



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: CHOIR ACADEMY OF HARLEM**

**(DISTRICT/ BOROUGH/NUMBER): 05M469**

**PRINCIPAL: DR. A. ELLEN PARRIS**

**EMAIL: EPARRIS@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: GALE REEVES**

**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
Dr. A. Ellen Parris	*Principal or Designee	
Dr. Carolyn Bovell-Box	*UFT Chapter Leader or Designee	
Carlton Berkley	*PA/PTA President or Designated Co-President	
Joyce Farrington	DC 37 Representative, if applicable	
Maurice Horne	Student Representative	
Savonne King	Student Representative	
Lucero Corredor	Member/ UFT	
Tiffany Thompson	Member/ UFT	
Garnell Berkley	Member/ Parent	
Belinda Bryant	Member/ Parent	
Elizabeth Porter	Member/ Parent	
Faith Malonga	Member/ Parent	
Magdalena Dume	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

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 #1 English Language Arts**

To raise the level of comprehension in English Language Arts for students in grades 6-12 through instruction in critical reading, writing, and higher order- thinking skills. By June 2012, students in grades 6-12 will:

1. increase their level of reading comprehension as evidenced by making one year's progress on the ELA Benchmarks for Reading Levels grades 6-8: MS) or obtain a grade of 75 or better on English Regents (grades 9-12 – HS).
2. demonstrate critical reading skills as measured by obtaining at least Grade level proficiency on Acuity Assessments and teacher-created rubrics measuring progress on developing higher order thinking.
3. increase their ability to read key essay test words by 5 words each year through the development of teacher expertise around creating rigor and the assessment of student learning as measured by CCSS Benchmarks for critical Reading, writing, and word study assessment.

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- The needs assessment was generated by student performance on Annual School Progress Report for middle and high school (2010-11). Middle School Progress Report indicated 34.3 (C) out of 60 points for Student Progress and 7.1 out of 25 points for Student Performance on state ELA exam. Same reports for high school indicated 32.3 (C) out of 60 points for Student Progress and 9.4 (F) for Student Performance. In addition, based on the school's Differentiated Accountability Status Report by the New York State Education Department which identified the school as SINI for Middle ELA, the school is currently in Year 1 (Improvement Year) under the category of comprehensive.

### **Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups will include:
  - A school-wide comprehensive critical thinking and higher order questioning initiative developed by teachers for grades 6-12. On grade, as well as, across grade opportunities to plan will ensure rigor and scaffolding of student learning.
  - Ongoing teacher implementation of shared-critical thinking and higher order questioning strategies will be implemented as instruction approaches to critical reading and writing levels.
  - Full day professional development (Nov 8, 2011 and June 7, 2012) to continue school-wide comprehensive focus and to share school vision with staff.
  - Inquiry Teams will each meet monthly (September 2011- June 2012) for ongoing investigation into student learning and social/emotional development.
  - Interval of Periodic Review: Ongoing classroom charts that display inquiries around critical reading skills; teachers developing expertise in teaching critical reading and writing skills and order thinking reflected in lesson-plans and in whole class and small group instruction; daily

teacher lesson plans show evidence of critical reading and writing skills and higher-order thinking instruction for whole class and small groups. Teacher conference and observations assess and monitor student learning; bi-monthly feedback from administrators on professional growth in the teaching of critical reading and writing skills and high-order thinking.

- Instruments of Measure: teacher progress records (from ELA test prep Fridays) 4 times a year for students reading on level and once a month for student reading below level.
- Projected Gains: Higher level of student conversation that delve into the concepts and big ideas in text and the use of good word choice and vocabulary to communicate thinking; students' ability to articulate how critical reading and writing and higher order questioning strategies help to raise their level of reading comprehension.
- Professional Learning Standards will be used as a lens to assess teacher development and performance in supporting teachers in building-on their professional expertise in the area of data analysis and literacy instruction. Teachers will be assessed on one level of the Professional Learning Standards around creating rigor. Teachers will communicate clear learning goals for students. Teachers will use ARIS and other assessment tools to access and analyze student data.
- Network Literacy specialists, and/or data specialist will provide professional development around assessment tools for gathering, analyzing, and monitoring quantitative and qualitative data. The principal and assistant principal will provide training and support to teachers around the Professional Learning Standards and use of the Continuum of Teacher Development rubric. Teachers will share information about student learning with their student's families in ways that improves understanding and encourages academic progress. Interval of Periodic Review: Throughout the year, teachers will use data to focus literacy instruction to students' needs as evidenced by teacher lessons plans and student progress sheets.
- Instruments of Measure: Teachers' formal observation and observation alternatives reflect growth in the areas of planning instruction and assessing learning; teachers' lesson plans that reflect differentiation of instruction based on student assessments; students' progress on word study Assessments.
- Projected Gains: Teachers' use of Professional Learning Standards to develop a common language and vision on the scope and complexity of teaching by which they can define and develop their practice; teachers' growth in the Planning Instruction and Assessing Learning components of the Professional Learning Standards.

