presbyterian Hospital, and Columbia Medical School-- by June 2012 by hosting three joint workshops for parents with each CBO and by sending monthly progress newsletters to the CBOs.

### **Comprehensive needs assessment**

- During an Advisory Board meeting, which includes representatives from the school's CBOs, partners identified communication as an area of improvement between the school and the CBOs.

### **Instructional strategies/activities**

1. The school will increase communication with partners by sending monthly reports on the school's progress to each of the partner CBOs.
2. The principal, working in conjunction with the School Leadership Team, will send out monthly newsletters to the CBO partners.

### **Strategies to increase parental involvement**

1. A joint committee consisting of members of the school (teachers, students, and parents) and lead CBO point persons will determine useful workshop topics.
2. The parent coordinator will work with the designated CBO affiliates to schedule and facilitate the workshops.
3. The school will host 3 joint workshops for parents, one with each of the CBOs.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- A developed connection between the school and multiple health-related partners will draw highly qualified teachers to the school, particularly in the fields of health and science.

### **Service and program coordination**

- CBO-sponsored workshops will be matched with the current school programming-- Teens PACT, Federal Nutrition Program, and Housing Assistance-- with housing, immigration, and health topics

### **Budget and resources alignment**

- Fiscal resources: Costs are minimal for newsletters; \$1000 in permit fees for after-school workshops, refreshments
- Human resources: Facilitators and interpreters for workshops, representatives from CBOs, staff member to write newsletter

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- The school will increase the integration of the school's community health theme into the curriculum by June 2012 by creating curriculum maps for five courses in which the theme has been carefully integrated.

### **Comprehensive needs assessment**

- Currently, a health class is taught to students every other day in ninth grade. A health elective is taught to sixth and seventh graders every other day. No content classes have had their curricula reviewed for integration of health topics.

### **Instructional strategies/activities**

1. The scope of the project will be discussed at the November faculty conference
2. Five (5) teachers will be selected to work on the curriculum theme integration project
3. Working sessions will be scheduled
4. Three (3) review sessions will be planned at which the work will be evaluated by the School Leadership Team.
5. Revisions to the curriculum will be made based on feedback from the SLT.

### **Strategies to increase parental involvement**

- The use of the SLT as a review team will ensure parents' perspective during the curriculum review.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers with teaching expertise or non-teaching experience in community health will be drawn to a school whose curricula integrate health into multiple classes.

### **Service and program coordination**

- Community League of the Heights offers a no-cost after-school program including workshops from New Yorkers Against Gun Violence and Teens PACT
- CBOs: Community League of the Heights (CLOTH), Columbia Presbyterian Hospital, and Columbia Medical School

### **Budget and resources alignment**

- Fiscal resources: payroll modifications for upcoming school years
- Human resources: SLT review team, teachers to develop pilot curricula

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- The school will transition to the Common Core Learning Standards by ensuring that one CCLS-aligned unit has been taught in each core course by June 2012.

#### **Comprehensive needs assessment**

- Common Core Learning Standards will be fully implemented in 2012 and the school must be prepared to plan instruction aligned with the CCLS

#### **Instructional strategies/activities**

- Teachers will have a unit map drafted by February 2012 that is aligned to CCLS as well as the current state standards to ease the transition
- One department team meeting in March 2012 will be dedicated to colleague reviews of unit maps to be revised and taught by June 2012

#### **Strategies to increase parental involvement**

- The school will host a parents workshop on what the Common Core Learning Standards mean for their students
- The parent coordinator will facilitate the meeting with parents

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- The school will conduct a series of five (5) professional development sessions on the integration of Common Core Learning Standards
- The school will work in conjunction with the cluster team leaders and the UFT Teacher Center to conduct the professional development sessions
- The administrative staff will conduct mini-observations to view the teachers' progress on integrating the Common Core Learning Standards into their units

#### **Service and program coordination**

- UFT Teacher Center

#### **Budget and resources alignment**

- Fiscal resources: No additional funds will be used
- Human resources: UFT Teacher Center, cluster teams, department teams

**ANNUAL GOAL #4 AND ACTION PLAN**

**Annual Goal #4**

- The school will work to increase teacher effectiveness through self evaluations and at least eight (8) mini-observations by the administrative team by June 2012.

**Comprehensive needs assessment**

1. In our State of the School evaluation we identified teacher evaluation, feedback and professional support as an area in need of improvement.

