Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: CHOIR ACADEMY OF HARLEM

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 5M469

PRINCIPAL: DR. MELISSA VAUGHAN EMAIL: MVAUGHA2@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Melissa Vaughan	*Principal or Designee	
Bertram Charlton	*UFT Chapter Leader or Designee	
Elizabeth Porter	*PA/PTA President or Designated Co-President	
Joyce Farrington	DC 37 Representative, if applicable	
Hassan Jones Chelsea Simmons	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Tamar Silvera	Member/UFT	
Tiffany Thompson	Member/UFT	
Belinda Bryant	Member/	
LaTanya Pinckley	Member/	
Valerie Harvey	Member/	
Reenie Salter	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase the four-year high school graduation rate from 61.4% to 63% for the 2012-13 SY.

Comprehensive needs assessment

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

The school four-year graduation rate for the 2011-12 school year was 61.4% which is only 33.2% of the Peer Range and 34.4% of the City Range. And in terms of Student Performance which measures how many students graduated within 4 and 6 years of starting high school and the types of diplomas they earned, the school earned an F (7.7 out of 20).

Instructional strategies/activities

1. During Fall 2012 term, principal, guidance counselor and data specialist will conduct a data review for progress to graduation for Cohort O
2. Coordinate effective collaboration between network YD/Safety point and promotion point to ensure the effective and timely implementation of youth development services and family and community support services to Cohort O and Cohort P students. (Fall 2012)
3. Develop baseline assessments for initial data collection and analysis. (Fall 2012)
4. Gather materials so the school based team can develop programs to effectively communicate Progress Report components to students and families and support services provided on a targeted basis. (Fall 2012)
5. Revise and adjust curricula to meet the needs of all students, create interest, and develop high order skills. (Ongoing throughout school year through weekly meetings by instructional leads with network achievement coach.)
6. Develop programs targeted towards College and Career Readiness and expectations for students and families.
7. Develop systems for analyzing data/student work at regular intervals. (Ongoing throughout school year through weekly meetings by instructional leads with network achievement coach.)
8. Develop effective, targeted after-school programs used to provide supplemental services to enable credit recovery opportunities. (Spring 2013)

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Student progress towards graduation will be monitored and tracked and communicated to students and parents
- Guidance counselors will have quarterly progress meetings with students/parents
- Course curricula and expectations and resources will be provided to students and families
- Parent meetings for student progress/graduation will held regularly and key personnel will actively recruit and promote parent attendance

Budget and resources alignment

- Indicate your school's Title I status: **X** 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.

__X__ Tax Levy __X__ Title I _____ Title IIA _____ Title III __X__ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Service and program coordination will be provided by select school staff (department coordinators/administration) through notification to school community through SLT of school instructional program which will promote school wide goals through programs such as 21st Century,

- Supplemental Educational Services and Extended Day (37 ½ minutes of additional supplemental instruction to at-risk students.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase the percentage of first year high school students earning 10+ credits from 54.3% to 58% for the 2012-13 SY.

Comprehensive needs assessment

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

The percentage of students earning 10+ credits in their first year for the 2011-12 school year was 54.3% which is only 3.8% of the Peer Range and 8.4% of the City Range which only earned the school 0.21 points on the Progress Report. And in terms of student progress which measures annual progress towards meeting the state's graduation requirements by earning course credits in core subjects and passing state Regents exams the school earned an F (10.8 out of 55 points).

Instructional strategies/activities

1. Refine and focus work of teacher teams through the development of a map for their work in three interrelated areas: improving teacher practice, looking at student work, increasing academic rigor. (Fall 2012)
2. Principal will meet with designated teacher leads on a weekly basis to facilitate the planned course of action for teacher teams. (Fall 2012, Ongoing)
3. Through professional development and work with partners, training and support will be provided throughout the year for:
    a. Effective Lesson Planning and Preparation
    b. Effective models for integrated co-teaching
    c. Differentiated Instruction (UDL)
4. Teachers will attend CFN-sponsored monthly content-area workshops to improve instruction in CORE content areas
5. Conduct learning walks to compliment the frequent, periodic observation of teachers (Ongoing)
6. Instructional point will work with school to develop PD that is reflected of the needs surfaced by ongoing monitoring of teacher practice and student progress towards targeted outcomes. (Ongoing)

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

-Student progress reports are provided to parents on a regular basis
- School counselor will provide counseling and informational sessions for parents on improving student achievement
- Attendance data will be regularly communicated to parents

Budget and resources alignment

- Indicate your school's Title I status: **X** 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.