b) staff and other resources used to implement these strategies/activities will include: classroom teachers, principal, assistant principal, and teacher data folders

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities will include implementation of Common planning time scheduled so teachers can develop a critical reading and writing continuum aligned to their respective units of study, and Common Core State Standards. In addition there will be opportunities (prep period, C-6 assignment, etc.) and resources (classroom desk top computers) made available for teachers in order to gather information about student's performance from a variety of sources such as ARIS, Student Progress Reports, Student Report Cards, Teacher data folders, etc. Finally, a cadre of teachers will participate in an inquiry process through lesson study and study groups to gather, monitor, and analyze data for a targeted group of at-risk students around the teaching and learning of critical reading and high-order thinking skills. The practice will be evaluated for effectiveness. Teachers will study, research, plan, and implement a change strategy for instruction, monitor progress of targeted group and share the strategy with

the school community as well as in weekly subject, grade level meetings

d) timeline for implementation of all activities and strategies will be September 2011- June 2012

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Workshops facilitated by teaching and administrative staff will be provided to parents on Common Core State Standards, test-taking strategies, increasing literacy, critical reading and writing, and higher-order thinking skills in monthly PA meetings, Open School Week and SLT meetings as well as opportunities for same on Saturdays and after school. Parent involvement will also be initiated through mass mailings which will alert parents to school-based testing/assessment calendar for the school year. Parents will also be encouraged to utilize on-line ARIS portal for student progress reports.

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

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- As all teachers at Choir are deemed HQT base on school system criteria, continued professional development opportunities in identified goal areas will be provided in weekly subject area meetings, monthly faculty meetings, in-school class intervisitations, as well as outside professional development opportunities. To attract additional HQT as needed, school will attend and recruit from pool of qualified applicants at Job/Hiring Fairs, etc.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Service and program coordination will be provided by select school staff (department coordinators/administration) through notification to school community through SLT of school instructional program which will promote school wide goals through programs such as 21<sup>st</sup> Century, Supplemental Educational Services (BELL, SAFS) and Extended Day (37 ½ minutes of additional supplemental instruction to at-risk students.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- The fiscal and human resources that will support the actions/strategies described in this plan may be inclusive in Title 1 SWP, Contract for Excellence, Fair Share Funding, NYSTL for HS, Children First, and Teacher Legacy. Under Teacher Legacy, highly qualified instructional staff (2) will provide supplemental and differentiated instruction under the supervision of one administrator three days a week in Regents prep and school based grants (i.e, 21st Century). Under Title I SWP, the school will be able to provide middle school organization will allow for human resources to deliver double period instruction to grades 6-8 in ELA and science where applicable. Fair Share Funding will generate human as well a fiscal funding for parental involvement workshops and services to special needs population twice per semester. Implementation of any paid goal is dependent on funding and budget availability. All other applicable funding sources described will address instructional materials such as textbooks, technology, and professional development before and after the regular school day.

## ANNUAL GOAL #2 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 #2 Social Studies**

To raise the level of comprehensive and performance for students in the area of Social Studies in grades 6-12 through a focus on specific discipline skills in writing and writing for increase performance on school based and state exams (i.e., Regents). By June 2012 students will:

1. Interpret related text through vocabulary development, pie charts & cartoons
2. Interpret Maps
3. Examine sample Regents questions and identify Tier 1, 2, & 3 words.
4. Box signal words to discover what signal words tell you.
5. Use title, labels, & shapes to complete pie charts.
6. Incorporate dates on tables and lead to bottom pie.
7. Develop a bar, line, graph, etc. on any topic/theme.
8. Examine simple cartoons.
9. Identify symbols on Regents exams.
10. Study body language, gestures, facial expressions, positions and interrelationships between characters on cartoons.
11. Interpret cartoons independently & devise own political cartoon with symbols and titles

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- A needs assessment for this goal was generated by an item analysis of student performance on subject area Regents exams (i.e., Global History, US History & Government and American History, Economics) over a two year period (2009-2011) .

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response.

The research basis for the instructional strategies and activities included herein were “Decoding the Diagram” and Depth of Knowledge Level (3&4) for Science. Also included were the Common Core State Standards for ELA and Mathematics to encompass reading and writing across the discipline areas:

a) strategies/activities that encompass the needs of identified student subgroups will include:

- understanding history of NYS

b) Staff and other resources used to implement these strategies/activities will include classroom teachers, principal, assistant principals, network facilitators, and teacher data folders.

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities will include implementation of Common planning time scheduled so teachers can develop a critical reading and writing continuum aligned to their respective units of study, and Common Core State Standards. In addition, there will be opportunities (prep period, C-6 assignment, etc.) and resources (classroom desk top computers) made available for teachers in order to gather information about student’s performance from a

variety of sources such as ARIS, Student Progress Reports, Student Report Cards, Teacher data folders, etc. Finally, a cadre of teachers will participate in an inquiry process through lesson study and study groups to gather, monitor, and analyze data for a targeted group of at-risk students around the teaching and learning of critical reading and high-order thinking skills. The practice will be evaluated for effectiveness. Teachers will study, research, plan, and implement a change strategy for instruction, monitor progress of targeted group and share the strategy with the school community as well as in weekly subject, grade level meetings.

d) The timeline for implementation will be September 2011-June 2012.