**Instructional strategies/activities**

- The school is using the Marshall framework and rubrics to provide regular feedback and targeted professional development to teachers. The observations are unannounced and the feedback sessions include dialog between the administration and the teacher.

**Strategies to increase parental involvement**

- There will be solicitation from parents regarding what they wish to see in the classrooms during PA meetings and focus groups. Parents will also see and have the rubric explained.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- This goal will lead to the retention of HQT's as they become more successful in the classroom.

**Service and program coordination**

- We will use local, state, and national conferences to help develop teachers in mutually identified areas of need.

**Budget and resources alignment**

- We will use Title I funds to help pay for teacher training at the above referenced conferences.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- A team of non-teachers will create and present to the teaching staff 27 quarterly benchmark exams by June 2011.

### **Comprehensive needs assessment**

Our school was recently put on the Schools In Need of Improvement list for failing to meet AYP in Middle School Math and ELA. In diagnosing the potential causes the lack of real and timely data came up repeatedly.

### **Instructional strategies/activities**

1. A team will be formed by December 23, 2011 to generate exams in the following subject areas:

- Math: 6<sup>th</sup> grade, 7<sup>th</sup> grade, 8<sup>th</sup> grade, integrated algebra, geometry, algebra 2/trig, senior math
- English: 6<sup>th</sup> grade, 7<sup>th</sup> grade, 8<sup>th</sup> grade, 1/2, 3/4, 5/6, 7/8
- Social Studies: US history, global 1/2, global 3/4, government/economics
- Science: 8<sup>th</sup> grade, living environment, chemistry, physics, advanced chemistry, advanced physics
- Spanish: Spanish 1/2, 3/4, 5/6, AP

2. Exams will be implemented beginning in 2012-2013 to assess students' mastery of the course content as it will be measured from a state exam. Implications of these tests for teachers are increased awareness of course scope and sequence, identification of needs for administrative support, and increased awareness of student progress. Implications for students will be developed by the testing team.

3. Rough drafts and assessment guides will be compiled by April 2011. Assessment guides will identify the skills or topics covered and assessed in each test item for ease of analysis.

4. Final drafts will be presented to staff in June 2011 at a Professional Development.

### **Strategies to increase parental involvement**

- Parents will be involved in reviewing their child's test scores and understanding the possible remediation strategies for students that do not demonstrate success.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will be provided with copies of the exams and trained on their implementation at a June 2012 professional development session. The tests will be used to assist teachers in the development of their curriculum.

**Service and program coordination**

- We will work with our PSO to help in creating the examinations and the data analysis.

**Budget and resources alignment**

- Human resources: a team of administrators and other non-teachers to generate the exams and train teachers on their implementation
- Time: professional development time designated in June for training the teaching staff on the implementation of the exams
- Training: no external training resources will be necessary
- Physical space: meeting space for the team
- Material resources: access to previous state exams, Regents exams, and Acuity exams for reference; scan tron machine and forms

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	28	30	13				10	
<b>7</b>	40	28	27	25			5	
<b>8</b>	70	72	38	25			5	
<b>9</b>	78	68	67	10	8			
<b>10</b>		60	32		3			
<b>11</b>		31	22	28	5			
<b>12</b>		5	9	9	10			

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Achieve 3000 in one-to-one during and after school. After school tutoring.
Mathematics	After school tutoring.
Science	After school tutoring.
Social Studies	After school tutoring
At-risk Services provided by the Guidance Counselor	One-to-one and small group counseling.
At-risk Services provided by the School Psychologist	Testing of IEP students and severe manifestation interventions.
At-risk Services provided by the Social Worker	One-to-one, small group and family counseling.
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **SCHOOL-PARENT COMPACT**

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

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

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 06M346

School Name: Community Health Academy of the Heights

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

#### **Middle School Mathematics' – Special Education, ELL's, Hispanic students**

The school's findings in the area of Mathematics showed that only 19.5% of students are proficient in Mathematics. A total of 5 out of 83 students who have IEPs earned a score of proficient or higher and only 8 out of 101 students who are ELL students received a score of proficient or higher. Since the school's population is majorly comprised of Hispanic students, the overall student performance rating matches the Hispanic population.