__X__ Tax Levy __X__ Title I _____ Title IIA _____ Title III __X__ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Implement two Common Core Learning Standards (CCLS) units and performance tasks in math, science, social studies, and English for the 2012-13 SY.

Comprehensive needs assessment

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

Last years Citywide Instructional Expectations (CIE) asked that math and English teachers complete one CCLS unit and performance task that the students would experience. The 2012-13 Citywide Instructional Expectations are now requiring that teachers of math, English, science, and social studies expose students to two (2) CCLS units and performance tasks.

Instructional strategies/activities

1. Engage faculty in the DOE selected CCLS standards through weekly professional development, work in teacher teams, and coaching provided by the CFN (Ongoing).
2. Establish protocols for looking at student work, increasing academic rigor, and improving teacher practice (Fall 2012) and then use those protocols in teacher team meetings throughout the year (Ongoing)
3. Develop and implement professional development to advance CIE work around CCLS-aligned performance tasks and units. (Ongoing in monthly PD sessions)
4. Network Instructional Team will provide monthly content area workshops and monthly principals' meetings to support key school-based staff in their stewardship of this work.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- CCLS information materials will be provided to parents and families
- Informational sessions on the CCLS will be provided to parents and families
- Showcases of student work products will be provided for parents and families

Budget and resources alignment

- Indicate your school's Title I status: **X** 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.

X Tax Levy **X** Title I _____ Title IIA _____ Title III **X** Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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	AIS services primarily target students who scored a level 1 or low level 2 on the state assessment. Enrichment to improve performance will be provided through Study Island, The Bell Foundation and 37 ½ minute period, Saturday enrichment, as well as double blocks of English Language Arts and Math in the middle school which will include whole class and small group instruction.		
Mathematics	AIS for students in grades 6-8 who did not receive a 3 or 4 on the state assessment in math and who do meet the schools criteria for services will receive Study Island web based math program for improvement in math vocabulary and operations. Will provide additional instruction through blocked scheduling in the classroom small group and one on one with the math specialist. Study Island is a web based programs that provide tutoring and test prep materials as well as math lessons to improve instruction. Students will be programmed for pull-out from double period's classes to receive individualized instructions from Specialists. Specialist will develop a schedule to Push-In to classes and work with small groups of level 1 and 2 students. Professionals will schedule small group sessions for level 1 and 2 students to enhance their social and emotional development. The school has implemented the Study Island and Read 180 is a web based computer program which will be used for grades 6-12 and special education to help improve student competencies.		
Science	AIS students for grade 6-8 who scored below the approved passing grade will be required to participate in the 37 ½ minutes class period, as well as participate in The Saturday Science enrichment programs. To enhance vocabulary as well as provide students with hands on Science projects to motivate and stimulate interest in science as well as a deep understating of the state learning standards in Science.		
Social Studies	AIS students for grades 6-8, who need additional assistance in the Social Studies curriculum will be required to participate in the 37 ½ minutes and The Saturday School program. Enhancing student's vocabulary as well as a deep understating of the state learning standards in Social Studies.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Conduct individual and group counseling sessions to help student reduce stress, increase self-esteem, develop positive social skills and enhance multicultural understanding. Organize regent's prep and SAT classes to achieve success in test taking scores. Establish articulation goals for middle school and high school students. Work with students on problem solving and decision-making skills by providing		

	students with information related to career interest. Conduct leadership workshops for students in collaboration with school staff to develop community activities projects. Include counseling/consultation with teacher, consultation with parents, functional behavioral assessment, behavior intervention plans designed to address the students' individual needs. Counseled students as per their Individual Educational Plan (IEP) mandates. Meet with individual parents regarding student's special needs and jointly develop a plan. Provide crisis management and intervention for students at risk of failing and/or with social and individual emotional needs. Refer family to vocational and mental health related programs such as; substance abuse services, mentoring programs and psychological therapy. Include suicide prevention workshop for diabetes, workshops and counseling for Sexually Transmitted Diseases (STD), workshops on obesity, strategies and student staff development for healthy eating/eating habits and referrals for dentist and optometrist services.

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.

Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers.

New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification).

Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.

