



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

06M346

School Name:

COMMUNITY HEALTH ACADEMY OF THE HEIGHTS

Principal:

MARK HOUSE

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Expanded Learning Time (ELT)

Section 8: Title I Program Information

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Community Health Academy of the Heights School Number (DBN): M346
School Level: Middle/High School Grades Served: 6-12
School Address: 504 West 158th Street, New York, NY 10032
Phone Number: (212)342-6600 Fax: (212)342-6605
School Contact Person: David Falciani Email Address: dfalciani@schools.nyc.gov
Principal: Mark House
UFT Chapter Leader: Rob Karp
Parents' Association President: Marian Rodriguez
SLT Chairperson: Rob Karp
Student Representative(s): Gianni Arroyo and Lance Gonzalez

District Information

District: 06 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Avenue, Room 708, New York, NY 10001
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: (212)356-3739 Fax: (212)356-7514

Cluster and Network Information

Cluster Number: CL05 Cluster Leader: Debra Maldonado
Network Number: 561 Network Leader: Derek Jones

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mark House	*Principal or Designee	
Rob Karp	*UFT Chapter Leader or Designee	
Marian Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Patience Elliot Gianni Arroyo Lance Gonzalez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Erin Verrier	CBO Representative, if applicable	
Deborah Mendez	Member/ Parent	
Cristian Rodriguez	Member/ Parent	
Janet Baxter	Member/ Parent	
Yudelka Gutierrez	Member/ Parent	
Candida Ramos	Member/ Parent	
Miriam Perez	Member/ Parent	
Shira Korn	Member/Teacher	
Michael King	Member/ Teacher	
Michael Rosa	Member/ Teacher	
Nancy Dooley	Member/ Teacher	
Kenia Jeannington	Member/ Teacher	
Amir Tusher	Member/ Teacher	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and complete the ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school is a 6-12 school located in Washington Heights servicing the local community. The schools vision is to create a healthy student, mentally, physically and emotionally. In addition we are a Community Learning School and a PROSE school. We have a wealth of partner organizations and have been the site used to host press Conferences by the DoE and UFT for both initiatives.

As a school, we have a high number of English Language Learners (both current and former) and Special Education students. We have worked hard over the past three years and now have high teacher and student retention rates. This year we have also moved to a Mastery/Standards Based grading system. This new grading system is working complementary to the regular Grade Team Meetings and our Advisory system.

Our greatest strength as a school has been the creation of our nurturing environment. In addition we have seen dramatic growth in our parent participation. This year we have worked to increase our capacity in delivering coaching and professional development in ESL, Literacy, Curriculum Design and Assessment. As a result we have made the most growth in Tenet 3 curriculum development and support.

We continue to grow our strengths around Tenet 1, 2, 4, 5 and 6. See bullets below -

Tenet 1: District Leadership and Capacity – Principal continues to engage in critical friends groups. One through the Network and one amongst a group of principals examining the best practices around teacher evaluation.

Tenet 2: School Leader Practices and Decisions – Our practices and decisions continue to be informed by a widely distributed and collaborative group of teacher leaders, representing over 30% of the total staff. As a school we practice consensus decision making on most decisions.

Tenet 3: See above area of greatest growth.

Tenet 4: Teacher Practices and Decisions – This is our second biggest area of growth as we implemented new grade team structures in grades 6 – 11. The grade teams focus on both academic and emotional growth on the students.

Tenet 5: Student Social and Emotional Developmental Health – We continue to bring additional resources to our school to address our students' mental health needs. We currently have 6 social work interns assisting us with a risk assessment and group counseling.

Tenet 6: Family and Community Engagement – This year we established our Parent Resource Room with a grant from the West Harlem Development Corporation. This combined with the work we have done to increase parent attendance and quality workshops has given us a high level of parent involvement at the school.