The weaknesses in math are attributable to the quality of instruction, lack of parental involvement (or ability) to help students with advanced math problems, students not doing homework, and the lack of appropriate after school programs and supports. An effective Inquiry Team, designed to establish benchmarks and consistently monitor the progress of target subgroups should have provided targeted support. The data from these assessments would have been used to guide the instruction in individual skills presented at the students' instructional level, we had not established a culture of using data to drive instruction and supported these students movement . Comprehensive math and literacy intervention programs, with modeling, guided practice, student independent practice and application with feedback, would have been selected by the team. Instructional strategies, including the use of differentiation for students with disabilities and English Language Learners, would have been identified to address the deficits of our targeted subgroups. They would have determined how often and in what ways is student progress in targeted skills would be monitored.

In addition there was not a solid mathematics curriculum across grade levels. Data was not being utilized effectively to ensure student needs were being met. For example a baseline assessment was given as well as performance series; however the data was not communicated with students and the data was not looked at to drive/improve instruction.

#### **Middle School ELA – Special Education, ELL's, Hispanic students**

The school's findings in the area of English Language Arts showed that students were not making sufficient gains in this content area. Although some progress was made, the overall student performance rating was below the city average with only 8.4% of students proficient in ELA. Only 1 student with an IEPs received a proficient rating on the NYS English test and no student who is classified as an English Language Learners was proficient on the ELA test. Since the school's population is majorly comprised of Hispanic students, the overall student performance rating matches the Hispanic population.

It seems that some of the problems with ELA scores at the middle school level can be attributed to the high number of ELL, and Special Education students who did not receive adequate services. The special education department did not have enough teachers to provide the necessary support and thus, many students' deficiencies were not identified and appropriate interventions could not be implemented. Finally, the humanities curriculum was not clearly articulated nor understood by the teachers. Thus, the alignment of the standards with the actual assessments was not measurable. Data was not utilized effectively and assessments were not analyzed closely. Teachers took on many roles at the school the year

before and this year the primary focus is on classroom instruction. The reading intervention only targeted 3-5 students instead of a larger quantity of students who were having difficulty with reading.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Grade	Subject	Interventions
6	ELA	<ol style="list-style-type: none"> <li>1. Achieve 3000 - targeting reading comprehension with individualized, non-fiction reading assignments</li> <li>2. iReady - to enable students to monitor their own learning and practice for the state assessments</li> <li>3. Curriculum Design - Teachers will work with identified master teachers to redesign the curriculums so that they align with the state standards.</li> <li>4. Data Analysis - teachers will use results from Ed Performance to better understand their students' current abilities and areas of concern</li> <li>5. Goal Setting - Teachers will work in cluster teams to set individual student attainment goals.</li> </ol>
7	ELA	<ol style="list-style-type: none"> <li>1. Achieve 3000 - targeting reading comprehension with individualized, non-fiction reading assignments</li> <li>2. iReady - to enable students to monitor their own learning and practice for the state assessments</li> <li>3. Curriculum Design - Teachers will work with identified master teachers to redesign the curriculums so that they align with the state standards.</li> <li>4. Data Analysis - teachers will use results from Ed Performance to better understand their students' current abilities and areas of concern</li> <li>5. Goal Setting - Teachers will work in cluster teams to set individual student attainment goals.</li> </ol>
8	ELA	<ol style="list-style-type: none"> <li>1. Achieve 3000 - targeting reading comprehension with individualized, non-fiction reading assignments</li> <li>2. iReady - to enable students to monitor their own learning and practice for the state assessments</li> <li>3. Curriculum Design - Teachers will work with identified master teachers to redesign the curriculums so that they align with the state standards.</li> <li>4. Data Analysis - teachers will use results from Ed Performance to better understand their students' current abilities and areas of concern</li> <li>5. Goal Setting - Teachers will work in cluster teams to set individual student attainment goals.</li> </ol>
6	Math	<ol style="list-style-type: none"> <li>1. iReady - to enable students to monitor their own learning and practice for the state assessments</li> <li>2. Curriculum Design - Teachers will work with identified master teachers to redesign the curriculums so that they align with the state standards.</li> <li>3. Data Analysis - teachers will use results from Ed Performance to better understand their students' current abilities and areas of concern</li> <li>4. 5. Goal Setting - Teachers will work in cluster teams to set individual student attainment goals.</li> </ol>
7	Math	<ol style="list-style-type: none"> <li>1. iReady - to enable students to monitor their own learning and practice for the state assessments</li> <li>2. Curriculum Design - Teachers will work with identified master teachers to redesign the curriculums so that they align with the state standards.</li> <li>3. Data Analysis - teachers will use results from Ed Performance to better understand their students' current abilities and areas of concern</li> <li>4. 5. Goal Setting - Teachers will work in cluster teams to set individual student attainment goals.</li> </ol>
8	Math	<ol style="list-style-type: none"> <li>1. iReady - to enable students to monitor their own learning and practice for the state assessments</li> </ol>

