

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: CHOIR ACADEMY OF HARLEM
DBN (i.e. 01M001): 05M469
Principal: MR. GEORGE LENNEL
Principal Email: GLENNEL8@SCHOOLS.NYC.GOV
Superintendent: MR. FRED WALSH
Network Leader: MR. LAWRENCE PENDERGAST

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mr. Lennel George	*Principal or Designee	
Mr. Jason Shulroff	*UFT Chapter Leader or Designee	
Ms. Elizabeth Porter	*PA/PTA President or Designated Co-President	
Ms. Indamora Castro	DC 37 Representative, if applicable	
Janay Salter Victoria Porter	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Ms. Whit Scipio	Member/Parent	
Ms. Tamar Silvera	Member/ UFT / Chair	
Ms. Michele Streck	Member/ UFT	
Mr. Peter McHugh	Member/ CSA	
Ms. Reenie Salter	Member/ Parent	
Ms. Bianca Ford	Member/ Parent	
Ms. Monique Wright	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

During SY 2014-15, our content teams will continue to work together to increase the rigor and coherence of our curricula so that it is strongly aligned to the CCLS and the instructional shifts and will result in a 10% increase in the school's ELA Regent's pass rate in June 2015

Comprehensive Needs Assessment

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

In SY 2013-14 the school ELA Weighted Regents Pass Rate was .60 ("Not Meeting Target").

Instructional Strategies/Activities

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

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

1. Teachers will work collaboratively and with network coaches to create lessons that focus on literacy skills development, test-taking strategies, and literary analysis in order to meet the demands of the ELA Regents examination.
2. Teachers will use employ Universal Design for Learning strategies to create realistic, rigorous lessons, and scaffold objectives for all students.
3. Teachers will use the inquiry process to monitor students' progress.
4. Teachers will create assessments that reflect the structure of the Regents exam's questions and writing prompts so that students are not only proficient in content and skill, but also in the design of the test.
5. Administration and network coaches will provide professional development and one-to-one coaching opportunities for all ELA teachers; workshop and coaching sessions will focus on instructional scaffolds, multiple entry points, and literacy strategies.

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

1. Administration: Principal George and AP McHugh will provide coaching and professional development sessions.
2. Network coaches: Melissa Aviles, Network ELA Coach, will provide coaching and professional development sessions.
3. All ELA teachers will participate in workshops and coaching sessions.
4. Teachers will participate in professional development opportunities offered after school.

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

1. By January 2015, 10% of students will have passed a mock Regents exam with a 65% or higher.
2. By January 2015, 5% of students will have passed the January administration of the Comprehensive ELA Regents exam.
3. By February 2015, administration and teachers will have conducted an item analysis of both the mock and January Regents in order to revise action plans, as well as unit and lesson plans.
4. Beginning in January and ending in May 2015, administration, teachers, and network coaches will conduct non-evaluative learning walks to offer feedback to colleagues and revise curriculum, units, and lessons.
5. In May 2015, students will take another mock Regents exam and will be offered targeted tutoring until the June administration of the Comprehensive ELA Regents.

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

1. All intervention plans began in September 2014 and will end in June 2015.

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

1. Professional development on literacy and test-taking strategies: administration, network coaches.
2. Universal Design for Learning implementation will be supported by administration and network coaches.
3. The inquiry process will be supported by administration and network coaches; Network 603's guide to teacher teams contains the templates and protocols for this body of work.
4. Administration and network coaches will assist teachers with assessment development.
5. Administration and network coaches will provide professional development workshops and coaching.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Each term the school will hold three separate curriculum night meetings for each grade level-8th, 11th and 12.
2. Teachers regularly reach out to parents via phone, email or regular mail to update about the progress of their children.

Budget and Resource Alignment

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

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

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

--

Goal and Action Plan #2

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

Annual Goal #2

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

During SY 2014-15, the school leader will improve the communication systems within the school and the community so all parties are aware of the school goals, progress towards those goals, and where their assistance would be most helpful so that there will be a 10% increase in the school's most challenging Regent's examination—Global History—for June 2015

Comprehensive Needs Assessment

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

In the 2013-14 School Quality Guide the school scored a .38-Not Meeting Target- on the Weighted Regents Pass Rate for Global.

