



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: COMMUNITY HEALTH ACADEMY OF THE HEIGHTS

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

PRINCIPAL: MARK HOUSE

EMAIL: MHOUSE@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mark House	*Principal or Designee	
Rob Karp	*UFT Chapter Leader or Designee	
Deborah Mendez	*PA/PTA President or Designated Co-President	
Alex Calderon	DC 37 Representative, if applicable	
Jon-Paul Dyson	CBO Representative, if applicable	
Jennifer Villa	Member/Teacher	
Jose Tapia	Member/Parent	
Monica Entzminger	Member/Teacher	
Chelsea Pagan	Member/Student	
Joshua Rojas	Member/Student	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

In our SQR one Major Recommendation, found on page 5 was to "Build consistency into teacher practice to ensure that strategies and routines align to the school's beliefs about how students learn best and results in expanded student thinking. (1.2)"

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Students will strive to increase the rigor in classes. As a school we have implemented a Mastery Initiative requiring all students to receive at least an 80 overall grade point average and a score of at least 80 on all performance tasks. Also, students will be required to redo and resubmit work that is not considered to have met mastery, in order to attain credit for class. Students who do not meet mastery but are making progress (79-65) toward mastery will receive a P (promotion in doubt) grade until mastery is achieved. Students will have the following trimester to reach mastery and if they do not the P grade will become a numerical grade of 55. Students with significant deficiencies in attendance (NYS Seat Hour Requirements) or academically disengaged will have the following trimester to reach mastery. Students will receive a grade of 55 for any average from 64-55.

Instructional strategies/activities

1. Summer PD 2012
2. Regular meetings with students and parents to inform them of new requirements.
3. A strong intervention plan that consist of after school tutoring, Saturday school, parent outreach, regular grade reports and rubrics that clearly defines mastery.
4. Regular review and reinforcement of Mastery Initiative disseminated to staff, students and parents.
5. Modified Summer School program that now is focused on students continuing the process of redoing and resubmitting work for the regular calendar year; in pursuit of mastery that has yet to be achieved.
6. Creation of an appeal process for English Language Learners and Special Education students that demonstrate a high level of growth but has not met the mastery requirement in a specific content area.
7. Using newly founded PSAL sports teams eligibility as a motivating factor for students to achieve and maintain mastery in all subjects.
8. Bi-Monthly department meetings that examine performance task, attached rubrics that clearly stated requirements to reach mastery and evaluate the effectiveness of said rubric, examine student samples of performance task, and share best practice among departmental staff.

Provide frequent meaningful feedback on student work as it relates to the Mastery Rubric.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority SWP

Service and program coordination

We will use Tax Levy Funds to implement this goal. We will also be using Priority SWP money to help us implement this goal by appointing a staff member to oversee Special Education and ELL appeals and disseminating resources to enhance parent involvement.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

In our SQR one Major Recommendation, found on page 4 was to "Ensure that the curricula reflects key standards and provide a wide range of rigorous learning experiences across classrooms in order to accelerate growth for targeted groups of students."

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

The school will transition to the Common Core Learning Standards by ensuring that two CCLS-aligned unit has been taught in each core course by June 2013

Instructional strategies/activities

1. Teachers will have two unit maps drafted by February 2013 that are aligned to CCLS as well as the current state standards to ease the transition
2. One department team meeting in March 2013 will be dedicated to colleague reviews of unit maps to be revised and taught by June 2013

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority SWP

Service and program coordination

- We will use Tax Levy Funds to implement this goal. Our Priority SWP funds will also help support this goal mainly because we are able to provide after school tutoring for students.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

In our SQR one Major Recommendation, found on page 5 was to "Develop short-term goals for both the school and teacher teams, and process to adequately measure and monitor progress, to make relevant mid-course corrections towards meeting long-term goals. (5.3)"

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies
 4.3 Comprehensive plans for teaching

4.4 Classroom environment and culture
 4.5 Use of data, instructional practices and student learning

Annual Goal #3

The school will work to increase teacher effectiveness through self evaluations and at least two formal and six (6) mini-observations by the administrative team by June 2013.