		<ol style="list-style-type: none"> <li>2. Curriculum Design - Teachers will work with identified master teachers to redesign the curriculums so that they align with the state standards.</li> <li>3. Data Analysis - teachers will use results from Ed Performance to better understand their students' current abilities and areas of concern</li> <li>4. 5. Goal Setting - Teachers will work in cluster teams to set individual student attainment goals.</li> </ol>
8	Science	<ol style="list-style-type: none"> <li>1. iReady - to enable students to monitor their own learning and practice for the state assessments</li> <li>2. Curriculum Design - Teachers will work with identified master teachers to redesign the curriculums so that they align with the state standards.</li> <li>3. Data Analysis - teachers will use results from Ed Performance to better understand their students' current abilities and areas of concern</li> <li>4. 5. Goal Setting - Teachers will work in cluster teams to set individual student attainment goals.</li> </ol>

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**Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - a. We are arranging a series of master sessions for each teacher that instructs a course in an area that did not meet AYP. During these master sessions teachers will work with a current NYCDOE teacher that has been teaching the same course for at least 10 years and has a record of excellence as measure by the state assessments. During these sessions teachers will be required to work on curriculum design and assessments. The per session pay for these sessions will exceed 10% of the Title I funding the school receives.
  - b. Teachers are also being trained on two software programs, iReady and Achieve 3000. These two software programs were purchased based off of demonstrated needs. The teachers are professional development not only in using the programs in their classrooms, but in how to utilize the data tools to improve their classroom differentiation.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - a. Our school has coupled with the UFT Teacher Center and since being designated a SINI school has increased the number of mentors available to teachers. We have also started conducting one-on-one weekly training sessions with all teachers. During these sessions an administrator or coach looks at the work the teacher is doing and gives feedback to the teachers around instruction, planning, management and assessment. The topics are derived from our newly implemented mini-observation process.
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - a. The school will use a multi-pronged approach to informing the parents about the school's status with an eye towards both informing the parents of the past deficiencies and letting them know how they can get involved in some of the new initiatives. The school will send the required letter. The school will conduct a series of information sessions wherein we carefully break down how we got to be a SINI school and the plan for getting off the SINI list. All communications will be translated for the parents.



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Debra Maldonado</b>	District <b>6</b>	Borough <b>Manhattan</b>	School Number <b>346</b>
School Name <b>Community Health Academy of the Heights</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Mark House</b>	Assistant Principal <b>Stephania Vu/Adam Stevens</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Yesenia Morel</b>	Guidance Counselor <b>Kenia Jeanniton</b>
Teacher/Subject Area <b>Migdalia Guinis/ESL</b>	Parent <b>Carmen Cruz</b>
Teacher/Subject Area <b>Brent Waligory/ESL</b>	Parent Coordinator <b>Laura Tavares</b>
Related Service Provider <b>N/A</b>	Other <b>Rosa Lopez/English</b>
Network Leader <b>Derek Smith</b>	Other <b>Jean Ellen Murphy/English</b>

### C. 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	<b>3</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>462</b>	Total Number of ELLs	<b>159</b>	ELLs as share of total student population (%)	<b>34.42%</b>
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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. 

When new students enroll in The Community Health Academy of the Heights, the ESL Coordinator and the Parent Coordinator meet with the student and their guardian(s) to administer the Home Language Identification Survey (HLIS) and conduct the informal oral interview. The ESL Coordinator (also a certified ESL Teacher) conducts the interview in English (or French/Haitian Creole if necessary) and the Parent Coordinator conducts the interview in Spanish. If the student's guardian(s) speak a native language other than Spanish, French/Haitian Creole, or English, the ESL Coordinator requests a translator from the Department of Education. Our school does not administer the Spanish LAB-R since we do not have a bilingual or monolingual program at our school. Our LAB-Rs are conducted in English.