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Workshops facilitated by teaching and administrative staff will be provided to parents on Depth of Knowledge Levels for Science (3 & 4) test-taking strategies, increasing literacy, critical reading and writing in the subject area and interpreting related text through subject related vocabulary, pie charts & cartoons, Maps, sample Regents questions, utilizing title, labels, & shapes to complete pie charts and developing bars, lines, and graph, etc. on any topic/theme during monthly PA meetings, Open School Week and SLT meetings as well as opportunities for same workshops on Saturdays and after school. Parent involvement will also be initiated through mass mailings which will alert parents to school-based testing/assessment calendar for the school year. Parents will also be encouraged to utilize on-line ARIS portal for student progress reports.

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

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- As all teachers at Choir are deemed HQT, to retain such, continued professional development opportunities in identified goal areas will be provided in weekly subject area meetings, monthly faculty meetings, in-school class intervisitations, as well as outside professional development opportunities. To attract additional HQT as needed, school will attend and recruit from pool of qualified applicants at Job/Hiring Fairs, etc.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Service and program coordination will be provided by select school staff (department coordinators and administration) through notification to school community through SLT of school instructional program which will promote school wide goals through programs such as 21<sup>st</sup> Century, Supplemental Educational Services (BELL, SAFS) and Extended Day (37 ½ minutes of additional supplemental instruction to at-risk students.

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- The fiscal and human resources that will support the actions/strategies described in this plan are inclusive Title1 SWP, Fair Share Funding, NYSTL for HS and Teacher Legacy. Title 1 SWP will allow for supplemental instruction opportunities through per session for at least 2 HS teachers once a week for Regents Prep. Additional funding through FSF will provide for rigorous academic instruction in at least one elective subject class (i.e., African American History). All other identified additional funding may provide support for instructional materials such as consumable workbooks, test prep materials (i.e., Acuity) for general education and special needs population.

### ANNUAL GOAL #3 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 #3 Science**

To increase academic rigor and performance in the area of Earth Science for students in grades 6-12 in order to increase passing percentages on city and state examination in Science and student comprehension of the concepts related to the field of science in order to student learning to affect increases in passing percentages on Regents exams in Living Environment & Earth Science. By June 2012 students will:

1. engage in higher order critical thinking skills in the areas of reading and writing in the subject area of Science
2. develop student based science projects (i.e., annual science exit projects for middle school and science fair projects for high school)
3. practice decoding in areas of Rock Cycles, and properties of common minerals
4. read and write in the subject area of Science for student generated research papers, essays and end term projects
5. identify and create diagram for weather and climates, solar system, astronomy, earthquakes, volcanoes, tsunamis, isomaps, and mapping exercises

#### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A needs assessment for this goal was generated by an item analysis of student performance on Regents exams over a two year period (2009-2011) in Earth Science and Living Environment. In addition, based on the school's Differentiated Accountability Status Report by the New York State Education Department which identified the school as SINI for Middle School Science for the 2009-2010 school; the school improved its performance and met AYP for the 2010-2011 school year but we intend to remain focused on this goal.

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

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities being used
- d) The timeline for implementation will be September 2011- June 2012.

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

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Workshops facilitated by teaching and administrative staff will be provided to parents on test-taking strategies, increasing literacy, critical reading and writing in the subject area, higher order critical thinking skills, student based science projects, decoding, writing research papers, essays and end term projects, etc. during monthly PA meetings, Open School Week and SLT meetings as well as opportunities for same workshops on Saturdays and after school. Parent involvement will also be initiated through mass mailings which will alert parents to school-based testing/assessment calendar for the school year. Parents will also be encouraged to utilize on-line ARIS portal for student progress reports.

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

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- As all teachers at Choir are deemed HQT, to retain such, continued professional development opportunities in identified goal areas will be provided in weekly subject area meetings, monthly faculty meetings, in-school class intervisitations, as well as outside professional development opportunities. To attract additional HQT as needed, school will attend and recruit from pool of qualified applicants at Job/Hiring Fairs, etc.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Service and program coordination will be provided by select school staff (department coordinators and administration) through notification to school community through SLT of school instructional program which will promote school wide goals through programs such as 21<sup>st</sup> Century, Supplemental Educational Services (BELL, SAFS) and Extended Day (37 ½ minutes of additional supplemental instruction to at-risk students).

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- The fiscal and human resources that will support the actions/strategies described in this plan are inclusive in Title1 SWP, Contract for Excellence, Fair Share Funding, Children First, and Teacher Legacy. Under Title 1 SWP, human resources will be allocated to support school organization for double period instruction in Science on the middle school level for direct instruction through a lab period for Earth Science at least 3 days a with under 1 lab technician. In additional fiscal and human resources will be provided through remaining resources textbooks, consumable lab related materials for student use for student project based assignments.

