



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: COMMUNITY HEALTH ACADEMY OF THE HEIGHTS

DBN (i.e. 01M001): 06M346

Principal: MARK HOUSE

Principal Email: MHOUSE@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: DEREK JONES

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Mark House	*Principal or Designee	
Rob Karp	*UFT Chapter Leader or Designee	
Debrah Mendez	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
Gianni Arroyo Lance Gonzalez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jon Paul Dyson	CBO Representative, if applicable	
Yolanda Baldwin	Member/ Parent	
Christian Rodriguez	Member/ Parent	
Janet Cherry	Member/ Parent	
Migdalia Gunis	Member/ Teacher	
Michael Rosa	Member/ Teacher	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section

	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 06M346

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	600	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching	23
Types and Number of Special Classes (2013-14)					
# Visual Arts	27	# Music	27	# Drama	N/A
# Foreign Language	40	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	82.7%	% Attendance Rate			89.9%
% Free Lunch	89.3%	% Reduced Lunch			4.4%
% Limited English Proficient	30.7%	% Students with Disabilities			18.0%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			4.9%
% Hispanic or Latino	93.3%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	1.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.46	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			17.9%
% Teaching with Fewer Than 3 Years of Experience	16.3%	Average Teacher Absences			4.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.1%	Mathematics Performance at levels 3 & 4			1.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			55.4%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	82.2%	Mathematics Performance at levels 3 & 4			31.6%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			58.4%
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The 12-13 SCEP was well aligned to the feedback from the SQR and represented some very real and tangible initiatives we were able to put into practice.			
Describe the areas for improvement in your school's 12-13 SCEP.			
We successfully implemented our SCEP from 12 – 13. The only area we think may have needed revising was our actual goal selection (it feels limited by the city wide goals), but as a whole we felt it was a useful exercise and a plan we were able to accomplish.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
There were no significant barriers or challenges that we encountered.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We implemented the 12 – 13 SCEP completely.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The creation of the SLT was significantly delayed as our PTA elections were grieved and had to be held a second time in November, allowing very little time for the creation of the SCEP.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Our academic achievement targets came out of our continual understanding around our students' struggles with English Language acquisition, especially academic language. We spent significant additional resources to hire additional teaching staff and a librarian to implement a robust reading program across all grade levels. Students this year will make 1.5 year gains on their reading level, reversing our school's previous years trend of losing reading ability relative to peer schools.			
Describe how the school leader(s) will communicate with school staff and the community.			
In addition to the SLT, the principal meets with the staff twice monthly to discuss our goals, provide PD and answer questions. In addition the principal attends all PTA meetings to answer parent concerns and discuss the goals and initiatives of the school.			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action for the SCEP starts with the simple idea that a one year cycle is simply too short to implement any real or lasting change and as such all SCEPS/CEPS should be created with a view towards a three year plan. WE are now reaping the benefits of the CEPS written 3 and 4 years ago. Second, SCEPS, should target the highest leverage items. As an example, it was the consensus of all of our departments that the largest issue facing our students was language acquisition. As a result it was the highest resourced goal, the focus of school wide PD and was placed ahead of other significant areas that need improvement.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Before we wrote this year's SCEP we had already begun resourcing our goals by hiring decisions made in consultation over the summer. We then met in emergency sessions during November to review the goals that school had developed independent of a functioning PTA. The PTA made a few minor modifications and we continued to implement our goals.			
List the key elements and other unique characteristics of your school's SCEP.			
Our SCEP is based in large part on the feedback given at the most recent Quality Review. For areas in which there was no guidance for the SOP's we identified other areas of need based on related items. We approach CEP's and SCEP's as usable and "real" documents and we dedicate our SLT time to trying to make the documents living guides for the work done at school.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
Our school has ample resources to meet all of the hiring and purchasing needs outlined in the goals. We have strong partnerships to assist in securing outside funds and find additional partners. We have strong distributed leadership with strong teacher leaders and empowered Assistant Principals.			

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

“Further, teachers do not use common assessments to determine how to better identify strengths and areas of need for different subgroups. Therefore this lack of assessments, including common assessments, hampers teachers’ opportunities to adjust curriculum and instruction to ensure that all student academic goals are achieved.”

Review Type:	DQR	Year:	13	Page Number:	6	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.

X	2.2 School leader’s vision	2.3 Systems and structures for school development
	2.4 School leader’s use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

The school will implement a system of common assessments in all core content areas. Data from these assessments will be shared with teachers, students and parents. The data will be used during department meetings to ensure that academic progress and goals are being met.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All students, regardless of sub groups will have the positive benefit of this goal.