Instructional strategies/activities

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

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority SWP

Service and program coordination

We will use Tax Levy Funds to implement this goal. Priority SWP funds will be used to send teachers to relevant professional development opportunities during the summer and the school year.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- There were no major findings regarding student social and emotional developmental health in our Quality Review.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

The school will increase the integration of the school’s community health theme into the curriculum by June 2013 through the instruction of 5 pilot courses in which the theme has been carefully integrated.

Instructional strategies/activities

1. Five (5) teachers will be selected to instruct the Fundamentals
2. Working sessions will be scheduled and conducted on our curriculum days with a consultant from Columbia Presbyterian Hospital
3. Three (3) review sessions will be planned at which the work will be evaluated by the School Leadership Team.
4. Revisions to the Fundamentals curriculum will be made based on feedback from the SLT.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

We will use Tax Levy Funds to implement this goal.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

There were no major findings in our Quality Review regarding family and community engagement.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

The school will strengthen its partnerships with the three affiliated Community Based Organizations (CBOs)-- Community League of the Heights (CLOTH), Columbia Presbyterian Hospital, and Columbia Medical School-- by June 2013 by jointly hiring a community resource coordinator and members will be ask to sit on a Advisory Board.

Strategies to increase parental involvement and engagement

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

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority SWP

Service and program coordination

- During the course of the year the school will work with our lead CBO to implement a UFT Community Schooling Grant to strengthen our partnership. Additional Priority SWP funds around parent engagement will also be used.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<i>Numbers are subject to fluctuate and are best found in the SESIS system which is kept up to date.</i> 76	Small group and one-on-one	During the day
Mathematics	<i>Numbers are subject to fluctuate and are best found in the SESIS system which is kept up to date.</i> 76	Small group and one-on-one	During the day
Science	<i>Numbers are subject to fluctuate and are best found in the SESIS system which is kept up to date.</i> 70	Small group and one-on-one	During the day
Social Studies	<i>Numbers are subject to fluctuate and are best found in the SESIS system which is kept up to date.</i> 70	Small group and one-on-one	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<i>Numbers are subject to fluctuate and are best found in the SESIS system which is kept up to date.</i> 26	Small group and one-on-one	During the day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In the previous school year we had an extraordinarily low teacher turnover. The positions we hired for were all new positions created to meet the demands of our student population, including an additional ESL instructor, and additional science teacher and an additional guidance counselor. We have a full time mentor on site for our teaching staff through the UFT teacher center. All new teachers have weekly meetings with the principal for support and coaching. Teacher retention, effectiveness and satisfaction were all cited as items the school does well in the Quality Review. We continue to provide differentiated professional development options for all our teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Debra Maldonado	District 6	Borough Manhattan	School Number 346
School Name Community Health Academy of the Heights			

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

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

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

D. School Demographics

Total number of students in school	462	Total Number of ELLs	159	ELLs as share of total student population (%)	34.42%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							14	28	30	47	21	13	6	159
Total	0	0	0	0	0	0	14	28	30	47	21	13	6	159

B. ELL Years of Service and Programs

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

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							14	28	30	46	21	13	6	158
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	14	28	30	47	21	13	6	159

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

Electives are offered in English to ELL students.

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

A. Programming and Scheduling Information

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

During the Summer Professional Development, an entire day is dedicated to supporting teachers with ELL strategies in the classroom. Additionally, during monthly staff meetings, trainings also occur. The representative from the UFT Teacher Center also works one-on-one with teachers throughout the year on how to support ELL students in the classroom.

Parents needs are evaluated on a one-on-one basis. With our school partners, ESL classes, GED classes, parenting tips, navigating the school, financial, and other institutions are offered to students to empower parents to make sound decisions for their own families. Parents are invited to monthly parent meetings and various topics are discussed from financial planning to community potlucks to athletic celebrations. Parents are contacted via the student's advisor, Skedula (a way for parents to track student's academic performance) and a dialing system which calls parents and send messages in the parent's native language.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