Upon completing the HLIS, informal oral interviews, and formal initial assessments, the ESL Coordinator, a pedagogue, determines whether or not the student is eligible to take the LAB-R. The ESL Coordinator, a pedagogue, will administer the LAB-R within ten days of the student's enrollment and will immediately score the assessment to evaluate the student's relative level of English proficiency. The NYSESLAT is then administered at the end of the school year to determine a student's level of English proficiency. In the interim, there is a predictive exam given in the middle of the school year to assess student's progress throughout the year.

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

Placement letters are then distributed to parents upon determination of the student's placement. Placement letters are then photocopied and placed in a binder kept by the ESL Coordinator. The parents also receive a copy of this letter for their own records. Continued entitlement letters are also distributed to parents and records are kept to ensure that parents return these letters in a timely manner. Letters are kept on file and a copy is given to the parent. This is maintained by the ESL Coordinator.

Upon reviewing these letter, an enormous majority of our parents select the ESL program that is offered at our school. Once parents complete the parent choice forms, they request an ESL program as their first choice and our school aligns with the choices that parents have made.

If the student's guardian(s) prefer transitional bilingual instruction, or dual language instruction, the Parent Coordinator assists the

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

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>							14	28	30	47	21	13	6	159
<b>Total</b>	0	0	0	0	0	0	14	28	30	47	21	13	6	159

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	159	Newcomers (ELLs receiving service 0-3 years)	53
SIFE	20	ELLs receiving service 4-6 years	32
		Special Education	35
		Long-Term (completed 6 years)	74

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	53	13	3	32	3	8	74	4	24	159
Total	53	13	3	32	3	8	74	4	24	159

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

### C. Home Language Breakdown and ELL Programs

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

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

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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	28	30	46	21	13	6	158
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>28</b>	<b>30</b>	<b>47</b>	<b>21</b>	<b>13</b>	<b>6</b>	<b>159</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Based on parent choice letters our freestanding ESL program offers 100% of instruction in English. In order to meet the linguistic needs of our ELLs and to comply with Part 154 mandates, Beginner (540 minutes) and Intermediate (360 minutes) ELLs receive the mandated number minutes of ESL instruction and advanced ELLs receive 180 minutes per week. In the high school, grades 9-12, beginner ELLs receive 540 of ESL instruction per week. Students are taught in a two-teacher classroom with a general education teacher and an ESL certified teacher. In addition to this push-in model, our struggling students are offered additional language instruction in a structured pull-out setting with an ESL certified teacher. Our students travel in cohorts with beginning and intermediate ELLs placed in classes that end in '01 and '03 and advanced ELL students placed in classes that end in '02. These students are then mixed with the general school population that is grouped mostly heterogeneously. Beginning and intermediate students are also pulled out by ELL teachers for additional instruction two times per week and they push-in to classrooms at least three times per week.

Our Balanced Literacy approach follows the Workshop Model of Teachers College. This standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing, and foster critical thinking skills. The materials, aligned to the core curriculum, include native language sources and instructional technology to support both English and the primary language of our English language learners. Furthermore, classrooms are print rich with colored word walls, pictures, student work and charts modeling correct language usage. Teachers create opportunities for our ELLs to listen to English and interact with peers in small groups as well as opportunities for ELLs to participate in classroom projects that support language development. Furthermore, all our English language learners are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition, are evident in all our classrooms. Our ESL teacher works with our staff to support scaffolding learning for ELLs in their classrooms across all subject areas. Effective practices such as graphic organizers, semantic maps, modeled writing, and read alouds foster academic language development. Furthermore, teachers receive professional development in scaffolding learning for ELLs and integrating content and language goals for ELLs. Academic language development is fostered by implementing guided reading circles, read alouds, audio books, graphic organizers, and modeled writing.

WRAP tests which measure literacy levels are conducted three times per year in the student's native language to assess student proficiency in their native language.

Our instructional plan for SIFE students include teaching students about the norms of the school environment and assessing them and familiarizing ourselves with their skills in their native language. For students who are newcomers to the country, we help build student's

## A. Programming and Scheduling Information

vocabulary and use kinesthetics to build their English language proficiency. For ELLs who receive services for 4-6 years, we follow the Workshop Model which includes having a print-rich environment, ensuring the students are reading and writing everyday, giving students multiple opportunities to speak in academic settings, and their ability to listen to stories using a "read-aloud" method to help with their reading fluency. For long-term ELLs, we provide students with additional instruction by holding tutorial sessions after school. We also use the Rosetta Stone program with students who need some extra help in the English language.