Instructional Strategies/Activities

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

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

1. Teachers will work collaboratively and with network coaches to create lessons that focus on social studies essay writing skills, test-taking strategies, and document based analysis in order to meet the demands of the Global Regents examination.
2. Teachers will use Universal Design for Learning to create realistic and rigorous lesson plans and scaffold objectives for all students.
3. Teachers will use the inquiry process to monitor students' progress.
4. Teachers will create assessments that reflect the structure of the Regents exam's questions and writing prompts so that students are not only proficient in content and skill, but also in the design of the test.
5. Administration and network coaches will provide professional development and one-to-one coaching opportunities for all ELA teachers; workshop and coaching sessions will focus on instructional scaffolds, multiple entry points, and literacy strategies

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

1. Administration: Principal George and AP McHugh will provide coaching and professional development sessions.
2. Network coaches: Brandon Contarsy, Network ELA Coach, will provide coaching and professional development sessions.
3. All ELA teachers will participate in workshops and coaching sessions.
4. Teachers will participate in professional development opportunities offered after school for per session

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

1. By January 2015, 10% of students will have passed a mock Regents exam with a 65% or higher.
2. By January 2015, 5% of students will have passed the January administration of the Global Regents exam.
3. By February 2015, administration and teachers will have conducted an item analysis of both the mock and January Regents in order to revise action plans, as well as unit and lesson plans.
4. Beginning in January and ending in May 2015, administration, teachers, and network coaches will conduct non-evaluative learning walks to offer feedback to colleagues and revise curriculum, units, and lessons.
5. In May 2015, students will take another mock Regents exam and will be offered targeted tutoring until the June administration of the Global Regents exam.
6. Saturday school regents prep classes will be offered.

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

1. All intervention plans began in September 2014 and will end in June 2015.

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

1. Professional development on social studies and test-taking strategies: administration, network coaches.
2. Universal Design for Learning implementation will be supported by administration and network coaches.
3. The inquiry process will be supported by administration and network coaches; Network 603's guide to teacher teams contains the templates and protocols for this body of work.
4. Administration and network coaches will assist teachers with assessment development.
5. Administration and network coaches will provide professional development workshops and coaching.
6. Saturday school teachers-2 @ \$ 42.82. Per hour for four hours each Saturday from November to June. 288 hours @\$42.82 per hour.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Each term the school will hold three separate curriculum night meetings for each grade level-8th, 11th and 12.
2. Teachers regularly reach out to parents via phone, email or regular mail to update about the progress of their children

Budget and Resource Alignment

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

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

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

--

Goal and Action Plan #3

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

Annual Goal #3

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

During SY 2014-15, the school will partner with the NYCDOE Gang Prevention & Intervention Unit to provide professional development on socio-emotional issues for students which will result in a 10% decrease in the number of level 4+ incidents as reported in OORS by June 2015 when compared to data for SY 2013-.

Comprehensive Needs Assessment

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

The school was designated as *Persistently Dangerous*. There were 35 level 4 incidents , 3 level 5 incidents and 21 level 2 incidents in OORS for 2013-14 school year

Instructional Strategies/Activities

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

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

1. The BLOSSOM female empowerment program fosters leadership and provides mentoring to young ladies while addressing their health, socialization, education, self-empowerment and career mapping.
2. Periodic written assignments will be given to access the programs impact on students.
3. After-school Computer Programming and Video Game Design for young men.

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

1. Through our partnership with the NYC DOE Gang Prevention & Intervention Unit, their staff along with ours will implement the BLOSSOM female empowerment program
2. Parent Coordinator, Ms. White is the Coordinator along with Gang Intel personnel, Darlene Walker.
3. Coordinators will provide workshops and lessons on such topics as, relationships, sisterhood and self-acceptance.
4. Mr. Shulroff, Dean and teacher of the After school Video game Design/Programming will regularly counsel the young men about career planning, socialization and issues of youth empowerment.

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

1. By February 2015, the school will show a 7% reduction in number of level 4+ incidents as reported on OORS when compared to February 2014.

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

1. 1. The program will begin in November and end in May in a culminating rites of passage ceremony at St. Francis College.

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

1. 1. Printing of flyers, gift bags, incentives, snacks, t-Shirts, pins and bags.
2. Video Game Design/Programming class teacher -after school on Wednesday and Thursday for 1 hour each day at \$42.82 an hour for total of 50 hours.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are invited to participate in workshops.