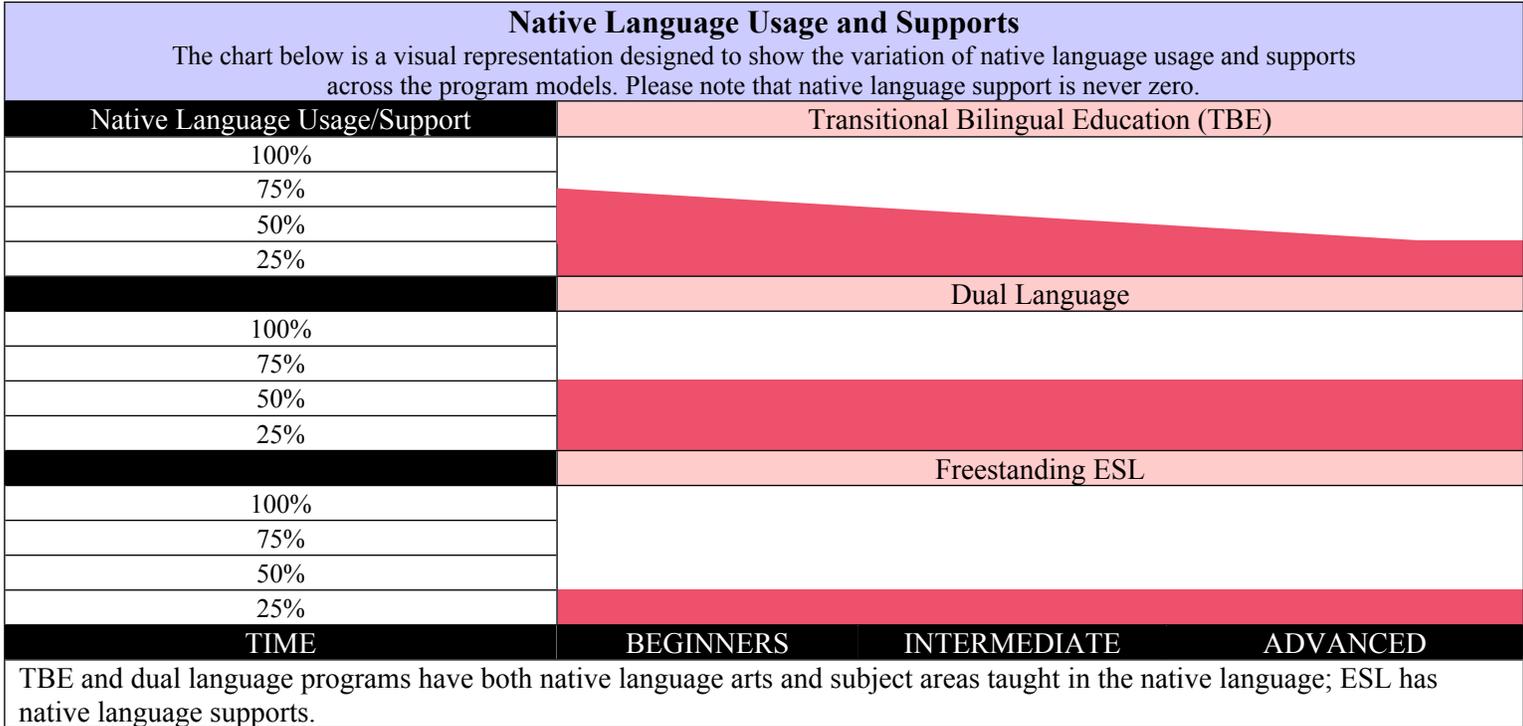
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

The Title III program at the Community Health Academy will implement two comprehensive after-school programs designed to increase English proficiency and improve NYSESLAT performance. The first after-school program will target our Beginner and struggling Intermediate students to gain English proficiency through an accelerated computer assisted language immersion program called Rosetta Stone in the Classroom. The second after-school program will target our Advanced and long-term ELLs to reach proficiency on the NYSESLAT exam with a comprehensive NYSESLAT preparation program by Attanasio and Associates.