Goal 1 – Cross-Curricular Work Enhanced with Computers

Goal 2 – Risk Assessment for Students in Grades 6 – 9

Goal 3 – Grade Teams linked to PD Plans

Goal 4 – Observations Linked to PD Plans

Goal 5 - Parent Resource Room

06M346 School Information

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	633	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	5	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	88.4%	% Attendance Rate		88.7%
% Free Lunch	90.3%	% Reduced Lunch		1.8%
% Limited English Proficient	29.2%	% Students with Disabilities		19.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		6.7%
% Hispanic or Latino	91.5%	% Asian or Native Hawaiian/Pacific Islander		0.2%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.46	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		4.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.5%	Mathematics Performance at levels 3 & 4		7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		61.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	71.4%	Mathematics Performance at levels 3 & 4		42.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.0%	% of 2nd year students who earned 10+ credits		53.6%
% of 3rd year students who earned 10+ credits	50.5%	4 Year Graduation Rate		61.8%
6 Year Graduation Rate	80.0%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
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 (2012-13)				
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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	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	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
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			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We do not currently have any sections receiving a rating of Developing or Ineffective. As a school we have worked to put in place structures for curriculum design (units and lessons). As a school we have agreed to share all of those plans to facilitate co-planning and co-teaching. We have also worked diligently to incorporate the CCLS into our curriculum.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our goal is to move 3.4 one level, from Effective to Highly Effective as defined by the NYS DTSDE rubric, through our use of cross-curricular work and technology integration. Each grade team, consisting of a Science, Math, ELA, Social Studies and Special Education teacher, in grades 6 through 10 will work to develop one cross-curricular project. This goal will be completed by April 30 by incorporating the use of technology on a Google Docs platform to facilitate collaboration between students and teachers.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
We started by examining best practices around cross curricular work and what digital remediation would look like.	We are working with teachers in grades 6 -9	The Master Teacher will share best practices with participating teachers in October.	Master Teacher is leading and coaching the initiative. Meeting are between the Master Teacher, Principal and Department Chairs
Teachers will develop rough drafts of units including differentiation strategies.	Teachers in grades 6-9	Rough drafts will be complete by the end of November	All plans must be reviewed by the master teacher, the ELL Specialist and the respective department chairs for each content team. In addition the grade team special education teacher will review the plan for appropriate differentiation.
Teachers will begin to roll out cross curricular units in classrooms.	Teachers in grades 6-9	Start in November when the Chrome books arrive. No apparent end if it is successful	All content, Special Education and ELL teachers.
Teachers will meet in Grade Teams to evaluate the success of the cross curricular work and exchange best practices and strategies.	Teachers in grades 6-9	November – no end	All content, Special Education and ELL teachers.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

We will need to allocate per session time for teachers to work together in groups to develop their curriculum, we will need to purchase additional hardware and software to facilitate collaborative student work. We will provide teachers with some new instructional materials to meet the needs of both teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

The goals are built into the action plan above.
 All grade teams will have met with our academic coaches to formulate a rubric and define a cross curricular task between two or more departments by January 16th, 2015.
 In addition, our technology coach will conduct differentiated professional development for all teachers on the collaborative use of Google Docs as a means of developing the use of technology as a collaborative tool by January 16th, 2015.

Part 6b. Complete in February 2015.

3.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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4. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

N/A
 Though on track for goal to date

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 5 Statement of Practice (SOP) Addressed	HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	HE
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

This is our school's strongest area of the Capacity Framework. We have invested a great amount of time, energy and resource into making sure that we are providing all students with a safe, supportive and challenging school environment. This year we are working to expand our mental health capacity at the school.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

This goal address 5.5 and will move the school from Effective to Highly Effective as defined by the NYS DTSDE rubric. By April 24th 93% of all 6th, 7th, 8th and 9th grade students will be screened using The Jeanniton Measure of Emotional Resilience 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. We will bring in 6 social work interns to assist with the screening and counseling. As a result of this practice there will be a 12% reduction in students moving from low to moderate risk and from moderate to high risk categories.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Recruit and train 6 social work interns.	Graduate students at Hunter College and Columbia University	All 6 social work interns will start training in September after summer recruitment.	The key person is our school's social worker.
Begin the assessment with grades 6 – 9	Students in grades 6 – 9	All students in grades 6 – 9 should have been evaluated by the end of November	Principal working with the school's social worker will oversee the work.
Results will be analyzed and students will be placed into one of three categories: low risk, moderate risk, and high risk	Students in grades 6-9	The first week of December	Principal working with the school's social worker will oversee the work.
Students that fall into the moderate risk group will begin group or individual sessions. Students that fall into the higher risk group will be connected with professionals in a clinical setting.	Students in grades 6 – 9	Ongoing	Principal working with the school's social worker will oversee the work.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

To start we will need per session hours for the school's social worker to train the new staff. We will also need to allocate space, technology and training time for the interns.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
N/A, but so far we are on track for this goal.				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 4 Statement of Practice (SOP) Addressed	HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	HE
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