## ANNUAL GOAL #4 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 #4 Mathematics**

To increase the level of proficiency in the area of mathematics for students in grades 6-12 through rigorous instruction in which will result in increases in passing percentages for subject classes, level proficiency on city/state Math exams (grades 6-8), and in number and passing percentages on Regents examinations in mathematics (grades 9-12). By Jun 2012, students will:

- Identify Common Core Mathematical Practices,
- Engage in problem solving & critical thinking through reading and writing in the subject area which is inclusive, yet not limited to open-ended responses, word problems, and engagement in real world applications,
- Utilize Math rubrics to assess own work,
- Engage in Accountable Talk, and
- Create Student based Portfolios

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A needs assessment for this goal was generated by an item analysis of student performance on city assessments in Math and state Mathematics Regents exams over a two year period (2009-2011). In addition, based on the school's Differentiated Accountability Status Report by the New York State Education Department which identified the school as SINI for high school Math, the school is currently in Year 2 (Corrective Action) under the category of Comprehensive.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response Based upon the research of Stein and Smith (Implementing Standards-based Mathematics Instruction) and Webb's in-depth knowledge of levels the following instructional strategies and activities will be addressed:

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities:
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- a) Students will be introduced to the Common Core Mathematical Practices as well as the Choir Academy Problem Solving Checklist.
    - The steps to solving word problems and utilizing key vocabulary words (15 per month-on going)
    - Students will work on open ended response questions and use a math rubric to evaluate their work as well as another classmates.
    - Students will learn the differences between mathematical tasks and exercises
    - Student will practice justifying their answers both orally (using accountable talk) as well as written responses.
    - Students will assemble portfolios of exemplar work.

**Strategies to increase parental involvement**

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Workshops facilitated by teaching and administrative staff will be provided to parents on test-taking strategies, test item analysis, critical thinking skills increasing literacy in mathematics (reading and writing for comprehension), problem solving, accountable talk, developing vocabulary and student portfolios during monthly PA meetings, Open School Week and SLT meetings as well as other opportunities for same workshops on Saturdays and after school. Parent involvement will also be initiated through mass mailings which will alert parents to school-based testing/assessment calendar for the school year. Parents will also be encouraged to utilize on-line ARIS portal for student progress reports.

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

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- As all teachers at Choir are deemed HQT, to retain such, continued professional development opportunities in identified goal areas will be provided in weekly subject area meetings, monthly faculty meetings, in-school class intervisitations, as well as outside professional development opportunities. To attract additional HQT as needed, school will attend and recruit from pool of qualified applicants at Job/Hiring Fairs, etc.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Service and program coordination will be provided by select school staff (department coordinators and administration) through notification to school community through SLT of school instructional program which will promote school wide goals through programs such as 21<sup>st</sup> Century, Supplemental Educational Services (BELL, SAFS) and Extended Day (37 ½ minutes of additional supplemental instruction to at-risk students).

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The fiscal and human resources that will support the actions/strategies described in this plan are inclusive in Title Title1 SWP, Contract for Excellence, Fair Share Funding, NYSTL for HS, Children First, and Teacher Legacy. It is the goal to have 1-2 teachers provided after school and Saturday enrichment to meet these goals during the Winter and Spring 2012 semesters.

## 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 Performing Arts**

To increase the credit accumulation of students in the area of Performing Arts in grades 6-12 in order to meet state mandates for the Performing Arts inclusive of Art, Instrumental Music and Choir by June 2012:

1. An additional Performing Choir (All Male) will be established inclusive of students in grades 6-12 as well as special needs students.
2. Students will increase credit accumulated in performing arts under the categories identified by at least 1 to 1.5 credits per year, maximizing meeting Common Core Standards.

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A need which generated this goal was the overall graduation rate of general and special needs students acquiring IEP, General, and Local diplomas as opposed to Regents and Advanced Regents Diplomas for the academic year 2010-2011.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- e) strategies/activities that encompass the needs of identified student subgroups,
- f) staff and other resources used to implement these strategies/activities,
- g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- h) timeline for implementation.

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

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Workshops facilitated by teaching and administrative staff will be provided to parents on test-taking strategies, test item analysis, critical thinking skills increasing literacy in mathematics (reading and writing for comprehension), problem solving, accountable talk, developing vocabulary and student portfolios during monthly PA meetings, Open School Week and SLT meetings as well as other opportunities for same workshops on Saturdays and after school. Parent involvement will also be initiated through mass mailings which will alert parents to school-based testing/assessment calendar for the school year. Parents will also be encouraged to utilize on-line ARIS portal for student progress reports.