ESL teachers push into the classrooms with general education teachers using specific ELL strategies such as small group instruction, front loading vocabulary, reviewing good reading and writing strategies with students. This provides academic content area knowledge and accelerate English language development for ELL students.

Some curricular flexibility includes access to stories that are high-interest low-level for students with lower reading levels. Additionally, books that help students comprehend stories by asking them questions as they are reading were purchased to help students gain access to books they would not normally read. Instructionally, ELL teachers attend professional development to help them with developing thoughtful lessons that serve ELL students in the classroom. ELL teachers also collaborate with general education teachers to ensure that lessons meet the needs of ELL students and that scaffolds are embedded into each lesson. Students attend core content classes in a block scheduling format. Therefore, students spend more un-interrupted time in their classes to maximize instruction time with their teachers.

Students all have Spanish as their World Language requirement. All classes are taught in English except for their World Language class which is taught in Spanish.

After school tutorials target students who need more assistance. For example, students are placed based on their individual needs in ELA, math, or ELL interventions. Students work in small groups with their teachers to get extra help in their classes or help with language acquisition. Tutorials take place after school and students are placed in math, ELA, science, and social studies based on their needs. These groups are also flexible; therefore, if students have improved they will be moved to another tutorial group. Use of the native language intervention program is not necessary since our students do not seem to have difficulties in their native language. Some assistance is given in the reading and writing of their native language; however they are proficient in listening and speaking.

When ELL students reach proficiency on the NYSESLAT, we provide continual support for these students for at least two years. We also monitor their academic progress to ensure that they are meeting State Standards.

When we have a group of 15 parents or more who would like a specific program created, we take that into consideration and the program is created.

Rosetta Stone is technology that was purchased to help ELL students with language acquisition. Projectors, Elmos were also purchased in classrooms to help ELL students. Reading books in the student's native language are used at the school as well as Spanish-English dictionaries available to students.

Spanish-English dictionaries are available in each classroom. We also have different workbooks in Core Content area classes to help students acquire the content knowledge. There are some reading books in student's native language that are used as texts in the classroom.

Student's native language is used when the class material prevents students from moving forward in their classroom.

All materials used in the classroom are at grade-level and are age appropriate for student use.

There is a summer bridge program to help ELL students acclimate themselves to the school before the beginning of the school year. Additionally, our school social worker has started a support group called "Los Embasadores" to help students complete their homework in their classes. This group meets daily during lunch.

Electives are offered in English to ELL students.

All staff members receive training in ELL strategies throughout the year. Workshops done in the summer include how to scaffold lessons

## A. Programming and Scheduling Information

for ELL students and how to support them in the classroom. Additionally, outreach is done to families to ensure that we are supporting students and their families. An area we support our staff members is providing them with varying levels of instructional materials based on ELL level. Workbooks help support ELL students from beginning all the way through to proficiency. Our library also reflects texts that support all ELL levels.

During the Summer Professional Development, an entire day is dedicated to supporting teachers with ELL strategies in the classroom.

Additionally, during monthly staff meetings, trainings also occur. The representative from the LIET Teacher Center also works one-on-one

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	school, financial, and other institutions are offered to students to empower parents to make sound decisions for their own families.		
75%	Parents are invited to monthly parent meetings and various topics are discussed from financial planning to community potlucks to athletic celebrations. Parents are contacted via the student's advisor, Skedula (a way for parents to track student's academic performance) and a dialing system which calls parents and send messages.		
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