B. Key personnel and other resources used to implement each strategy/activity

1. Assistant Principals
2. Lead Teacher
3. Guidance Counselors
4. Data Specialist
5. Teachers
6. Instructional Coaches

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Identification of the Assessments
2. Administration of the Assessments
3. Data Analysis of the Assessments
4. Sharing Results of Assessments
5. Analyzition and next step meetings based on results

D. Timeline for implementation and completion including start and end dates

It is important to note that this goal represents a cycle and not a linear process. As such the dates represented below will be for the first implementation cycle.

1. Identification of the Assessments
2. Administration of the Assessments
3. Data Analysis of the Assessments
4. Sharing Results of Assessments
5. Analyzition and next step meetings based on results

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Assistant Principals will lead the search for any current assessments that may be used.
2. Lead Teachers, AP’s and coachs will vet the assessments and over see the creation of additional assessments.
3. AP’s will lead the administration process.

4. The data specialist will lead the data analysis process.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

There were no explicit references in the DQR to any of the indicators referenced below – 3.2, 3.3, 3.4 or 3.5. However, in the narrative portion of the DQR references were made to 3.5 – Use of data and action planning. An excerpt is included below:

“While the school has scope and sequence and academic tasks, there is a need to use student work and data to refine curricular, unit plans, and performance tasks. Although the curriculum maps template contained a column for future revisions based on student performance data, there was no evidence of its use. As a result, there are gaps in the curriculum thereby negatively impacting all students’ learning. “

Review Type:	DQR	Year:	13	Page Number:	5	HEDI Rating:	NA
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum		3.3 Units and lesson plans
3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Teachers will begin to record future revisions based on student performance data on the curriculum mapping tool. Updates will be made weekly.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
 1. Teachers will examine their curriculum maps with instructional coaches and revise to include multiple entry points for ALL students.
 2. Teachers will attend CCLS professional development sessions (literacy, math and QTEL) to support the revision of their maps.
 3. Teachers will share their revised maps with colleagues and school leadership in order to have horizontal and vertical alignment.
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Compliance with the goal will be monitored by administration,
 2. Use of the information will be evaluated during coaching meetings
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Teachers should be able to describe the process of recording the data and the impact it had on instructional decision making.
- D. Timeline for implementation and completion including start and end dates**
 1. Teachers will begin to record data in January at the start of the marking period.

2. Administration will check once every two weeks to ensure compliance.
 3. Coaching sessions on the use of data will also begin in January.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. All programmatic details and resources are currently in place. No additional resources are needed at this time.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Again, our DQR did not explicitly reference any of the indicators below, to the contrary the only indicator on the Quality Review found below, 4.2, indicated that we were Well Developed.

However, in conversation with our reviewer we understood that while it was not included in the written feedback she strongly encouraged us to focus on providing students with timely feedback on their progress towards their academic goals. This recommendation, while not included in the official write up is the recommendation that serves as the basis for this goal. In addition it mirrors a request from out SLT parent members.

Review Type:	Quality Review	Year:	2013	Page Number:	6	HEDI Rating:	WD
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

The school will create comprehensive progress reports every two weeks that detail student progress in each class along with year to date attendance information. These reports will be used by the advisor's to track academic progress and recommend interventions. In addition, parents will receive a copy of the progress reports so that they can assist in keeping the student on track.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. This goal addresses all sub groups as it assists all students.

B. Key personnel and other resources used to implement each strategy/activity

1. Guidance Counselors
2. Attendance Teacher
3. Data Specialist
4. PSO – Software Developer

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Dissemination of Progress Reports every two weeks
2. Cross reference to see if process is effecting change in academic achievement and attendance.

D. Timeline for implementation and completion including start and end dates
1. In December and January work with the PSO to develop extractor tool that will enable the generation of a user friendly report.
2. In December and January work with teacher to develop their understanding of the process
3. In February roll out the process with the first dissemination of the reports in advisories
4. In May begin analysis process to measure the effect of the initiative
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Our data specialist working with the Assistant Principals and Advisory Committee use our current grading system to create progress reports that are color coded for simplicity, individualized for each student. The reports are printed centrally, collated and then distributed through advisories, which meet every two weeks. Advisors then discuss each student's progress towards their academic goals.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

None of the SOP's below were indicated in the most recent Quality Review. However, last March our school suffered a mental health related tragedy followed by the hospitalization of 19 students for suicidal ideations. This goal is related to our plan to assist our students as they enter our school, so that we can work to prevent future tragedies. This was another goal created in conjunction with our SLT based on an apparent community need.