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

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- As all teachers at Choir are deemed HQT, to retain such, continued professional development opportunities in identified goal areas will be provided in weekly subject area meetings, monthly faculty meetings, in-school class intervisitations, as well as outside professional development opportunities. To attract additional HQT as needed, school will attend and recruit from pool of qualified applicants at Job/Hiring Fairs, etc.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Service and program coordination will be provided by select school staff (department coordinators and administration) through notification to school community through SLT of school instructional program which will promote school wide goals through programs such as 21st Century, Supplemental Educational Services (BELL, SAFS) and Extended Day (37 ½ minutes of additional supplemental instruction to at-risk students).

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- The fiscal and human resources that will support the actions/strategies described in this plan are inclusive in Title Title1 SWP, Contract for Excellence, Fair Share Funding, NYSTL for HS, Children First, and Teacher Legacy. If funding permits, the school will use an external vocal coach to provide the all male choir professional support and preparation.

## ANNUAL GOAL #6 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 # 6 Overall Differentiated Accountability**

1. To increase the performance of students in middle and high school ELA.
2. To improve state accountability in high school mathematics.

### **Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

- The need which generated this goal was the 2011-2012 School Differentiated Accountability Report by the New York State Education Department which identified the school as a School In Need of Improvement in the areas of middle and high school English Language Arts (Year 1), and high school Math (Year 2). The overall status of the school is Corrective Action – Year 2 due to mathematics.

### **Instructional strategies/activities**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- i) strategies/activities that encompass the needs of identified student subgroups,
- j) staff and other resources used to implement these strategies/activities,
- k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities will include
- l) The timeline for implementation will be September 2011 – June 2012.

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

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Workshops facilitated by teaching and administrative staff will be provided to parents on graduation requirements, Special Education mandates and reporting, SEISS, working with one-to-one paraprofessionals, and mainstreaming during monthly PA meetings, Open School Week and SLT meetings as well as other opportunities for same workshops on Saturdays and after school. Parent involvement will also be initiated through mass mailings which will alert parents to school-based testing/assessment calendar for the school year. Parents will also be encouraged to utilize on-line ARIS portal for student progress reports.

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

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- As all teachers at Choir are deemed HQT, to retain such, continued professional development opportunities in identified goal areas will be provided in weekly subject area meetings, monthly faculty meetings, in-school class intervisitations, as well as outside professional development opportunities. To attract additional HQT as needed, school will attend and recruit from pool of qualified applicants at Job/Hiring Fairs, etc.

**Service and program coordination**

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Service and program coordination will be provided by select school staff (department coordinators and administration) through notification to school community through SLT of school instructional program which will promote school wide goals through programs such as 21st Century, Supplemental Educational Services (BELL, SAFS) and Extended Day (37 ½ minutes of additional supplemental instruction to at-risk students).

**Budget and resources alignment**

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- The fiscal and human resources that will support the actions/strategies described in this plan are inclusive in Title Title1 SWP, Contract for Excellence, Fair Share Funding, NYSTL for HS, Children First, and Teacher Legacy. It is the goal to have 1-2 teachers provided after school and Saturday enrichment to meet these goals during the Winter and Spring 2012 semesters.

**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>	34	13	10	10	16	16	16	3
<b>7</b>	25	15	12	12	18	18	18	0
<b>8</b>	23	16	16	16	12	12	12	0
<b>9</b>	15	11	11	11	9	9	9	0
<b>10</b>	17	9	12	12	10	10	10	2
<b>11</b>	12	8	10	10	2	2	2	0
<b>12</b>	7	10	12	11	8	8	8	0

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
<b>ELA</b>	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, The Bell Foundation and 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.
<b>Mathematics</b>	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 is a web based programs that provide tutoring and test prep materials as well as math lessons to improve 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 Read 180 is a web based computer program which will be used for grades 6-12 and special education to help improve student competencies.
<b>Science</b>	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.
<b>Social Studies</b>	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.
<b>At-risk Services provided by the Guidance Counselor</b>	Conduct individual and group counseling sessions to help student reduce stress, increase self-esteem, develop positive social skills and enhance multicultural understanding. Organize regent’s prep and SAT classes to achieve success in test taking scores. Establish articulation goals for middle school and high school students. Work with students on problem solving and decision-making skills by providing students with information related to career interest. Conduct leadership workshops for students in collaboration with school staff to develop community activities projects.

<b>At-risk Services provided by the School Psychologist</b>	Include counseling/consultation with teacher, consultation with parents, functional behavioral assessment, behavior intervention plans designed to address the students' individual needs.
<b>At-risk Services provided by the Social Worker</b>	Counseled students as per their Individual Educational Plan (IEP) mandates. Meet with individual parents regarding student's special needs and jointly develop a plan. Provide crisis management and intervention for students at risk of failing and/or with social and individual emotional needs. Refer family to vocational and mental health related programs such as; substance abuse services, mentoring programs and psychological therapy.
<b>At-risk Health-related Services</b>	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.