**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)?

Paste response to questions 1-5 here

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

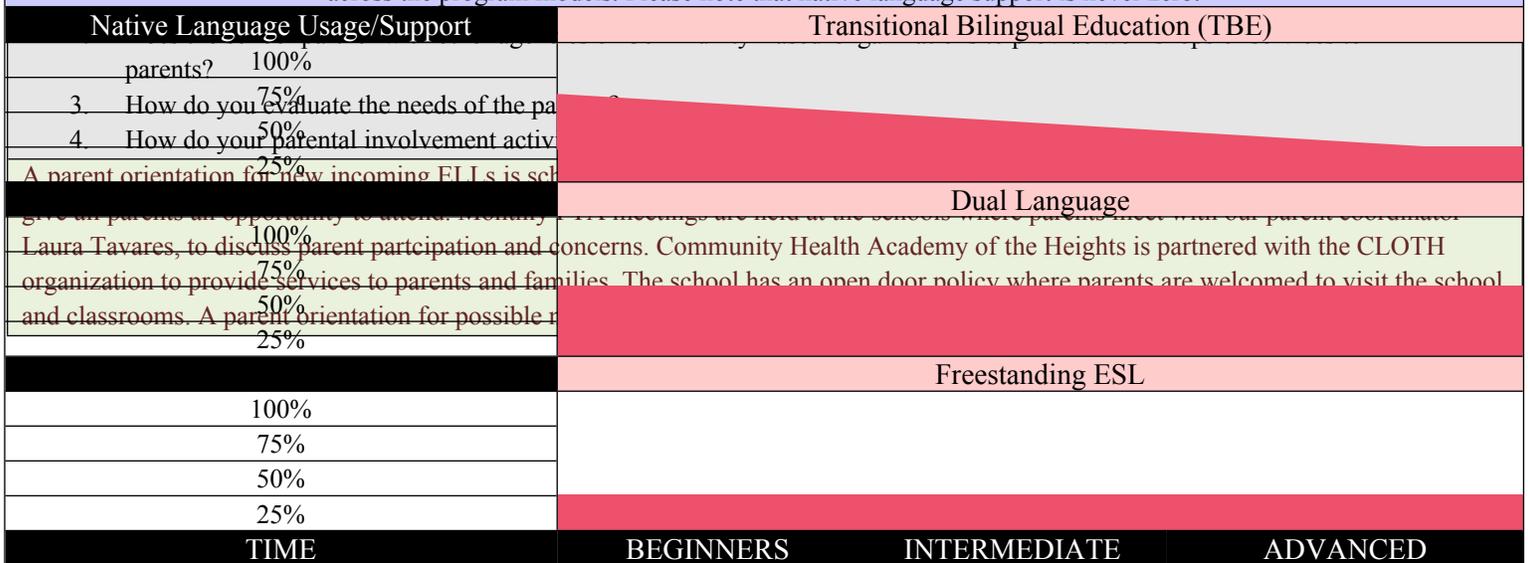
**D. Professional Development and Support for School Staff**

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.

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**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

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4. For each program, answer the following:

## 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.

Paste additional information here

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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## 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?

A parent orientation for new incoming ELLs is scheduled for November 30, 2011. A morning and afternoon session has been scheduled to give all parents an opportunity to attend. Monthly PTA meetings are held at the schools where parents meet with our parent coordinator Laura Tavares, to discuss parent participation and concerns. Community Health Academy of the Heights is partnered with the CLOTH organization to provide services to parents and families. The school has an open door policy where parents are welcomed to visit the school and classrooms. A parent orientation for possible new incoming students in September 2012 is scheduled for Tuesday, November 8, 2011.

# 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)							4	5	9	18	7	3	0	46
Intermediate(I)							1	6	14	16	7	6	1	51
Advanced (A)							9	17	7	13	7	4	5	62
Total	0	0	0	0	0	0	14	28	30	47	21	13	6	159

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							0	1	0	1	2	0	
	I							2	2	1	2	0	0	
	A							13	9	13	3	7	1	
	P							15	14	25	11	6	6	
READING/ WRITING	B							0	5	5	2	2	0	
	I							6	11	21	6	7	1	
	A							16	7	10	6	3	5	
	P							8	3	3	3	3	1	

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	15	13	0	30
7	1	9	14	2	26
8	2	11	25	1	39
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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6	7		14		2		0		23
7	12		16		0		0		28
8	13		25		4		0		42
NYSAA Bilingual Spe Ed					1				1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	21		17		3		0		41
NYSAA Bilingual Spe Ed					1				1