The after-school computer assisted language learning program using Rosetta Stone in the Classroom will serve 13 Beginner and two struggling Intermediate students (grades 6th-9th) Monday, Wednesday, and Thursday from 3:00pm to 4:30pm. The program begins March 23rd and extends through June 3rd. Students will work with their specific level program and two ESL certified teachers will guide instruction. This program brings explicit English language instruction to our beginner ESL students. These beginner ELLs are a struggling population at our school and need additional targeted language instruction to supplement the general education curricula. The Rosetta Stone Language Immersion Program for the Classroom has been thoroughly researched and proven effective for rapidly increasing student English literacy. The three level program is tailored to meet the individual needs of our ELL students. Additionally, this data driven instruction lends itself to thoroughly tracking our students' literacy growth along the four modalities (reading, writing, listening, and speaking) assessed annually by the NYSESLAT. This interactive computer based program is engaging and will dramatically increase our students' English language acquisition. Students will each work with their individualized Rosetta Stone program using a lap top, head set, thumb drive, tracking folder, and composition notebook for reflection.

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

Both after-school programs will require that our students save their work on the computers at school onto a thumb drive to be completed at home and on other computers. Each of the students participating in the after-school ESL programs will require a thumb drive, a composition notebook, and a folder. Students will regularly have reflective assignments to be completed in their composition notebooks and will chart their progress on the assessments in their tracking folders. This supplies are necessary for effective implementation of both after-school programs.

Our school instructional Title III program also includes high quality professional development for our ESL certified teachers. Our three ESL teachers will attend professional development opportunities offered by the OELL. In order to improve our teaching practice based on relevant scientific research our ESL educators will improve their teaching practice through these professional development opportunities. To supplement our ELL students' social studies curriculum, ELL students will be provided graphic historical novels to introduce them to the concepts prior to learning the content in their general education social studies classroom. This graphic historical fiction series by Stone

Arch will provide our ELL students with the necessary supplemental, schema building, information necessary for them to comprehend the social studies content. These texts will be available for ESL student to use outside of the classroom, at home, or during tutoring sessions.

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

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.

All three ESL certified teachers will attend two professional development sessions offered by the OELL. Our student data indicates that writing must be of primary focus for our ELL students, therefore, all teachers will attend Writing in the Content Areas for ELLs on May 18th and 19th from 8:30-3:00pm. Three substitutes will be hired/coverages will be assigned while these teachers are attending the PD session. Two ESL certified teachers will also attend Beating the Odds: Best ELL Practices for Outstanding Results on June 4th from 8:30-3:00pm. Two substitutes will be hired/coverages will be assigned while these teachers are attending the PD session. One ESL certified teacher will attend Manhattan QTEL Building the Base with Curriculum Development on April 2-3, May 4-5, and June 8-9 from 8:30-3:00pm. The primary focus of all three Professional Development Sessions is implementing effective strategies and differentiated curriculums to increase English proficiency.

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							4	5	9	18	7	3	0	46
Intermediate(I)							1	6	14	16	7	6	1	51
Advanced (A)							9	17	7	13	7	4	5	62
Total	0	0	0	0	0	0	14	28	30	47	21	13	6	159

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

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

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test								

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

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

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

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

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

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

The ELL periodic assessment data is used by teachers when looking at strands that students need more instruction in. These strands are then a focus in the classroom and by teachers when writing their lesson plans and developing individual plans for students. Based on last year's periodic assessments we have found that the school's focus needs to be in both reading and writing since these are areas the students do not seem to do well in the most.

The student's native language is not used on the periodic assessment.

We evaluate the success of our program with ELLs by their results on the NYSESLAT examination and if they are able to maintain proficiency in the English language. Additionally we look at their acclimation to the culture of the school and neighborhood as well as they performance in all subject areas at school and ultimately their contributions to the larger school community as citizens.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: M 346

School DBN: 06M346

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

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

School Name: M 346

School DBN: 06M346

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

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

Please reference Part A.

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

Please reference Part A.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Community Health Academy will:

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: COMMUNITY HEALTH ACADEMY	DBN: 06M346
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 16
of certified ESL/Bilingual teachers: 6
of content area teachers: 10

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Title III program at the Community Health Academy will implement two comprehensive school programs designed to increase English proficiency and improve NYSESLAT performance as well as NYS assessment scores. The first program will target our Beginner and struggling Intermediate students to gain English proficiency through an accelerated computer assisted language immersion program called Achieve 3000 by using a push-in and pull-out model with our ESL teachers. The second program will target our Advanced and long-term ELLs to reach proficiency on the NYSESLAT exam with a comprehensive NYSESLAT preparation program designed by our ELL team.