## **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, Choir Academy of Harlem, 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. The Choir Academy of Harlem 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;

The Choir Academy of Harlem's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The Choir Academy of Harlem 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, 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 to serve as a liaison between the school and families. The Parent Coordinator 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 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***

Choir Academy of Harlem, 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent 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.

## **TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **Parental Involvement Policy**

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

We will increase parent involvement with events where children are on display. For example: Outside school Concerts at various city venues, Holiday Concert, School Spring Concert, Honor Roll Award Ceremonies, Field Day, College Tours, School Articulation Fairs, Science and Performing Arts Fairs, End of the Year Awards Ceremony and After School Sports Program. Choir Academy will also have more workshops which will include the male parents/guardians

Parents will also be inclusive all the Performance Choir engagements as well as performances by the School Band and Dance Troupe.

In addition, we will foster and promote an increase in opportunity for Parent workshops or meetings other than Parent Association meetings. These will include joint ventures such as a Multicultural Fair, a Father & Son Basketball Game, Family Game Night, a Parent-Student-Teacher Talent Show, a Mother's/Father's Day Celebration, and Parent initiated fundraisers.

### **Choir Academy Parent Compact**

Choir Academy of Harlem Parents' Responsibilities.

As a parent/guardian of a Choir Academy of Harlem student, I pledge to:

- 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 may affect my child's learning process.
- Parental patrol during lunch periods and special events.

In addition, the school does notify parents through regular mailings, automated calling and through the Annual Title 1 Parent Meeting held in September 2011 and the PIP distributed to Title I parents at this meeting of all ongoing and future communication accessible to all parents of students attending the Choir Academy of Harlem

## 2RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 05M469

**School Name:** Choir Academy of Harlem

*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

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### **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.

The school was cited for low test scores in ELA and Science in the MS. In the 2010-2011 school, 26 students in the middle school failed the mandated ELA exam. Our data indicates that 17 high school students failed the Math regent's exam.

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.

We will offer additional smaller classes afterschool for tutoring in MS ELA and Science to prep students for standardized test. We will encourage HS math students to focus more in math by afterschool classes which will include interactive ways of learning math. Computer software will be used in classes to provide Professional Development for staff the goal of increasing student performance and achievement.

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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.

We will continue to work with our network leaders, coaches and teachers to explore the best practices in student achievement and performance. We will increase professional development geared towards MS ELA and Science.

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

Coaches and Academic Coordinators are also mentoring through Professional Development as a way to provide high quality strategies. All new teachers will be paired with veteran teachers as mentors. Our mentors utilize a research based framework such as Danielson; to make certain that they are focusing on areas they know will improve teacher practice and student performance. In addition, our teachers and mentors work together on teacher inquiry teams to look at student work and performance data so that teacher practice and curricula can be adjusted to best meet the needs of our students.

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.

Host on going monthly parent meetings to notify parents about the schools identification or improvement their child/children involvement requirements under Title 1, Part a Section 1118 and other applicable sections under the NCLB Act. The school will provide written resources to our parents, telephone communications, as well as school the phone blast. The Parent Coordinator will provide parent workshops to assist parents and families and sharing information and understanding their school in need of improvement funding, and make certain that the extent possible all communications are provided in a language that parent can understand.

**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>CFN603</b>	District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>469</b>
School Name <b>Choir Academy of Harlem</b>			

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

Principal <b>Dr. A. Ellen Parris</b>	Assistant Principal <b>Annette H. Parker</b>
Coach <b>LaVerne Christian, Literacy</b>	Coach <b>Tiffany Thompson, Math</b>
ESL Teacher <b>type here</b>	Guidance Counselor <b>Alecia Hazzard</b>
Teacher/Subject Area <b>Ms. Lisa Burroughs</b>	Parent <b>Carlton Berkley</b>
Teacher/Subject Area <b>Lucero Corredor, Special Ed.</b>	Parent Coordinator <b>Lorraine White</b>
Related Service Provider <b>Patricia Williams</b>	Other <b>type here</b>
Network Leader <b>Lawrence Pendergast</b>	Other <b>type here</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>0</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>23</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>1</b>		

### D. School Demographics

Total number of students in school	<b>345</b>	Total Number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>2.32%</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. 

Pas 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 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:

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 six 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 16 year. She reviews the HLIS, does informal & formal interview, 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
- Lisa Burroughs is also the Schools Recruiter. Giving 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 Annette H. Parker 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 Lorraine White and Lisa Burroughs when first interviewing and auditioning for Choir Academy. As such, they play 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. Parker, 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. Parker, 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

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
	6 <input type="radio"/>	7 <input type="radio"/>	8 <input type="radio"/>	9 <input type="radio"/>	10 <input type="radio"/>	11 <input type="radio"/>

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

Transitional bilingual education program	Yes <input type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="radio"/>	No <input 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
<b>Total</b>	<b>0</b>													

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	2

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
Dual Language										0
ESL										0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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 L	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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 8

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 7

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 1

**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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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 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?