Budget and Resource Alignment

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

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

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

--

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	AIS services primarily target students who scored a level 1 or low level 2 on the state assessment.	Whole class and small group instruction	Saturday enrichment, as well as double blocks of English Language Arts and Math in the middle school
Mathematics	<p>AIS for students in grades 8 who did not receive a 3 or 4 on the state assessment in math and who do meet the schools criteria for services will receive additional instruction through blocked scheduling in the classroom small group and one on one push –in.</p> <p>Students will be programmed for double period’s classes to receive individualized Instructions.</p>	Small group and one on one instruction	Daily Push-In to classes and small group instruction.
Science	AIS students for grade 8 who scored below the approved passing rate will be required to receive extra help from the push in teacher in the classroom.	Small group instruction	During the school day
Social Studies	AIS students for grade 8 who scored below the approved passing rate will be required to receive extra help from the push in teacher in the classroom.	Small group instruction	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Conduct individual and group counseling sessions to help student reduce stress, increase self-esteem, develop positive social skills and enhance multicultural understanding.</p> <p>Organize regent’s prep and SAT classes to achieve success in test taking scores.</p> <p>Establish articulation goals for middle school and high school students. Work with students on problem solving and decision-making skills by providing students with information related to career interest. Conduct leadership workshops for students in collaboration with school staff to develop community activities/projects.</p>	Individual and small group targeted instruction	Daily pull-out session

Include counseling/consultation with teacher, consultation with parents, functional behavioral assessment, behavior intervention plans designed to address the students' individual needs. Couseled students as per their Individual Educational Plan (IEP) mandates. Meet with individual parents regarding student's special needs and jointly develop a plan. Provide crisis management and intervention for students at risk of failing and/or with social and individual emotional needs.

Refer family to vocational and mental health related programs such as: substance abuse services, mentoring programs and psychological therapy. Include suicide prevention workshop for diabetes, workshops and counseling for Sexually Transmitted Diseases (STD), workshops on obesity, strategies and student staff development for healthy eating/eating habits and referrals for dentist and optometrist services.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers. New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification).
Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team.

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

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.
School Leadership Team and Lead teacher Team are used to make decision regarding the use of assessments to improve instruction. Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teachers' surveys, observation data, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that are assessments are measuring what we are teaching in the classrooms, content, skills, and process.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 05M469

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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$116,097.30	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$718,091.00	X	See action plan

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.

**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 05	Borough Manhattan	School Number 469
School Name Choir Academy of Harlem		

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 Dr Melissa Vaughan	Assistant Principal Peter McHugh
Coach type here	Coach type here
ESL Teacher Tamar Silvera	Guidance Counselor Ivette Jessie
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lorraine White
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
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	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	185	Total number of ELLs	4	ELLs as share of total student population (%)	2.16%
--	------------	----------------------	----------	---	--------------

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in								2	1		1			4
Pull-out								1	1		1			3
Total	0	0	0	0	0	0	0	3	2	0	2	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	0
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	1

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
ESL	2	1	0	1	0	0	1	0	0		4

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		
Total	2	1	0	1	0	0	1	0	0	4
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
Bengali								1			1			2
Spanish									2					2
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	1	2	0	1	0	0	4

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									2					2
Chinese														0
Russian														0
Bengali								1			1			2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	2	0	1	0	0	4						

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)								1						1
Intermediate(I)									1		1			2
Advanced (A)									1					1
Total	0	1	2	0	1	0	0	4						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7	1				1
8	2				2
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									0
7	1								1
8	1		1						2
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									0