The computer assisted language learning program, Achieve 3000, serves 6th-12th grade students in the classroom. The interactive computer based program is engaging and will increase student's English Language Acquisition based on Common Core Learning Standards. The computer reading program is aligned with Common Core State Standards because the reading selections are mostly non-fiction. These reading selections are based on students' current reading levels and they eventually get more difficulty as the student's reading level increases. Data-driven instruction will be used to track our students's literacy growth along the four modalities: reading, writing, listening and speaking. Afterschool program for 6th and 7th grade consists of ten Beginner ELLs. The focus in the after school program is to strengthen English conversational skills. The program will be scheduled to take place every Tuesday beginning November 13th from 3:00-4:00 p.m. These beginner ELL's are a struggling population at our school and need additional targeted language instruction to supplement the general education curricula. The 9-12th grade afterschool program is open to all ELL students and will be available Monday, Tuesday, Wednesday, and Thursday from 3:00 p.m. to 4:00 p.m. Students will work with an ESL certified teacher that will guide instruction. This program brings explicit English language instruction to our beginner ELL students and enrich English skills for intermediate/advanced students. Both of the afterschool programs will prepare the students to advance to the next level or become proficient on the NYSESLAT test. It also covers skills that will be assessed on New York State tests.

Our school's Title III instructional program also includes high quality professional development for our ESL certified teachers. Our six ESL teachers will attend professional development opportunities offered by the NYCDOE Office of English Language Learners. In order to improve our teaching practice based on relevant scientific research, our ESL educators will improve their teaching practice through professional development opportunities.

To supplement services for our ELL students, our students are provided with additional support services in: math, social studies, and science.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: All ESL certified teachers work with a representative from the UFT Teacher Center on differentiating instruction for ELL students. The Teacher Center representative works with teachers throughout the school year on personalized professional development. School administrators also meet once a week with all ESL teachers to discuss lesson plans, examine data, and reflect on specific lesson plans. A literacy specialist from New Visions, the school's support organization also meets with teachers each week for one hour to plan lesson as well as develop Common Core units of study with differentiated instruction for ALL students. All six ESL certified teachers will attend professional development session, offered by the OELL, on Tuesday, November 06. An ESL and ELA teacher will attend two workshops on November 1 and 2, also given by OELL. Substitutes will be hired/coverages . will be assigned while these teachers are attending the PD session. The primary focus of the Professional Development Sessions are strengthening ELL instruction and Common Core Learning Standards for ELL's. Pedagogues will be sent to Professional Development workshops offered by Office of English Language Learners, QTEL and New Visions (our network) as topics and dates are shared. Content area teachers, department chairs/heads and administrators will also attend workshops to broadend their concepts of ELL's and strategies to use in order to reach mastery with the ELL population in the classrooms.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents are notified of activities by automatic phone calls, personal phone calls, letters and flyers sent home. The calls are made in: English, Spanish and Arabic. Letter and flyers are backpacked home with students in: English and Spanish (other languages if translation is available). Parent are invited to meetings, both one-on-one and large group parent meetings. Spanish translators are available in all parent meetings. We also hire outside translators to help with heavier parent traffic during parent teacher conferences which are held twice each year. Other meetings that are held in the school to involve parents and have the ELL students achieve mastery are: High School Selection Orientation (8th grade), High School Orientation (9-12), Curriculum Night, Parent Conference Night, Parent Orientation for ELL's, PTA meetings and NY State assessment (English Language Arts, mathematics, science, NYSESLAT and high school regents) Orientation. This meeting are approximately one hour each. Each meeting discussed the logistics of each test and what the possible outcomes are for the students. The rationale for this meeting is for parents to gain a better understanding of the annual testing their child would encounter and what the outcomes mean for their educational future. The OELL also hold conferences and workshops for parents. They will be notified of these activities through our automated call system and flyers sent or backpacked home.

Part E: Budget

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

Allocation Amount: \$

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