#### 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 2011- August 2012 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 and 7 and single period for grades 10 and 11. Our ELL students have classes in all the content areas. ELL students are programmed for an 9 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,

## A. Programming and Scheduling Information

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 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 11th 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, which is our 9th period after school programs, and Saturday 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

## A. Programming and Scheduling Information

are advanced. For those who are not proficient to pass the NYS Regents Exams, we offer component testing and RCT.

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. 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

### 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%	are on task and focused on the regular English teacher and the pull-out teacher plan together so that all of the students are getting the best instruction possible.		
75%			
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?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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.

## 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?
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5. Choir Academy of Harlem's targeted intervention programs for ELLs in ELA, Math, and other content areas (specifying ELL subgroups targeted.) List 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 area
7. On-line test prep and general curricula support in the four core areas ( Study Island during and after school.)
8. After school SAS on-line program The Bell Foundation focusing in Math and ELA
9. Sports and Arts in School Foundation (SASF) support academic success and engage students in mind and bodies
10. Mentor program
11. Guidance

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 " The Bell Foundation" a 10:1 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.

## 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)
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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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:

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3. Saturday Academy
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9. Sports and Arts in School Foundation (SASF) support academic success and engage students in mind and bodies
10. Mentor program
11. Guidance

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7. New Programs or improvements hat will be considered for th upcoming school year include " The Bell Foundation" a 10:1 tutoring program that allows students to move at their own pace and gives them practice reading, writing and holding wirtten 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.

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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.

**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.

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: professional learning community- monitoring progress through group share Effective teaching ans 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

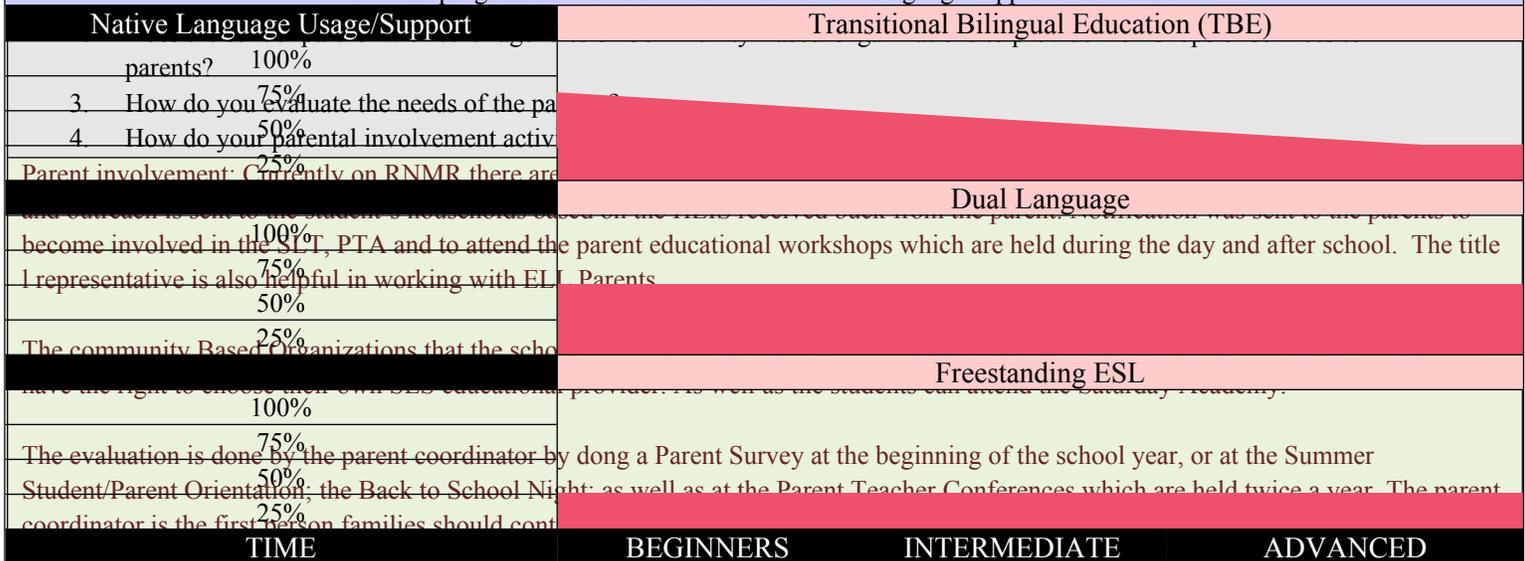
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June:

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

**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.

## 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 8 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 Bell Foundation programs. The parents have the right to choose their own SES 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.

## 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?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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 area
7. On-line test prep and general curricula support in the four core areas ( Study Island during and after school.)
8. After school SAS on-line program The Bell Foundation focusing in Math and ELA
9. Sports and Arts in School Foundation (SASF) support academic success and engage students in mind and bodies
10. Mentor program
11. Guidance

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 27+ on the NYSESLAT exam, we continue to give them support for one

## 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.
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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 " The Bell Foundation" a 10:1 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.