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			0	
Integrated Algebra	1			
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography				
US History and Government				
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.
Early literacy skills are assessed through portfolio assessment at Choir Academy of Harlem. As a part of our schoolwide practice, each student must maintain a portfolio which includes several literacy based assessments. In addition, each ELL also keeps a reading and writing Journal/Portfolio as a part of their ESL class. Based on the most recently completed portfolios and the current portfolios, it has

been concluded that our ELLs require additional support in writing, vocabulary building and reading comprehension. The staff as a whole has included the ELLs as a part of our weekly professional development inquiry activities and work actively to access and develop resources to facilitate growth in our students in these areas. There have been collaborative planning sessions among teachers, an implementation of literacy initiatives across the curriculum and an ongoing exchange of information regarding our ELLs, including sharing successful strategies among colleagues.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data from the NYSESLAT reveals that our ELLs are performing well in the listening and speaking modalities. The performance of our four ELLs show our Beginner student performs at the intermediate level, one of our Intermediate students scores at the advanced level and the remaining two students score proficient in these modalities. However, as indicated in our literacy assessments described above, our ELLs continue to struggle with academic writing. Of the four ELLs at Choir Academy, one tested at the beginner level in the reading and writing modalities, two tested at the intermediate level and one tested at the advanced level in these modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
ELL students that scored on at a beginner or intermediate level on the NYSESLAT, will receive additional scaffolded support and individual tutoring in order to help them improve across the modalities. All ELLs receive targeted supplemental instruction and support as a part of our school's extended day 37.5 minutes sessions Monday through Thursday.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Among our four ELLs at Choir Academy of Harlem, there is a mixture of proficiency and grade levels. We currently have the following:

- Middle School- Grade 6 (no students)
- Grade 7 (1 ELL - Beginner level)
- Grade 8 (2 ELLs - 1 at the Intermediate level and 1 at the Advanced level)
- Grade 9 (no students)
- Grade 10 (1 ELL - Intermediate level)

We do not currently offer any native language tests.

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](#)).
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Using the data collected from state exams and in-house assessment, individualized instructional modifications are made based on each ELL's stage of second language development. These modifications include scaffolding and differentiating lessons to facilitate the success of our ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of our programs is determined by our ELLs' progress in state and in-house assessments. Growth in these assessments will result in continuation and development of practices, and lack of growth will result in restructuring of instructional practices.

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

Based on the results of the LAB-R the ESL Coordinator notifies the parent of their child's eligibility for services. If a student is not eligible for services the parent receives a Non Entitlement letter. If a student is eligible for services, the parent receives an Entitlement letter, a Parent Survey, a Program Selection form and finally, a Placement letter. Entitlement letters are either sent by mail or or given to the parent(s) guardian(s) in-person at the school. If the Parent survey and Program selection forms are completed on site at the school, they are immediately collected and securely stored in the schools archives as a part of the student's permanent record. If the documents are sent home for completion, a reminder call is made to the parent/guardian to ensure that they return the form to the school immediately The documents are collected and processed by the ESL coordinator, who securely stores in the schools archives as a part of the student's permanent record. Copies of all letters and completed forms are filed securely in the school files and students permanent records.
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.

When students are identified as ELLs, parents are offered a choice of 3 possible programs: Transitional-Bilingual Education, a Dual Language program, or an English as a Second language program. Once placement is determined, based on the parent's choice and available programs, parents receive a placement letter stating which program their child has be placed in. These letters are delivered in person or mailed to the home. A copy is also placed in the student's record. Once placement is determined, the ELPC Screen in ATS is updated within the 20 day mandated deadline.

In addition to the initial Entitlement letter given at first placement, Entitlement letters are distributed at the beginning of each school year in order to inform the parents/guardians of the current status of children and the services to which they are entitled. A copy of this letter is maintained in the school files and the student records.

Choir Academy of Harlem offers only a Freestanding ESL program. If a parent makes a choice not available at our school, we keep a list of these parents and students so as to notify them should their program preference become available here. We assist the

parent in finding a suitable program elsewhere if they so request and we provide translation services to the families in order to ensure full understanding of what is available to the student and what is offered at Choir Academy.

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 NYSESLAT is administered in the Spring to eligible students in order to evaluate their English proficiency. Students and parents/guardians are notified by mail, school notice letters and fliers as the test approaches. The notifications include a reminder of the components of the test and the time period during which the test will be administered. The ESL and Testing Coordinators work together to ensure that the ELLs are provided with appropriate testing conditions and any necessary materials and accommodations. The test is then administered as outlined in the state guidelines, within the specified time period.

All testing material is stored securely during the testing period.

Once all the eligible students have been tested, the relevant sections are scored as directed, after which the testing materials are packaged and delivered as instructed.