This year we have developed an ambitious new initiatives to work on our collaborative teaching and decision making as it relates to our continuous improvement cycle. Grade teams - we have established grade teams that meet twice a week to examine both student work and student behavioral and emotional needs.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Our school believes that to move 4.5 from Effective to Highly Effective as defined by the NYS DTSDE rubric, Grade Team teachers must work collaboratively. 100% of the core content and special education teachers in grades 6 – 12 will meet twice a week for 32 weeks, starting in September 15th and ending June 19th, to monitor student academic needs using a protocol that examines at minimum three data sources. Each meeting consists of completing the protocol for two students, each presented by their advisor with participation from the student. Over the course of the year (32 weeks) with 2 meetings per week all students in a grade will be screened, interventions identified and implemented in lesson plans and progress monitored. In total the school will complete this cycle for 720 students. Results of the meetings and the process for cycling back to evaluate the efficacy of intervention strategies will be publicly shared for all members of the staff. When teams encounter difficult situations that require more advanced interventions our coaching team identifies PD opportunities.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
During the summer, teacher leadership groups will to create coherent grade teams for grades 6 – 11. The administration will work to create a program that allows for regular grade team meetings during the course of the day.	Teachers in grades 6-11	Completed by August 15 th	Principal
Teachers will review the purpose for, and the protocols used in upcoming grade team meetings. The protocols will specifically address the needs of students with disabilities and English language learners. An additional teacher team will be convened to examine under-credited, overaged students.	Teachers in grades 6 – 11	Completed during the annual summer PD	All teachers and the principal.
Teachers will begin grade team meetings and the student intervention cycles.	Teachers in grades 6 – 11	Start date, September 15 th . End date, June 19 th .	All teachers and coaching team
Teachers will begin individual PD on more challenging intervention needs.	Teachers in grades 6 – 11	Start date, October 14 th . Ongoing beyond that	All teachers and coaching team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

For the first year of the project we will dedicate an additional period a day to the Grade Team meetings and coaching. In addition we will fund a coaching team consisting of one Master Teacher, one ESL Specialist and one UFT Teacher Center teacher.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

2. Specify a timeframe for mid-point progress monitoring activities.				
We will document our ongoing work electronically and review student progress on a monthly cycle. In addition we are tracking and customizing the PD work done by our coaching team.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
N/A, though again we are on track to meet this goal.				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	HE
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

While in years past we used a rubric to examine teacher practice, we had never closely aligned the observation data with Professional Development or tailored coaching cycles. This year we are working to strengthen 2.5 to move it into the HE category. The primary issue had been the principal's attempt to conduct the bulk of the observations and deliver the bulk of the PD/coaching. While well intended it left gaps in teacher development.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

This year we are focusing on NYS DTSDE indicator 2.5 from Effective to Highly Effective as defined by the DTSDE rubric. We will meet all of our observation targets, the minimum required by contract, by February 27, 2015 and will continue our observation cycle through June. Teacher practice will be tracked using student data such as school required pre-assessments and post-assessments for each unit. The results of all pre and post assessments are recorded in a publicly shared grade book. We will match teachers self-assessments, student data and observation driven areas for improvement to individual PD plans. Teachers will receive their customized PD plans on January 9th. The three academic coaches will assist in delivering that PD and we will review the results and make modifications in weekly coaches meetings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Academic coaches conduct a personal skills assessment to determine what school based coaching capacity we have and what we need to develop.	Master Teacher UFT Teacher Center Teacher ESL Specialist	Start, September 15 th . End September 22 nd .	Academic Coaches and Principal
Teachers take a self assessment using the Danielson Rubric to identify areas of strength and areas for growth	All staff	Start, September 15 th . End, September 22 nd .	All staff
Admin Team is trained on Teach Boost as a new tracking system to assist with alignment.	Admin Team	Start, September 17 th .	All staff
Teachers selecting the PROSE goal setting option create goals aligned to self assessment	Staff that select PROSE option	Completed by October 8 th .	Admin Team
Data is combined from Grade Teams and Observations during weekly academic coaching sessions to create PD plans. PD is delivered.	All staff	Oct – June	Academic coaches with admin team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
In addition we will fund a coaching team consisting of one Master Teacher, one ESL Specialist and one UFT Teacher Center teacher. In addition much of the ground work is laid out in our three day summer PD.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

6. Specify a timeframe for mid-point progress monitoring activities.

After the initial periods indicated in the action plan we will be meeting and monitoring our progress in weekly coaching meetings.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