Review Type:	QR	Year:	2013	Page Number:	n/a	HEDI Rating:	n/a
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

All 6th and 7th grade students will be screened using an approved screening survey by our school's social worker. Students will be categorized into three categories – high risk, moderate risk and low risk. High risk students will be rapidly treated and if necessary referred to outside agencies or the hospital. Moderate and high risk students will meet in counseling sessions to address their needs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Students will be educated on developing coping skills around the stressors that they identified in the survey. The interns will go to the 6th and 7th grade classrooms and via an interactive presentation will provide skill building, communication and coping skills.

B. Key personnel and other resources used to implement each strategy/activity

1. Hunter College Social Work Interns.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The only real metric is the results of the survey and the results of the follow up surveys. We identified 19 High Risk students and have counseled them and referred them for services. We look forward to seeing the results from next years 7 th grade sureveys to see if the number of students showing as High Risk have decreased.
D. Timeline for implementation and completion including start and end dates
1. Start with the surveys in late September 2013. Continue counseling sessions throughout the year.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. We will work within the Social Work team. In addition we will work with all 6 th and 7 th grade advisors.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
None of the SOP's below were indicated in the most recent Quality Review.			
While there were no direct mentions of any of the SOP's below in the QR we feel as a school that our partnerships are one of our stongest assests. We decided to work with our partners to broaden our offerings to our parents this year. As a result we set the following goal.			
Review Type:	QR	Year:	2013
Page Number:	n/a	HEDI Rating:	n/a

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.			
	6.2 Welcoming environment		6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
In the 2013 – 2014 we will work in partnership with our lead partner, Community League of the Heights to offer ESL classes to our parents in the evenings at both a beginner and intermediate level.	

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).	
A. Strategies/activities that encompass the needs of identified subgroups	
1. We will conduct information sessions to assess the needs of the parents and to determine the number of seats nessecary to meet the demand.	
2. We will offer classes that will run from Novemebr through June.	
3. We will assess if the interest/need warrants continueing the classes into the summer.	
B. Key personnel and other resources used to implement each strategy/activity	
1. We will use CLOTH as the primary provider for the programming to be hosted at the school after 6PM	
2. We will work together with CLOTH to help secure funding for the programming – possibly through MEOC	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. We will gauge success based on the number of enrollments and the number of repeat attendees.	
2. We are looking for 50 students and a return rate of 85%	

D. Timeline for implementation and completion including start and end dates

1. Conduct the information sessions in November.
2. Begin classes in December
3. End date to be determined by need and funding.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We have standing partners meeting every Friday at 9:45AM in which we discuss the needs of the various partners, the school and the needs of the broader community. During these meetings we strategize regarding possible funding sources and additional partnerships that may be fruitful. We will discuss the possible providers of ESL classes and possible funding sources.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
--	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

Students will make 1.5 years reading progress during the academic year.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

Currently our school has 34 hours per week built into the schedule. Of that 5 hours per week are used as targeted independent reading. In this model students are tested regularly using EdPerformance to assess their current reading levels. Students are then counseled as they select independent reading books appropriate to their reading levels. Weekly conferences are held to gauge progress, adjust books and develop reading strategies. The second half of the program uses a software program called Achieve 3000, which assesses the students non-fiction reading level and gives students reading selections tailored for their reading levels. Through both of these reading activities students are tracked to see that they make at least 1.5 grade level gains.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **Personel from Community League of the Heights work to support the program in our after school programing and through fund raising for purchase of additional independent reading selections.**
2. **In additiona New York Presybetirian Hospital donated \$4000 worth of independent reading books to the school.**

C. Identify the target population to be served by the ELT program.

1. Our ELT program targets all of our schools' population.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	X	Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded	X	Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The objective in addition to increasing the students' reading levels is to foster a sense of independence and increase their self confidence in reading. The combination of individually tailored reading levels, teacher conferencing and a full time librarian to assist in the selction of books has had a profound impact on the number of students reading for pleasure. The Achieve 3000 seris has allowed students to access informational texts that are written to be on their level. This has also increased the sense of empowerment that students have in non ELA classes.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

The students have an opportunity to share their book selections with the class and continue to continue to challenge themselves with ever increasingly more difficult selections.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The entire program is individually tailored. This includes books in students native languages and at levels as low as first grade.