Parents/guardians are notified before the beginning of the following school year about their child's eligibility for services, based on the results of the most recent NYSESLAT. If the ELL continues to score below the level of English proficiency, they continue to be eligible for ELL services and the parent/guardian receives a Continued Entitlement letter. If the student scores at the proficient level the parent will receive a Non-Entitlement letter.

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. [i](#)

Our school has not had to provide these documents in recent years as our ELL population has been consistently low (currently four) and is comprised of students who had been identified as ELLs at their previous schools.

With our school now in the process of phasing out, we do not anticipate the need to use these documents in the future.

We do not anticipate expanding the ELL services at Choir Academy, but will need to make adjustments based on expected decline in the ELL population within the next two years.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Choir Academy of Harlem currently offers a Pull Out Freestanding ESL program. In addition, because of the unique nature of our ELL population, the ESL teacher also pushes in to content area classes to support the ESL students

The students are programmed heterogeneously - mixed grade and proficiency levels.

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)?

The ESL teacher, in collaboration with the school's programmer and the guidance counselor, creates a program for each student ensuring that the mandated minutes of instruction are met. Pull out classes meet for approximately 45 minutes during the 5 day school week. In addition, there is a 37.5 minute extended day program, Monday through Thursday, that the students attend. The Beginner level student receives 540 minutes per week, the Intermediate level students receive 360 minutes of ESL instruction a week and the Advanced ELL student receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week.

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.

Choir Academy of Harlem provides resources and professional development for all content area teachers in order to equip them with tools and strategies that they can use to best service our ELLs. Each subject area is taught by licensed teachers who are supported as needed by the ESL teacher. The ESL teacher also uses textbooks, notes and assignments from each content area and supplements them with a variety of graphic organizers tailored to the lessons, hands on material, realia, visual aids, flash cards and computer-based programs to help the ELLs better understand the content area material and vocabulary. In addition native language support is provided in each content area through supplemental material such as bilingual dictionaries and thesauruses, glossaries and other native language reading material.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs at Choir Academy are regularly given the opportunity to demonstrate their native language skills throughout the year through oral presentations, various reports and projects, designated sections and assignments for native language assessment in their student portfolios and interviews with native language proficient staff. Each task is retained and scores recorded in order to evaluate their native language skills.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At Choir Academy of Harlem, we have established departmental and school-wide goals to specifically target the literacy needs of our students. As a part of this mission, we have developed strategies to incorporate all four language modalities in our daily lessons, and have developed periodic assessments that include each skill area. These lessons and assessments are aligned to the Common Core Standards which outline requirements and guidelines for all four skill areas. A variety of differentiated lessons and instructional materials are used to support ELLs. The students use print material such as textbooks, novels, short stories, poetry, plays, newspaper and magazine articles, computer programs for language acquisition, the internet, realia, flash cards, and graphic organizers. Students are required to present assignments and participate in various listening and speaking tasks in class.

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).

All ELLs are given a differentiated supplemental activities and material to enhance each content area curriculum to meet their specific needs. We incorporate ESL methodology and teaching strategies, including native language support, in content area classes. The ESL teacher uses ESL techniques, and helps ELLs meet or exceed both New York City and New York State Standards. Language Arts is taught using both English and ESL methodologies. In addition, ESL students use graphic organizers, simplified directions, interactive tasks and demonstrations, modeling and additional vocabulary instruction, audio-visual aids and technology to support their learning.

6a. SIFE students are provided with supplementary push-in support in their content area classes, as well as lunch-time or after-school tutoring. They are offered bi-lingual dictionaries, interactive computer-based language support, scaffolded instruction and extra time

for assignments and tests. Teachers employ activities to activate their prior knowledge, provide a print-rich environment, use hands-on activities for learning, gradually increase vocabulary, vary assessment, and offer support with the help of native languages when necessary or useful. Cooperative learning is consistently incorporated in order to provide peer support and accountability among SIFE students. They are taught learning strategies that can help them function in any learning situation. The school on a whole provides a welcoming environment for SIFE students by demonstrating acknowledgment and respect for native languages and cultures.

6b. Like SIFE students, ELLs who have been in the US for fewer than 3 years are offered intensive support. They too are provided with scaffolded instruction, tutoring, cooperative learning activities, hands-on instruction, vocabulary and literacy enrichment, modified assessment, computer-based supplementary instruction, and the development of learning strategies that they can use on their own. Newcomers also receive extra time for assignments and tests.