N/A – We are on track to this point to meet this goal.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	HE
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school is a Community Learning School and has been featured prominently in the press and acknowledged by the Chancellor for doing work that creates a welcoming environment for parents and enables them to take advantage of the many resources offered in the community. In addition we have dramatically grown our parent presence in the school. The area we would like to enhance for this goal is an onsite hub for parents to come, find resources and have a presence in the school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We opened a Parent Resource Room this year. The objectives are to increase the PTA attendance by 20% and parent attendance during evening programming by 40% in addition to having over 200 center visits in the first year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
3. Strategies to increase parent involvement and engagement			
4. Activities that address the Capacity Framework element of Trust			
Find a central site within the school to turn into a Parent Resource Room	Parents	September 30 th .	Principal and PTA
Secure funding and resources to make a resource rich location that parents find inviting and will use as a parent hub.	Parents	September 30 th .	Principal and Lead CBO
Make purchases for the site and prepare the room for parents.	Parents	October 17 th .	Principal and Lead CBO
Ribbon cutting and ongoing support	Parents	November 5 th	PTA, Principal and Lead CBO

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Space for the site. Funding for the materials. A Site to house the displaced staff. Training for Parent Coordinator and PTA president. Resource Coordinator to help bring resources to the site.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

West Harlem Redevelopment Corp. grant

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

After each PTA we will track the increase in attendance and at the same time we will review the sign-in sheet for the Parent Resource Room.

Part 6b. Complete in **February 2015**.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?	N/A			

**Section 6: Academic Intervention Services (AIS)
(Required for All Schools)**

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students that achieve a score of less than 3.0 on any standard, as expressed by a Learning Target are required to attend tutoring.	Students are given additional instruction in the standard and are then reassessed.	Small Group Tutoring	For Middle School students the support is provided after school. For High School students the support is provided before school and on Saturdays
Mathematics	Students that achieve a score of less than 3.0 on any standard, as expressed by a Learning Target are required to attend tutoring.	Students are given additional instruction in the standard and are then reassessed.	Small Group Tutoring	For Middle School students the support is provided after school. For High School students the support is provided before school and on Saturdays
Science	Students that achieve a score of less than 3.0 on any standard, as expressed by a Learning Target are required to attend tutoring.	Students are given additional instruction in the standard and are then reassessed.	Small Group Tutoring	For Middle School students the support is provided after school. For High School students the support is provided before school and on Saturdays
Social Studies	Students that achieve a score of less than 3.0 on any standard, as expressed by a Learning Target are required to attend tutoring.	Students are given additional instruction in the standard and are then reassessed.	Small Group Tutoring	For Middle School students the support is provided after school. For High School students the support is provided before school and on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist,	Students are regularly screened for risk factors or they are mandated based on	Some students receive group counseling and some receive one-on-one	Some students receive group counseling and some receive one-on-one	All of our at-risk services are provided during the day.

<i>Social Worker, etc.)</i>	IEP documentation.	counseling.	counseling.	
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06M346 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	633	SIG Recipient	No
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching	28
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	5	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.4%	% Attendance Rate			88.7%
% Free Lunch	90.3%	% Reduced Lunch			1.8%
% Limited English Proficient	29.2%	% Students with Disabilities			19.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			6.7%
% Hispanic or Latino	91.5%	% Asian or Native Hawaiian/Pacific Islander			0.2%
% White	1.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.46	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)			4.34
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.5%	Mathematics Performance at levels 3 & 4			7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			61.9%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	71.4%	Mathematics Performance at levels 3 & 4			42.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	75.0%	% of 2nd year students who earned 10+ credits			53.6%
% of 3rd year students who earned 10+ credits	50.5%	4 Year Graduation Rate			61.8%
6 Year Graduation Rate	80.0%				
Overall NYSED Accountability Status (2014-15)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
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 (2012-13)					
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	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
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				

06M346 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	633	SIG Recipient
				No
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching
				28
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	5	# Drama
# Foreign Language	12	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	88.4%	% Attendance Rate		88.7%
% Free Lunch	90.3%	% Reduced Lunch		1.8%
% Limited English Proficient	29.2%	% Students with Disabilities		19.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		6.7%
% Hispanic or Latino	91.5%	% Asian or Native Hawaiian/Pacific Islander		0.2%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.46	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		4.34
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.5%	Mathematics Performance at levels 3 & 4		7.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		61.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	71.4%	Mathematics Performance at levels 3 & 4		42.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	75.0%	% of 2nd year students who earned 10+ credits		53.6%
% of 3rd year students who earned 10+ credits	50.5%	4 Year Graduation Rate		61.8%
6 Year Graduation Rate	80.0%			
Overall NYSED Accountability Status (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
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 (2012-13)				
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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	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	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
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			

Section 7: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

65% of the students in our ELT programming will outperform their predicted gains, achieve more than their predicted credits, and have better than predicted attendance by the conclusion of the school year.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

We have decided that to be an authentic ELT program we must extend the opportunity to all students in the school. While we place special emphasis on recruiting our most at risk students – English Language Learners and Special Education students, the programming is open to our entire population.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.

Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Our school believes that a necessary part of a well rounded and robust education is offered outside of the classroom. Students must be given an opportunity to practice some of what they have learning in the classroom, outside of the classroom. Students who are involved in sports, clubs and student governance are more likely to attend and complete school. In addition, at our school we use a standards based grading system that requires students to demonstrate proficiency on all standards. As such many students need an opportunity for remedial help, making tutoring an integral part of our offerings. In order to serve all of the diverse needs of our students we offer programming before school, after school and on the weekends. The school is also open during the longer school breaks for additional programming.

Part 2c. Is the ELT program voluntary or compulsory?

X

Voluntary

Compulsory

If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

At present with the voluntary program we serve 46% of our students in grades 6 – 12. We are revising some of our Middle School programming to offer choices that have been identified as areas of interest. The revisions include a Robotic’s Club for STEM enrichment and Martial Arts to work with students on concentration, self control and physical fitness. With these additions we hope to move well beyond the 50% participation rate.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

Our ELT programming is made up of a variety of partners and is overseen jointly by the school’s admin team and the Executive Director of the CBO.

Our ELT program is made up by a variety of offerings. Some of the Middle School offerings are funded by a DYCD after school grant and administered jointly with our lead partner – Community League of the Heights. Some of our programming consists of outside vendors brought in to offer specific programming, for example the City Harvest’s Health Cooking class. The remaining programming consists of school sponsored programming, offered by teachers in the school.

A sample of the programming – Debate Club, Chess Club, Health Cooking, Food Ambassadors, CHAMPS Sports, Math Club, Grrrls Club, BLOOM, PSA Film Club, NY Detectives Club, 7 PSAL varsity sports, Journalism Club, Art Club, Comics Club, Senior Internships, The Brotherhood, Glee Club, Student Government

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Each evening there are three folks on duty to assist with the running of the variety of the programming taking place. One administrator is on duty, our resource coordinator is on duty and the site director of the DYCD programming is on duty.

Every Friday the various program heads gather to track participation, discuss space constraints and needed changes to the programming. In addition we meet twice a year to reevaluate our goals.

Part 3c. Timeline for implementation and completion, including start and end dates.

Our cycle for ELT is as follows –

Summer – Meet to evaluate what new programming we want to pursue, what programming did not meet our standards or is not meeting our goals and needs to be restructured or dropped from the offerings.

Fall – We implement the programming and meet weekly to trouble shoot and evaluate efficacy.

January – We conduct a goal evaluation to see what we need to do to ensure meeting our set targets.

Spring – Continue meeting weekly to trouble shoot and evaluate.

End of School Year – celebrate our successes and prepare to restart the cycle.

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		C4E
X	Title I 1003(a)	X	Title III	X	PTA Funded	X	Grants		School Success Grant	X	In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

We occasionally take advantage of other programming, occasionally funded through our lead partner or one of their contacts. Most of this programming involves trips or single experiences rather than a consistent set of programs and none of it was listed above.

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

We will follow the timeframe specified in Part 3c.

Part 5b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

N/A

Section 8: Title I Program Information

Directions:

7. All schools must indicate their Title I status in Part 1
8. All elements of the *All Title I Schools* section must be completed in Part 2
9. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
10. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
11. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
12. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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 2 additional ELL instructors and 1 new Special Education 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.

2b. 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.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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.

We have developed an internal system of ongoing assessment in each classroom. Our teachers all give pre-assessments, evaluate the data, give ongoing assessments throughout the unit, adjust instruction, and then give end of unit assessments. We have ongoing PD around successful assessment design, appropriate questioning technique and data analysis.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$386,917	X	8-10 11-12 14-15 16-17 19-20 23-24
Title I School Improvement 1003(a)	Federal	\$0		
Title I Priority and Focus School Improvement Funds	Federal	\$143,983	X	8-10 11-12 14-15 16-17 19-20 23-24
Title II, Part A	Federal	\$0		
Title III, Part A	Federal	\$19,900	X	14-15 19-20
Title III, Immigrant	Federal	\$0		

Tax Levy (FSF)	Local	\$3,688,985	X	8-10 11-12 14-15 16-17 19-20 23-24
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¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) for Community Health Academy of the Heights

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 the school. Community Health Academy of the Heights, 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 the school and the families. The 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 the school community. Community Health Academy of the Heights 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

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

II. Parent/Guardian Responsibilities:

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

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

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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													

*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			
	ELL	EP																				
SELECT ONE																				0	0	
SELECT ONE																					0	0
SELECT ONE																					0	0
TOTAL	0																					

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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
- 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. **The 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 [AMAQ 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:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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. 
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.