We have also increased the number of audio books and graphic novels.

D. Are the additional hours mandatory or voluntary?	<input checked="" type="checkbox"/>	Mandatory	<input type="checkbox"/>	Voluntary
E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.				
n/a				
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
The entire program is individually tailored.				
G. Are you using an ELT provider procured using the MTAC process?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
H. Describe how you are evaluating the impact of the ELT program on student achievement.				
We are measuring the growth of reading levels.				

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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> 81	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> 81	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> 73	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> 73	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> 32	Small group and one-on-one	During the day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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 ELA instructor, 3 new Special Education Teachers, a replacement for a departing Chemistry teacher and a lead teacher. 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All teachers are involved in coaching cycles run by the UFT Teacher center, the lead teacher, one of the assistant principals or the principal. The entire staff also gets together for in depth professional development sessions. Departments meet semi-weekly for 2 hours to examine curriculum and review performance tasks, in addition to sharing best instructional practices.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our budget team meets weekly to review expenditures, including appropriate funds for each of the federal, state and local services and programs. After reviewing the mandated expenditures they are brought to the cabinet for final approval.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) 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;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 06	Borough Manhattan	School Number 346
School Name COMMUNITY HEALTH ACADEMY OF THE HEIGHTS		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal MARK HOUSE	Assistant Principal STEPHANIA VU
Coach ROSA LOPEZ	Coach
ESL Teacher MIGDALIA GUINIS	Guidance Counselor SELACY HARRY
Teacher/Subject Area YESENIA MOREL/ESL	Parent DEBRA MENDEZ
Teacher/Subject Area BRETT WALLIGORY/ESL	Parent Coordinator AIDA CRESPO
Related Service Provider N/A	Other
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	611	Total number of ELLs	161	ELLs as share of total student population (%)	26.35%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							32	19	19	34	25	21	11	161
SELECT ONE														0
Total	0	0	0	0	0	0	32	19	19	34	25	21	11	161

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	161	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	20
SIFE	4	ELLs receiving service 4-6 years	72	Long-Term (completed 6+ years)	71

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	14			72			71			157
Total	14	0	0	72	0	0	71	0	0	157

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

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							32	19	19	34	25	21	11	161
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	32	19	19	34	25	21	11	161

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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	3	5	4	3	5	0	24

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)							7	3	7	18	11	7	7	60
Advanced (A)							21	13	7	12	11	9	4	77
Total	0	0	0	0	0	0	32	19	19	34	25	21	11	161

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	27	5	0	0	32
7	18	1	0	0	19
8	18	1			19
NYSAA Bilingual (SWD)					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	27		5						32
7	15		4						19
8	19		0						19
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	3		1		2				6
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	10		8	
Integrated Algebra	60		36	
Geometry	15		4	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	45		26	
Physics	11			
Global History and Geography	10		6	
US History and Government	44		17	
Foreign Language	9		9	
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The on-line program, Performance Series, is used to assess the early literacy skills of the ELL's. The data collected
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT reveals that the students are on track in speaking and listening. It also shows that the ELL's struggle in reading comprehension and writing skills. They are not on grade reading or writing levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The patterns help to differentiate and scaffold lessons according to their reading and writing abilities across content areas.
4. For each program, answer the following:
 - a. 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?

Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
7. 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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of the ELL program by the outcome of the NYSESLAT report, the data from the New York State Tests, and meeting the AYP for ELL's.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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.

Upon completing the HLIS, informal oral interview, and formal initial assessment, the ESL Coordinator determines whether or not the student is eligible to take the LAB-R. The ESL Coordinator 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.

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.
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
The school ensures that entitlement letters are sent home with the student and the Parent Survey and Program Selection forms are returned and secured and stored in the Assistant Principal's office. The head of the ESL department and the parent coordinator follows up on this correspondence to make sure that every parent has returned that letter in a timely manner by contacting parents by phone or setting up meetings with the parents.
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.
We use student data and parent preference to determine which ESL program students should be scheduled in. We make sure that these interviews with parents are in their native language and that we are able to provide them the setting they would like for their child.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL department in collaboration with the testing coordinator, create a schedule to test students in the NYSESLAT each year. A parent meeting is held at the beginning of the year outlining a schedule for parents of when testing will occur and who will be tested. Parents then have the opportunity to hear what their child will be tested on. During testing, all ELL teachers test students on the listening and speaking portions of the test and depending on the number of ELLs in the grade, we create a grade-wide testing schedule to ensure that all students will be tested. The ATS report used is the RNMR
6. 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.) 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. **①**
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 ESL program parent requests. Parents have not opted for TBE or DL programs thus far.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

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 and Intermediate ELLs receive 360 minutes of ESL instruction and advanced ELLs receive 180 minutes 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.