6c. ELLs receiving 4-6 years of services receive ongoing vocabulary development and literacy support. They are also offered tutoring and content area support, scaffolded instruction and cooperative learning. These students also receive extra time for assignments and tests.

6d. Long-term ELLs receive enrichment in language, literacy and content areas through scaffolded instruction, computer-based supplementary instruction, development of independent learning strategies, peer support through cooperative learning, and tutoring. They also receive extra time for assignments and tests.

6e. Former ELLs continue to receive some supplementary services including scaffolded instruction and a cooperative learning environment. They maintain language and literacy support, as well as vocabulary enrichment. They are offered tutoring and extended time as well.

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?

Choir Academy of Harlem does not currently have any ELL-SWDs and does not anticipate accepting any ELL-SWDs in the future, based on our phase out status.

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?

Choir Academy of Harlem does not currently have any ELL-SWDs and does not anticipate accepting any ELL-SWDs in the future, based on our phase out status.

Courses Taught in Languages Other than English

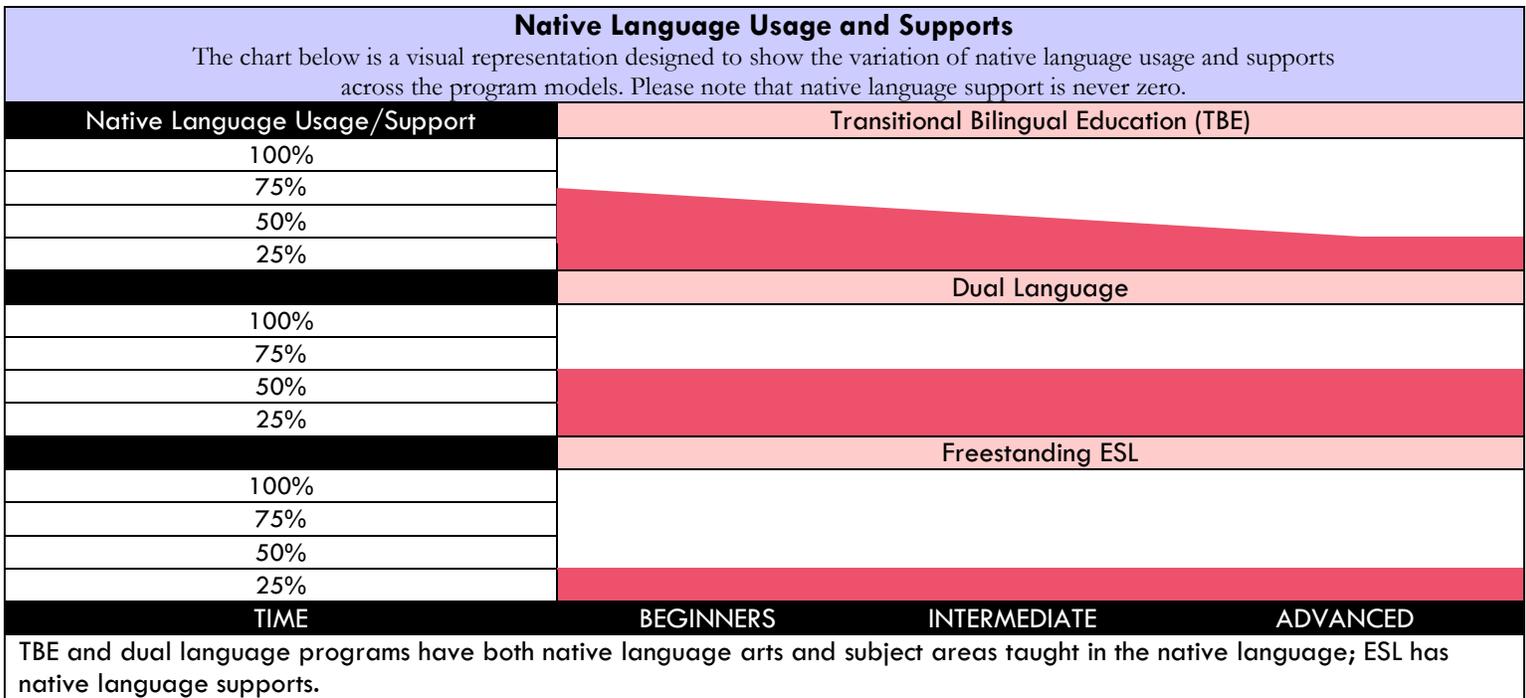
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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 targeted intervention programs for ELLs in ELA, Math and other content areas for all subgroups are the same as for our regular population. The intervention services offered in Choir Academy are as follows:
1. Credit recovery
 2. Independent study
 3. After school tutoring
 4. 37 ½ minute 9th period instruction
 5. Online ELL specific support programs in the subject areas
 6. Peer tutoring
 7. Mentor program
 8. Guidance
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has been successful in achieving modest improvement in content area performance among our ELLs. The effect on language development in all four modalities is slightly better than in the content areas.
11. What new programs or improvements will be considered for the upcoming school year?
- We have no plans for new programs as our ELLs population is decreasing and our school is closing in 2016.
12. What programs/services for ELLs will be discontinued and why?
- All ELL programs are expected to end in 2016 due to the closure of the school.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all daytime programs, after school and supplemental services offered at our school. Invitations and letters regarding all after school and supplemental services are written in ELLs' student home language as indicated in the home language survey upon entering the school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Every ELL served at Choir Academy has daily access to technology and other effective instructional material. Each classroom in our school is equipped with an interactive SmartBoard and at least two computer stations to which students have access. We also have a state of the art computer lab that is used daily on rotation by all content area teachers. In addition, we incorporate hands on experiences, visuals and manipulatives, and realia in our instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ELLs have access to bilingual dictionaries, native language reading material, study materials and educational computer games and programs in their native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Support Services and resources correspond to ELLs' ages and proficiency levels.
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.
- New students are given a student orientation, where they tour the school and meet both students and staff members. Each ELL is assigned a mentor to support them as they adapt to our school environment and to guide them throughout the year.
18. What language electives are offered to ELLs?
- ELLs in our high school grades are offered French as a language elective. There are no language electives for middle school grades.
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)?