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 progresising 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 teacehrs 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:			
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

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

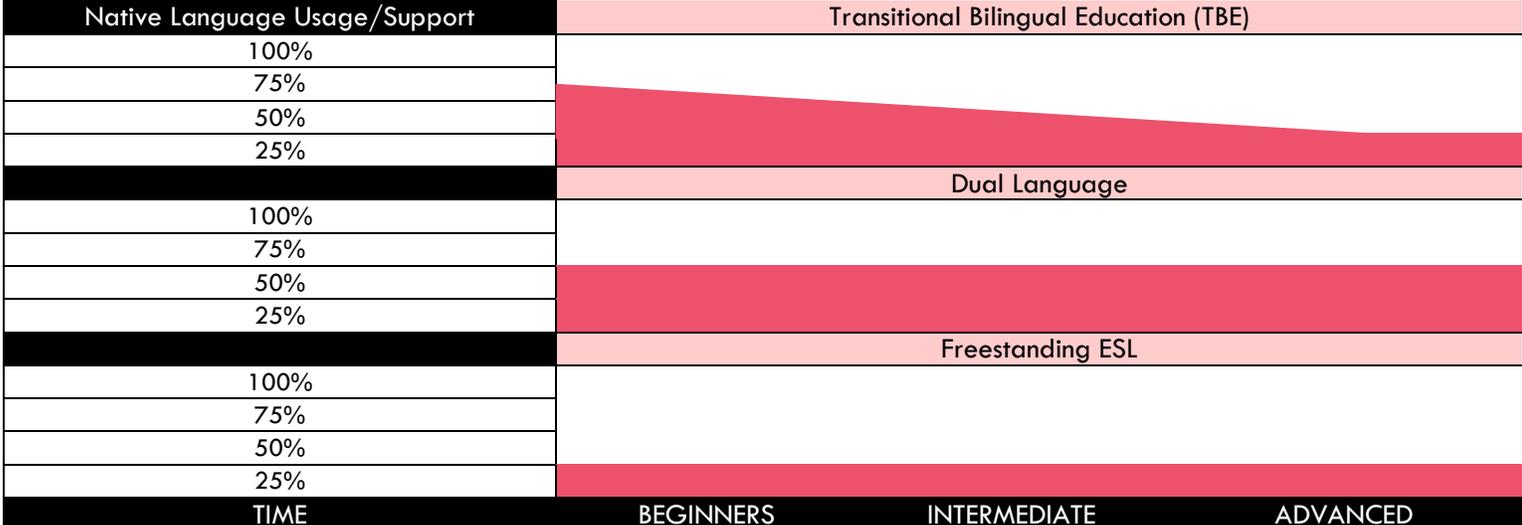
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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. This 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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Community Health Academy</u>	DBN: <u>06M346</u>
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 50
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

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 CHAH ESL After School Care Program

Rationale: As an instructional team consisting of the principal, assistant principal and three instructional coaches, one of whom is the ELL department chair, we have looked at progress reports and testing data and have determined that English learners as CHAH are struggling in their content area classes and on state exams. We would like to create a the CHAH ESL Afterschool Care Program to increase the cognitive academic language proficiency of the English Language Learners so they can attain academic standards and achieve success in the classroom. Our program will focus on grades six through eight so that these middle school English learners will be prepared for high school. It will be supplemented by math instruction one day a week, since many of the English learners at our site also struggle greatly with this subject, especially in the lower grades 6-8, as evidenced by state and in school assessments.

Description of Supplemental Program: The CHAH ESL After School Care Program will target middle school English learners in grades six through eight. It will consist of two classes, one serving English learner students at the beginner and struggling intermediate proficiency levels, and the other serving advanced and long-term English learner students. The program will focus specifically on ESL in the content areas, basic literacy, and basic writing, especially in expository areas. Both classes will provide opportuntites for our English learners to gain English proficiency through active and hands-on engaging activies in the content areas such as website development, writing for a school newsletter, and language based science activities. Once a week the students will split into small, skill-based groups to work with the math teacher on math skills, especially focusing on word problems and text structures in the mathematics classroom.