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)?

In order to meet the linguistic needs of our ELLs and to comply with Part 154 mandates, Beginner and Intermediate ELLs in middle school receive 360 minutes of ESL instruction and advanced ELLs receive 180 minutes per week. The high school students receive the following minutes: Beginner get 540 minutes, Intermediates get 360 minutes and the Advanced get 180 minutes. They 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

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.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We ensure that ELLs are appropriately evaluated in their native languages throughout the year by administering the Performance Series, one at the beginning of the year, in the middle and at the end which covers each Content Area to ensure that students are making progress in the various content areas throughout the year. We also meet with parents and students to share this data with them so they too can make sure they understand the progress they are making.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The four modalities of reading, writing, listening and speaking is exemplified in every class. Embedded into our curriculum maps are the four modalities not just for ELL students but for all students. We have discussed during professional developments, why these four modalities are important and how we can create a safe learning environment for all of our students.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our instructional plan for SIFE students includes making sure students have access to after school tutoring in specific content areas where they need assistance. ELLs who are new comers are pulled out during the content area English classes to provide them with small group assistance in learning English basic skills such as reading and writing. For ELLs who have been receiving service four to six years, they are placed in a general education class where work is differentiated using a variety of pedagogical strategies that include graphic organizers, leveled reading, outlines, breaking down a text, etc. For long-term ELLs, students also work together with their ELI teacher to develop skills that they were weak in on the NYSESLAT test. This teaching is done one-on-one and after school tutoring is also provided to these students. We support our former ELLs by providing checks for students throughout the year to make sure they remain proficient. We monitor student's progress through their independent reading levels and to see how they are progressing in their ELA classes. We also give them additional testing time on all assessments.

7. 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?
We have implemented a school wide independent reading program where students have been given an assessment to determine their current reading level. This test is called Performance Series. From their, each teacher helps students pick out books that are on their level and confer with students to get them to the next reading level. In addition, a non-fiction reading program called Achieve 3000 is also used to help ELL students with leveled texts so they can comprehend different non-fiction articles on their level.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
We have hired more Special Education teachers to help students attain their English proficiency goals on their IEPs. Teachers now work with a co-teacher in the four major content areas to ensure that students who are ELL-SWDs achieve their individual goals and they are receiving the support necessary in their classes.

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:			

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

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	45 minutes per day	45 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

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.



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

9. 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.

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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program is still in progress and we hope to be able to monitor this within the next year to gain a better understanding of how this is helping ELL students achieve proficiency in the English Language.

11. What new programs or improvements will be considered for the upcoming school year?

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.

12. What programs/services for ELLs will be discontinued and why?

A program that will be discontinued is incorporating our beginner ELLs into the general education classroom for English. Beginner ELLs are pulled out and worked in small groups.

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

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. These supplies are necessary for effective implementation of both after-school programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Achieve 3000 is a technology based reading program that supports ELLs by providing them with leveled texts that are non-fiction to help students with the shift in Common Core Standards. We have also purchased a variety of books so that students can access information that is on their level and have hired a librarian to assist students with choosing leveled books. There are also SmartBoards in every class so that students can see visuals of what they are learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In ESL, teachers support students by having material translated for students as well as to ensure students comprehend things in both their native language as well as in English.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We use different technologies such as readings in the Achieve 3000 program as well as independent reading books that are low level, high interest to ensure that resources correspond to a variety of ages and grades.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

Students may take a Spanish class for their world language elective.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

All four ESL certified teachers will attend future professional development sessions offered by the OELL.. Titles and descriptions of the training are not available until such workshops are announced. Records of Professional Development will be kept by making copies of agendas and/or the Certificates of Participation. The Guidance Counselor is provided support by the ESL Coordinator of the school. Our student data indicates that reading is a primary focus for the ELL's. The school has a Literacy Initiative that involves reading strategies across all subjects since literacy is part of the Common Core Learning Standards. The school Lead Teacher provides coaching sessions for the staff to assist in transitions from elementary to middle school and from middle to high school.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 15, 2013. 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 and November.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **561** Network:

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

Part A: Needs Assessment Findings

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

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		