N/A

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.

1. All teachers at Choir Academy are provided in-house and out of school professional development (PD) opportunities specifically designed to provide strategies and information tailored for ELLs. Workshops are offered periodically during our weekly PDs and on Citywide PD days. PDs are carefully designed to align with the Common Core Standards.

2. The ESL teacher attends all professional development that is required for every teacher at Choir Academy of Harlem. In addition teacher attends professional development offered by the NYC Office of English Language Learners, such as, QTEL, Training for Collaborative teaching/Push-in strategies and Common Core Standards training.

3. Our staff is provided with research-based strategies to help them guide and support students who are transitioning from one school level to the next.

4. The staff at Choir Academy will receive more than the mandated 7.5 hours of required training every year. Professional Development is done by the ELL teacher, our network specialist and the Office of English Language Learners. Records of these professional development sessions are kept on file by the principal, in the school's main files, by the ESL Coordinator and by each individual teacher in his/her required Professional Development binder.

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?

1. Choir Academy of Harlem has an active Parents' Association (PA) which is very diligent in including all parents. Parents are invited to join and are encouraged to become involved in the school community. They are also encouraged to become a part of the SLT and to volunteer in the school. A variety of activities are planned throughout the year including PA meetings, brunches and other events. In addition, the ESL teacher works with the Parent Coordinator and the PA to provide special workshops and social activities designed especially for ELL parents.

2. Choir Academy of Harlem does not currently have any partnerships with any other agencies or CBOs. We continue to research and seek out organizations that can provide support in our unique situation to best meet the needs of our ELL population.

3. There is frequent contact by mail, phone, email and meetings. The school conducts formal and informal surveys and interviews with the parents through these means, as well as during our Curriculum Night and bi-annual Parent-Teacher Conferences.

4. Based on the feedback received from our surveys and interviews, as well as from parent initiated requests, Choir Academy coordinates activities specifically designed to meet the needs expressed by the parents.

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.

Translation and Interpretation Plan

In conjunction with the Parents' Association, we have determined that written and oral translation of school-to-parent communication should be provided in Spanish. We have further determined that while the school has a small number of Bengali-speaking families, it is not necessary to provide translation to this group. This policy is explained to parents' at all relevant parent meetings and events, including the annual orientation for parents, monthly PA meetings, and general parent events organized by the school.