## B. Programming and Scheduling Information--Continued

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## Additional Information

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The home languages of our ELL students are as follows: 6th grade -2 students speak Spanish; 7th grade – 2 students speak Spanish; 7th grade- 1 student speaks Mandnka; 10th grade- 1 student speaks Spanish; 11th grade- 2 students speak 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)?

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## D. Professional Development and Support for School Staff

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## 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	0	0
Intermediate(I)							1	2	0	0	1	1	1	6
Advanced (A)							1	0	0	0	0	1	0	2
Total	0	0	0	0	0	0	2	2	0	0	1	2	1	8

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							1	1			1		
	P							1	1				2	
READING/ WRITING	B													
	I							1	3			1		
	A							1				1	1	
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	1			2
7	3				3
8					0
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			1		1				2
7			2		1				3
8									0
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									0
8									0
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	2		0	
Integrated Algebra	2		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2		0	

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	2		0	
Physics				
Global History and Geography	2		0	
US History and Government	2		0	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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.

Assessment tools include NYSESLAT, State Math and ELA exam, Regents, Exams, Teacher generated assessment tests, class Work, Conferences for writing and reading. Patterns across the NYSESLAT modalities reading/writing- Listening/speaking affect instructional decisions by informing us which of the skills sets are in need of support and supplemental instruction in addition to regular class work is given. We place the ELL students who are in need of extra support in to after school and other tutoring programs to address areas of concern.

Across the grade, the data pattern reveals that most of our ELL student and either advanced, intermediate, 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 in on the ELA and Math even with advance and proficient, 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. Over all of the students taking regents passes except one in the area of Algebra. This is an indication that our students are proficient enough

## 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.

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## Part VI: LAP Assurances

<b>School Name: <u>Choir Academy of Harlem</u></b>		<b>School DBN: <u>05M469</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. A. Ellen Parris	Principal		11/23/11
Annette H. Parker	Assistant Principal		11/23/11
Lorraine White	Parent Coordinator		11/23/11
Patricia Williams	ESL Teacher		11/23/11
Carlton Berkley	Parent		11/23/11
Lisa Burroughs, ELA	Teacher/Subject Area		11/23/11
Lucero Corredor, Special Ed	Teacher/Subject Area		11/23/11
LaVerne Christian, Literacy	Coach		11/23/11
Tiffany Thompson, Math	Coach		11/23/11
Alecia Hazzard	Guidance Counselor		11/23/11
Lawrence Pendergast	Network Leader		1/23/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 05M469      **School Name:** Choir Academy of Harlem

**Cluster:** CFN      **Network:** 603

**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.

Home language identification surveys and parent teacher conferences are used to determine what translation services are needed. According to the HLIS most of the families speak Spanish, , 1 family speak african languages. When students enroll, his/her parents are asked to complete the HLIS in the company of a supervising pedagogue, who also interviews the student. The parent indicate their preferred language of communication on the HLIS. For those LEP students on register, based on the HLIS and the RHLA - ATS report, all school announcement and communications sent to homes - including dates and times of PTA meeting, lunch forms, special events, individual academic updates, graduation requirement, etc - are issued in English and Spanish ,as needed, as well as other language spoken at home. Essential information about students and their parents who may require language and translation interpretation is maintained on "Blue Cards" accessible to administration, teachers. Information including home language preferences, is updated at the beginning of each term. Administration also regularly checks ATS data, including RHLA and RLER reports.

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.

City And State written communication is available in all the languages available as per Chancellor's regulations. School based written communication is available for all parents in their native languages . School based and or district interpreters are available for teacher-parent conferences, workshops and school meetings such as Parent Association and assemblies.The data indicates that translation and interpretation are predominately needed for the Spanish language speakers. The parent coordinator report additional findings 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.

Documents that are not available from the website are translated by in-house school staff and or outside providers. All parents of ELLs students receive documents at the beginning of each school year. We have provided signs where parents can point the language of their choice for us to either call or make appointments for an interpreter to be available for them. All other parent communication is distributed to all parents at the same time. We use software to translate documents to languages available via Internet. "google translator and BABEL are some of the software we use to translate for parents. Written translation is provided by school staff in Spanish. Other languages are provided by outside vendors. The current language status of each family is maintained in the ATS system. That data is provided by parents in their program selection form. .

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.

Oral interpretation is provided by school personnel for Spanish speaking parents and/or outside interpreters as needed. Parents of ELLs meet with the parent coordinator in order to determine the language parents want to be communicated by. Such support enables parents to integrate education into family and home activities. The current language status of each family is maintained in the ATS system. That data is provided by parents in their program selection form.

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>.

Parents of English language Learners will be notified of all opportunities that relate to programs and services of their child's education. The Chancellor's Regulations will be distributed to parents in their home language and informative workshops will be offered to parents.

In  
addition:

- a. Parents receive a copy of the Bill fo Rights and Responsibilities, and
- b. Languages available in translation are posted in the guidance counselors offices and in the office of the parent coordinator.