Materials Used: The teachers will use materials by National Geographic Learning / Cengage Learning, speciafically the Edge Leveled Library, Inside Phonics, Inside the USA, and Inside Language, Literacy and Content, all of which are especially developed to use highly engaging National Geographic exclusive content to help English language learners achieve success with Common Core State Standards and their content area classes. These materials will also be used for the math instruction. The math teacher will also use scientific calculators, Prentice Hall Course 3 Mathematics textbooks, and a Smartboard.

Language of Instruction: The language of instruction will be in English

Part B: Direct Instruction Supplemental Program Information

Numbers and types of certified teachers: The two after school classes will be taught by certified ESL teachers, and one certified math teacher. Ms. Rebecca Stanton holds a professional certificate in both ESOL and ELA 7-12. She will teach the advanced English learners and long term ELL class. Ms. Leah Werner-Evans holds an initial certificate in ESOL. She will teach the beginner and struggling intermediate proficiency students. Mr. Reginald Coleman holds a professional certificate math 7-12.

The teachers will use materials by National Geographic Learning / Cengage Learning such as the Edge Leveled Library, Inside Phonics, Inside the USA, and Inside Language, Literacy and Content, all of which are especially developed to use highly engaging National Geographic exclusive content to help English language learners achieve success with Common Core State Standards and their content area classes.

Proposed Enrollment of the CHAH ESL After School Program:

Although it is not possible to give exact numbers for the after school enrollment until registration, the following table will show the exact numbers of English learners at CHAH to show the need for this program:

English learners at CHAH	Beginners	Intermediate	Advanced
ELLs in 6th	5	5	16
ELLs in 7th	4	9	12
ELLs in 8th	0	4	10
ELLs in 6-8 span	9	18	38

Although not all students are able to attend an after school program due to family obligations or other activities, we will recommend the class to all of the English learners listed above. Following is the estimate of the proposed enrollment:

CHAH After School ESL Class	Days and Hours of Classes	Enrollment Estimate
Class 1 Beginners and Intermediates	Mon, Tues, Thurs 3:00 - 4:30 pm	15 (about 5 from each grade)
Class 2 Advanced and Long Term ELLs	Mon, Tues, Thurs 3:00 - 4:30 pm	15 (about 5 from each grade)

Both classes will also meet on the last Saturday of the month from 10:00am to 1:00pm. These Saturdays are: January 31, February 28, March 28, April 25, and May 30 2015.

Total number of sessions: The program will begin on January 15, 2015. It will meet every Monday, Tuesday and Thursday from 3:00pm to 4:30pm, except for days in which there is no school. We expect to meet for total of 66 times during the time period from January 15, 2015 through June 18, 2015. The math teacher Mr. Coleman will work one day a week on Tuesdays, team-teaching with the ESL teacher of each class for 45 minutes in each class. He will work for a total of 21 Tuesdays sessions.

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: The ESL teachers at Community Health Academy of the Heights will attend the New York State Association for Bilingual Education annual 2015 Conference, which will take place March 12-14, 2015 in the Greater New York City area. The conference theme, "Building Bridges: Bilingual Education across Borders" will address the key issues in the ESL field as they relate to ELLs/Bilingual Learners, their educators and families. Each day of the conference will focus on a different border that begins at the geo-political/immigration, moves to field-based borders (i.e. bilingual, TESOL, special education and general education) and concludes with generational divisions. The workshops will be led by educators prominent in the field of ESL, such as Dr. Ofelia Garcia, Dr. Keisha Green, Dr. Angelica Infante, and Dr. Sonia Nieto. The conference is hosted by the New York State Association for Bilingual Education.

In House Professional Development

Other professional development workshop will be offered at our site by Rebecca Stanton, the ESL department chairperson and ESL coach at CHAH, Laura Daigen Ayala, the ELL specialist at the UFT Teacher Center, or Suzanne Pratt, the induction coordinator and ESL specialist at Teachers College. Following are the tentative professional development sessions, titles, and times.