Part VI: LAP Assurances

School Name: Choir Academy of Harlem

School DBN: 05M469

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Melissa Vaughan	Principal		11/1/13
Peter McHugh	Assistant Principal		11/1/13
Lorraine White	Parent Coordinator		11/1/13
Tamar Silvera	ESL Teacher		11/1/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ivette Jessie	Guidance Counselor		11/1/13
	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: 05M469 School Name: Choir Academy of Harlem

Cluster: 6 Network: 610

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.

As part of our CEP, each year we assess the needs of parents via Parent Survey, SLT Meetings, Parent Teacher Conferences, the Blue Card and P.T.A. Meetings within the building. Although we have a small ESL population, the issue of translation/interpretation is still a priority for our school community. The needs assessment was based on the RHLA, RSAC ATS Reports, written survey, home language survey, Parent Coordinator information sessions and funded meetings. Additional assessments sources included are ARIS data, School Parent Survey, NYSESLAT and special education data and State Exams.

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.

In conjunction with the Parents' Association, we have determined that written and oral translation of school-to-parent communication should be provided in Spanish. We have further determined that while the school has a small number of Bengali-speaking families, it is not necessary to provide translation to this group. Translators will be available during informational sessions including but not limited to PTA Meetings, Funded Meetings, and Parent Teacher Conferences. This policy will ensure that information is communicated to parents in their native language as well as in English, in order to strengthen the home/school link. By providing these services, it is our goal to enhance parents' understanding of academic initiatives, assessments and promotional criteria. These findings and the official policy were reported to parents via relevant parent meetings and events, including the annual orientation for parents, monthly PA meetings, SLT Meetings, meetings with Parent Coordinator and general parent events organized by the school.

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.

Based on the needs determined by the assessments described in Part A, we will provide written translation in Spanish when communicating vital information, including but not limited to: Academic Student Progress, DOE mandates, informational papers, testing information, and NCLB and Common Core related information. Letters for Entitlement, Placement, Continuation of Entitlement, and Discontinuation of Services due to testing out based on the NYSESLAT are available at the Office of ELLs website, and we send them to parents based on their preferred languages. Copies of frequently used forms and letters in Spanish will also be kept on file for easy access and reference when communicating with our Spanish speaking community. With these easily accessed resources, we can ensure that all written communication is distributed in a timely manner to the entire school community. This will optimize parent participation within our school. If the need arises for other translation services not readily available at the school, we will contact the Translational and Interpretation Unit of the NYC Department of Education for assistance.

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.

Spanish translators will continue to be available during Parent/Teacher Conferences, PTA meetings, SLT meetings, parent information forums and meetings to provide parents with academically pertinent or disciplinary information regarding their child. We will use in-house school staff and parent volunteers to meet our oral interpretation needs. If the need arises for other interpretation services not readily available at the school, we will contact the Translational and Interpretation Unit of the NYC Department of Education for assistance.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-633, we will access the NYC DoE website in order to obtain a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. The Department makes this document available in translated form in the primary languages. Our school uses various staff members when verbal translation is necessary: aides, paraprofessionals, secretaries, teachers, guidance counselors, administrators and school safety. For written translations, the following qualified staff members are used: paraprofessionals, secretaries, teachers, guidance counselors and administrators. If the LOTE staff member is not available, we will ask for assistance from the other schools on the campus. When all the on-site resources are not acceptable/available, we will contact a DoE approved agency to assist with any LOTE translation. These procedures will ensure that parents are not prevented from accessing the school's administrative staff or any school services because of language barriers.

All literature generated from our school is translated into the parent's preferred languages based on our assessed needs. Oral and written translations are provided in these languages by school staff. Oral translation for the less common language will be provided by parents or other qualified volunteers and staff who are able to translate, and we will seek the assistance of the Translational and Interpretation Unit of the NYC Department of Education whenever necessary for all other languages.

Posters are displayed in the main entrance, the Parent Coordinator's office, the Guidance Counselor's office and the main office notifying parents of their right to translation/interpretation services. Parents are also informed at P.A. Meetings, Funded Meetings, SLT Meetings and Meetings with the Parent Coordinator.