All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches

CHOIR ACADEMY OF HARLEM PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 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;

CHOIR ACADEMY OF HARLEM 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 CFN603	District 05	Borough Manhattan	School Number 469
School Name Choir Academy of Harlem			

B. Language Allocation Policy Team Composition ⓘ

Principal Dr. A. Ellen Parris	Assistant Principal Annette H. Parker
Coach LaVerne Christian, Literacy	Coach Tiffany Thompson, Math
ESL Teacher type here	Guidance Counselor Alecia Hazzard
Teacher/Subject Area Ms. Lisa Burroughs	Parent Carlton Berkley
Teacher/Subject Area Lucero Corredor, Special Ed.	Parent Coordinator Lorraine White
Related Service Provider Patricia Williams	Other type here
Network Leader Lawrence Pendergast	Other type here

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	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	23
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	1		

D. School Demographics

Total number of students in school	345	Total Number of ELLs	8	ELLs as share of total student population (%)	2.32%

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.

Pas1.

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

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

- Parent Coordinator Lorraine White - Ms. White has been the parent coordinator for Choir Academy of Harlem for over six years and runs various parent education workshops. - Informal interview- monitors ELL intake process and ensures that the entitlement letters are distributed and Parent Survey and Program Selection forms are returned.
- Guidance, Alecia Hazzard-Ms. Hazzard is our guidance counselor. She is also essential in the intake process among various other duties. She has been a guidance counselor over 16 year. She reviews the HLIS, does informal & formal interview, informs parents of the three program choices and program options
- Testing Coordinator, Lisa Burroughs is a certified veteran teacher. She administers the LAB-R and NYSESLAT
- Lisa Burroughs is also the Schools Recruiter. Giving informal & formal interviews and auditions.
- Pupil Accounting Secretary, Maria Rysiejko- distribution of admission forms and HLIS -works closely with programming and the data specialist.

Assistant Principal Annette H. Parker and serves as the school based supervisor for ELL mandates. She monitors the Ell student intake process and procedures.

Description of the Intake Process and Roles

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☒	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**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														**0**

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	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										0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 8	Number of third language speakers: 1
Ethnic breakdown of EPs (Number): African-American: 0 Asian: 0 Hispanic/Latino: 7 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 1	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Program Delivery

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

b. We do have a suggested educational instructional plan for our ESL students at Choir Academy of Harlem This plan will be implemented from September 2011- August 2012 as it stands There will be a middle and high school component, in which language of instruction will be in English. ELA teachers who have ELL students mainstreamed into their classes have been given the instructional plan /strategies for their ELL students with which to differentiate their lessons. The plan for the ELL students includes block scheduling (double period) in English Language Arts and/or Math for grades 6 and 7 and single period for grades 10 and11. Our ELL students have classes in all the content areas. ELL students are programmed for an 9 period day. The ELA teachers, as well as other content area teachers, work in whole class, small groups and/or individualized instruction. The ELA instructional model for teachers with identified ELL students includes the workshop model, small group, whole group, pairs, individual, student-teacher conferencing, independent work,

group work, and utilization of technology. Some specific strategies include teaching traditional values, writing memoirs and narrative accounts, and cross-age tutoring. The service providers are licensed state certified ELA and other content area teachers.

2. Delivery of Explicit ELA, ESL,NLA

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

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

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

ESL teachers pushing in or pulling out

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

To assure that the mandated number of Instructional minutes is provided according to proficiency levels in each program (as shown above)

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

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

Plan for SIFE students:

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

a. Based on the most current ATS data, it appears that we 1 (one) SIFE student or ELL student who meets the description above. However any Choir Academy of Harlem students identified as being in need of extra support in the 11th grade in order to graduate, we offer independent study and /or opportunities for credit recovery. They are able to work one on one with a teacher to get the support they need.

Our SIFE student was integrated in to the regular population and provided additional support through 37 1/2 minute instruction, which is our 9th period after school programs, and Saturday tutoring programs.

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

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

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

There are two kinds of mid range and long-term ELLs in schools. There are those who have had many years of ESL instruction, yet remain at a beginner's level and those who have been here for many years and are at an advanced level. For both kinds of long term ELLs, we will differentiate instruction. We will use groupings to ensure that each student's academic needs are being met on their personal proficiency level. We also try to meet each student's learning style. For those students who are advanced long term ELLs, we teach English through literature in a way to also prepare them for the NYS Regents Exams in English. Please note that the majority of our ELLs

A. Programming and Scheduling Information

are advanced. For those who are not proficient to pass the NYS Regents Exams, we offer component testing and RCT.
plan for Long-Term Ells (completed 6 years)

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

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

e. Plan for ELLs identified as having special needs.