Title: Scaffolding Reading and Writing for ELLs with Text Structures

Date: January 19, 2015, 3:00 - 4:30

Participants: ESL teachers (5), ELA teachers (7), science teachers (7), history teachers (7)

Providers: Rebecca Stanton and Laura Daigen Ayala

Follow - up professional development in this area (scaffolding with text structures) will continue in departmental meetings, when departments will gather together to look at the student work that results from implementing text structures into their classrooms. Instructional coaches Rebecca Stanton and Suzanne Pratt will meet with departments and individual teachers for ongoing support in this area.

Title: Planning for ELLs - Writing Language Objectives for Content Area Classes and Aligning them with Academic Tasks

Date: February 9, 2015, 3:00 - 4:30

Participants: ESL teachers (5), ELA teachers (7), science teachers (7), history teachers (7)

Providers: Rebecca Stanton and Suzanne Pratt

Follow - up professional development in this area will continue in departmental meetings, when departments will gather together to look at the student work into their classrooms. Instructional coaches Rebecca Stanton and Suzanne Pratt will meet with departments and individual teachers for ongoing support in this area.

Title: Analyzing the Language Demands of Academic Tasks for ELLs (Part 2 of Writing Language Objectives Aligned with Academic Tasks)

Part C: Professional Development

Date: March 16, 2015, 3:00 - 4:30

Participants: ESL teachers (5), ELA teachers (7), science teachers (7), history teachers (7)

Providers: Rebecca Stanton and Laura Daigen

Follow - up professional development in this area will continue in departmental meetings, when departments will gather together to look at the student work. Instructional coaches Rebecca Stanton and Suzanne Pratt will meet with departments and individual teachers for ongoing support in this area.

Title: Scaffolding Reading and Writing for ELLS with Visuals and Graphic Organizers

Date: May 11, 3:00 - 4:30

Participants: ESL teachers (5), ELA teachers (7), science teachers (7), history teachers (7)

Providers: Rebecca Stanton and Laura Daigen Ayala

Follow - up professional development in this area will continue in departmental meetings, when departments will gather together to look at the student work. Instructional coaches Rebecca Stanton and Suzanne Pratt will meet with departments and individual teachers for ongoing support in this area.

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: The CHAH Parent Engagement Activities:

Rationale: The Parent Center at CHAH offers a wide variety of activities and workshops that will support the parents of English learners.

Parent Notification: Parents will be informed of these meetings by phone calls home by a bilingual staff member, a monthly bilingual newsletter sent out on the 1st of each month, and through direct mailing notifications. All materials sent will be translated into the home language of the students and parents.

A parent orientation for parent of new incoming ELLs and all returning ELLs will be held on Monday January 13, 2015. A morning (9:00am - 10:30 am) and evening session (7:00pm - 8:30 pm) will be held to allow all parents an opportunity to attend. At this meeting parents will be informed about the CHAH ESL program, NYSESLAT and NYSISTELL testing, the CHAH ESL after school program, and strategies they can use to support their child's language learning and academic success.

The ESL department will also hold monthly parent engagement meetings based on the self-identified needs of the ELL parent community. This ELL parent engagement meeting will be facilitated by the ESL department chair and will be held monthly on Wednesday evenings on the first Wednesday of the

Part D: Parental Engagement Activities

month, unless there is no school on that Wednesday, in which case it will be held on the following Wednesday.

The ESL department will send out a monthly ELL Parent Engagement Newsletter, sent on the first of the Month. The ELL Parent Engagement Newsletter will cover topics relevant to the parents of ELLs, such as supporting ELLs in the content areas, supporting ELLs with academic vocabulary, helping ELLs to prepare for the NYSESLAT and other high stakes tests, helping ELLs to adapt to new school environments and cultures, and oral language fluency.

Other Parent Workshops being offered for parent engagement:

Internet Safety - January 21, 2015, 6:00-7:30 pm - Presenter: District Attorney’s Office

Teens Behavior - March 13, 2015, 6:00-7:30 - Presenter: Aido Crespo

Immigrant Affairs Workshop, February 11, 2015, 6:00-8:00. Presenter: District Attorney’s Office

IEP Workshop for Parents - February 10, 2015, 6:00-8:00 pm. Presenter: Liliana Diaz

Grant Writing Workshop - March 12th, 2015, 6:00-8:00 pm. Presenter: Francine Streitch

Prescription Medication Workshop - April 22, 2015, 6:00-8:00 pm. Presenter: District Attorney’s Office

Resume Writing Workshop - May 12, 2015, 6:00-8:00 pm. Presenter: Christian Rodriguez

Part E: Budget

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

Allocation Amount: \$19900

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, 	_____	_____

Part E: Budget

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

Allocation Amount: \$19900

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____