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		6	
Integrated Algebra	14		1	
Geometry	9		1	
Algebra 2/Trigonometry	3		0	
Math				
Biology				
Chemistry	6		1	
Earth Science	10		1	
Living Environment	9		3	
Physics				
Global History and Geography	11		2	
US History and Government	6		3	
Foreign Language	14		14	
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)	0	0	0	0	0	0	0	0
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The assessment tool used to assess the early literacy skills of your ELLs is the Writing and Reading Assessment Profile (W.R.A.P). Our Balanced Literacy approach follows the Workshop Model of Teachers College. This standards-based instruction utilizes a variety of materials that integrate listening, speaking, reading and writing, and foster critical thinking skills. The materials, aligned to the core curriculum, include native language sources and instructional technology to support both English and the primary language of our English language learners. Furthermore, classrooms are print rich with colored word walls, pictures, student work and charts modeling correct language usage. Teachers create opportunities for our ELLs to listen to English and interact with peers in small groups as well as opportunities for ELLs to participate in classroom projects that support language development. Furthermore, all our English language learners are provided with a variety of instructional strategies to assist them in the development of academic language and literacy. The six major types of scaffolding – modeling, bridging, contextualization, schema building, text-representation and meta-cognition, are evident in all our classrooms. Our ESL teacher works with our staff to support scaffolding learning for ELLs in their classrooms across all subject areas. Effective practices such as graphic organizers, semantic maps, modeled writing, and read alouds foster academic language development. Furthermore, teachers receive professional development in scaffolding learning for ELLs and integrating content and language goals for ELLs.

The after-school NYSESLAT preparation program, NYSESLAT and Beyond, provided by Attanasio and Associates, targets our Advanced and long-term ELLs to reach proficiency on the NYSESLAT. Community Health Academy currently serves 56 long term advanced ELLs across all grades 6th, 7th, 8th, and 9th. These students all lack proficiency in reading and writing, and will attend after-school sessions Tuesday and Thursday from 3:00pm to 4:30pm beginning March 24th and ending as the NYSESLAT begins on May 7th, led by two ESL certified teachers. These after-school sessions will follow the NYSESLAT preparation curriculum. Students will each use a workbook, a composition notebook, a thumb drive, and a folder to track their progress. Our NYSESLAT scores are an area of focus for our school and this program will help our students achieve dramatically higher scores.

Our school's data indicated that ELLs have not been meeting annual yearly progress based on the State's assessment of the school. Therefore, the emphasis of a push-in and pull-out model has been implemented this year to ensure that student's needs are being met. Additionally, training all teachers in ELL strategies also helps in the classroom and thoughtful instruction.

The data patterns across grades shows that students have difficulty earning a proficient on the NYSESLAT test and remaining at the proficient level. Also our students have difficulty in reading and writing on the NYSESLAT test which has been addressed by pulling students out and focusing on writing with students. All staff members look at data to determine students needs across grade levels. These needs have been identified in the areas of reading and writing.

The ELL periodic assessment data is used by teachers when looking at strands that students need more instruction in. These strands are then a focus in the classroom and by teachers when writing their lesson plans and developing individual plans for students. Based on last

## 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.

Paste additional information here

## Part VI: LAP Assurances

**School Name:** M 346

**School DBN:** 06M346

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark House	Principal		
Stephania Vu	Assistant Principal		
Laura Tavares	Parent Coordinator		
Yesenia Morel	ESL Teacher		
	Parent		
Rosa Lopez/English	Teacher/Subject Area		
Jean Ellen Murphy/English	Teacher/Subject Area		
	Coach		
	Coach		
Kenia Jeanniton	Guidance Counselor		
Derek Smith	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **06M346** School Name: **Community Health Academy of the Hei**

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

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

**Part A: Needs Assessment Findings**

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

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.

## Part B: Strategies and Activities

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

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

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

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Community Health Academy	DBN: 06M346
Cluster Leader: Debra Maldonado	Network Leader: Derek Smith
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Students are enrolled in an after school program that meets Monday through Friday. The first portion of the program is academic support for one hour. During that time students use the Achieve 3000 program to increase their reading proficiency or take advantage of small group and one-to-one tutoring. The second hour of the program is social where students mix and develop social skills along with conversational language. Some are involved in creating a newsletter, some are creating art projects, while others are playing recreational team games. All of the instruction is in English, but two of the staff members are also fluent in Spanish, the native language of 98% of the ELL participants.

### Part C: Professional Development

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

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

Begin description here: Teachers have been receiving very direct Professional Development this year. Each week they spend one hour reflecting on an aspect of their practice with a mentor. Teachers are also receiving frequent in class feedback and are required to select one vetted outside PD opportunity.

### Part D: Parental Engagement Activities

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

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

Begin description here: All meetings for parents are translated in real time during the meeting. All brochures are sent in the home language. ELL parents are invited to 3 meetings throughout the course of the year to discuss their child's progress in learning English and their satisfaction in the support they are receiving.

### Part E: Budget

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

Allocation Amount: \$0

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