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

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	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

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

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

The intervention services offered in Choir Academy are as follows:

1. Credit recovery
2. Independent study
3. Saturday Academy
4. 37 ½ minute 9th period instruction
5. Century 21 after school program (extra curricular and academic remediation for all core instructional areas)
6. Study Island (on-line academic support)- all core area
7. On-line test prep and general curricula support in the four core areas (Study Island during and after school.)
8. After school SAS on-line program The Bell Foundation focusing in Math and ELA
9. Sports and Arts in School Foundation (SASF) support academic success and engage students in mind and bodies
10. Mentor program
11. Guidance

6. Choir Academy of Harlem's plan for continuing transitional support for students reaching proficiency on the NYSESLAT?

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

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

8. We are not discontinuing any programs.

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

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

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

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

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

possible for our ELL students. Strong emphasis is placed on the State Learning Standards and critical thinking.

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

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

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

11. Native language support is not provided in any programs because we do not offer TBE, Dule Language, and ESL.
Other than the initial interview, all of the ELL students receive the same orientation process as our other students.
12. Support Services and resources correspond to ELL,s ages and proficiency levels.
13. Newly enrolled student's parents are invited to join and participate in the PTA and parent workshops to learn strategies to better support their childs adjustment to the school and learn about all of the clubs, programs, and support services available.
Students and parents are invted to attend an orientation meeting at the beginning of school.
14. The only language elective offered students at Choir Academy of Harlem is Spanish.

C. Schools with Dual Language Programs

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

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.

September
Focus: Looking at data- What do you dowith the date once you have it? Establishing essential questions as a lens to view and effectively use data to differentate insturction to best serve the needs of all our population with a specific focus on the ELL Student.
October/November
Focus Project based learning- working across the curriculum to establish learning goals for our students. Differentiating instruction based on student interest. using bloom's taxonomy to improve critical thinking. - Regents High learning Standards and Assessing School climate.
December/January
Focus: professional learning community- monitoring progress thruough group share Effective teaching ans using DA, DI for populations at risk-ELL, Gifted, and Special Needs
February/March
Focus: Differentiation across content and grade levels - supporting the learning community-
April/May
Focus: Workshop on using NYSESLAT to measure the English proficiency of our ELL students. How can tests that measures ELL student's progress and achievement help us to differentiatae instruction?
June:
Focus: Reflection Looking back to move forward- reporting out and celebration of learning community successes and progress- goal setting

E. Parental Involvement

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

Parent involvement: Currently on RNMR there are 8 ELL students on the Choir Academy of Harlem school register. All communications and outreach is sent to the student's households based on the HLIS received buck from the parent. Notification was sent to the parents to become involved in the SLT, PTA and to attend the parent educational workshops which are held during the day and after school. The title l representative is also helpful in working with ELL Parents.

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	0	0	0	0	0	0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							1	2	0	0	1	1	1	6
Advanced (A)							1	0	0	0	0	1	0	2
Total	0	0	0	0	0	0	2	2	0	0	1	2	1	8

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

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

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

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

Across the grade, the data pattern reveals that most of our ELL student and either advanced, intmediate, or proficient in both modalities. This indicated that they have the communication skills to attain any and all of the learning goals set for the general population. All of our tests are given in English. Students who scored ones, most of our population in on the ELA and Math even with advance and proficient, indicate that there is a disconnect between their performance on the NYSELAT and their performance on state exams. This means we must rely more heavily on in class performance and assessment as indicator for performance on state exams. These ELL students that scored on the 1 and 2 level are receiving AIS services during the school day via pull out with general population of students with 1 and 2 level scores. Over all of the students taking regents passes except one in the area of Algebra. This is an indication that our students are proficient enough in English to pass regents exams and are capable of reaching the graduation.

Additional Information

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

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

Part VI: LAP Assurances

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. A. Ellen Parris	Principal		11/23/11

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

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

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

Cluster: CFN **Network:** 603

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

Parents of English language Learners will be notified of all opportunities that relate to programs and services of their child's education. The Chancellor's Regulations will be distributed to parents in their home language and informative workshops will be offered to parents.
In
addition:
a. Parents receive a copy of the Bill fo Rights and Responsibilities, and
b. Languages available in translation are posted in the guidance counselors offices and in the office of the parent coordinator.