

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M469

School Name:

CHOIR ACADEMY OF HARLEM

Principal:

LENNEL GEORGE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Choir Academy of Harlem School Number (DBN): 05M469
12
Grades Served: _____
School Address: 2005 Madison Avenue, New York, New York 10035
Phone Number: 212-289-4702 Fax: 212-289-4195
School Contact Person: Lennel George Email Address: Lgeorge8@schools.nyc.gov
Principal: Lennel George
Jason Shulroff
UFT Chapter Leader: _____
Renee Salter
Parents' Association President: _____
Tamar Silvera
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Renee Salter
Janay Salter
Student Representative(s): _____
Victoria Porter

District Information

District: 05 Superintendent: Donald Conyers
335 Adams Street, Brooklyn, NY 11201
Superintendent's Office Address: _____
DConyer@schools.nyc.gov
Superintendent's Email Address: _____
718-923-5124 718-923-5145
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue, Manhattan, NY 10001
Director's Email Address: ychu@schools.nyc.gov

Phone Number: 212-356-7564

Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lennel George	*Principal or Designee	
Jason Shulroff	*UFT Chapter Leader or Designee	
Renee Salter	*PA/PTA President or Designated Co-President	
Indamora Castro	DC 37 Representative (staff), if applicable	
Elizabeth Porter	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Janay Salter	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Victoria Porter	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Tamar Silvera	Member/ Chairperson/Teacher	
Eugenia Coleman	Member/ Parent	
Monique Wright	Member/ Parent	
Wendy Lyons	Member/ Parent	
Michele Streck	Member/ Teacher	
Kamilda Rivera	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Patricia Charles	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Choir Academy of Harlem is a small school, with a focus on the Performing Arts, located in East Harlem. Much like the community which it serves, the school has a long and proud history; in June 2016 it will be graduating its final class. Originally a grade 6-12 Middle/High School, its focus has been "student achievement is our first priority." One of the factors which make the school unique is its legacy. Founded by Dr. Walter J. Turnbull, the school was home to the historic "Boys Choir of Harlem," an internationally acclaimed performance troupe. As the school grew in size, it incorporated the "Girls Choir of Harlem," and ultimately evolved to be a school which included other genres, such as art, dance, and a band program. All of the students have a declared major, and have attended regular classes in one of these four "Performing Arts Strands." In addition to tailoring a schedule to meet the students' Performing Arts requirements, every student is offered the classes required to attain a NYS Regents Diploma.

In regards to our Instructional Core, one of our greatest strengths is that the school has always placed a high value on Professional Development. During the 2014-15 school year, the staff met one to two days a week, after hours to collaborate with the Administration on sharing best instructional practices, Inquiry Work, Data Analysis, and incorporating the Common Core Standards into every one's instructional practices, curriculum development, and lesson plans. Prior to this year, the staff was focused on the same work, through a modified schedule, every Friday afternoon the teachers would meet as either a whole, or by department.

By providing more rigorous instruction, and through the use of our After School Programs, the school has been seeing a steady increase in the percentage of students passing their Regents Examinations. In regards to Credit Accumulation, by closely monitoring the "Are you green?" initiative, and a detailed review of each marking period's Scholarship reports, the Administration has been able to make programming changes, to help the students. We also offer elective courses to best meet the specific needs of our population. We also have an above average number of students with IEP's. The school has been able to make strategic decisions with programming, to meet these students' individual needs, and benefit the student body as a whole, by increasing the number of ICT (Co teaching classes) classes. Our goal is to graduate the last class, college and career ready.

In the 2014-15 school year the school made the most significant progress in the following elements of the Framework for Great Schools: Collaborative teachers, Strong Family-community Ties and Trust. The majority of the teachers in the school were engaged in structured, inquiry-based professional collaborations regarding the achievement of school goals and the implementation of the Common Core learning standards. In addition, the school has structures that support buy-in and accountability amongst staff, students and their families. Parents and students are routinely informed on student progress and understand the school's expectation for college and careers. There is also a high level of trust between students-parent and staff.

05M469 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	08,11,12	Total Enrollment	77	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	4
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	3	# Drama	N/A
# Foreign Language	9	# Dance	3	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.4%	% Attendance Rate			84.0%
% Free Lunch	88.8%	% Reduced Lunch			2.8%
% Limited English Proficient	3.4%	% Students with Disabilities			27.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			73.7%
% Hispanic or Latino	24.6%	% Asian or Native Hawaiian/Pacific Islander			1.1%
% White	0.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	N/A	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			19.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			7.94
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	1.4%	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			2.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	45.7%	Mathematics Performance at levels 3 & 4			25.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			68.0%
% of 3rd year students who earned 10+ credits	40.0%	4 Year Graduation Rate			55.6%
6 Year Graduation Rate	81.8%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Analysis of regents data, scholarship reports and in particular our most recent Quality Review reveal the following:

Instructional Core- pedagogy and instructional practices do not demonstrate high level of thinking and rigor and thus student outcomes show uneven level of student thinking and participation. Student engagement and involvement in lessons is minimal with few students participating and fewer opportunities for student to student discussions across the classroom.

Participation of special ed. population or diverse learners are not reflected in plan no evidence of planning for diverse learners

Teacher practices, art of questioning and engaging class in discussions did move students to higher level of thinking. Lesson pacing and planning were inconsistent with curriculum documents.

The data from the School's quality report indicate that the school's culture communicates high expectations for staff, students, and families, and provide supports to achieve those expectations

In addition the The teachers are engaged in professional collaborations regarding the achievement of school goals and the implementation of the Common Core Standards. They developed inquiry teams to measure and collect data on students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school’s 12th grade team will collaboratively develop rigorous interdisciplinary CCLS-aligned units of study and performance tasks to improve rigorous instructions as measured by the development of five interdisciplinary units of study for math/ science, ELA/ social studies and an increase by 10% in the number of students passing the ELA regents exam in June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Beginning in the summer of 2015, the 12th grade core teachers will meet to develop curriculum, unit plans and instructional resources for an interdisciplinary and project based integrated curriculum. Math and science teachers will plan units of studies for math and science instruction while the ELA and social studies teachers will do the same for their subjects. The goal is to increase the rigor and coherence of our curricula and alignment to the CCLS</p>	<p>ELA, Math Social Studies and Science teachers</p>	<p>Beginning June 22 after school through Month of July at least 1x a week and continuing through the school year</p>	<p>Principal and Assistant Principal</p>
<p>Teachers will use Universal Design for Learning to create realistic, rigorous lessons and performance tasks that provide multiple access points, varied resources and differentiated teaching strategies to cognitively engage students with disabilities.</p>	<p>All teachers and administrators</p>	<p>September 2015 to May 2016. In weekly Pd. meetings</p>	<p>Principal and AP</p>
<p>Teacher teams will develop a school wide rubric for evaluating the CCLS-alignment of the newly created units and performance tasks</p>	<p>All teachers and administrators</p>	<p>September 2015 to June 2016</p>	<p>Principal and AP</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Administration will provide coaching and planning sessions around curriculum development and interdisciplinary project based learning. Instructional resources include the College Board toolkit for interdisciplinary learning and teaching at: http://apcentral.collegeboard.com/apc/public/repository/AP-Interdisciplinary-Teaching-and-Learning-Toolkit.pdf

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> • In December of 2015 give mock regents exams in ELA and social studies. • By January 2016, more than 65 percent of the 12th graders would have passed the ELA exam in the January administration. • By February 2016, administration and teachers will have conducted an item analysis of the ELA mock regents and the January regents in ELA. • In May 2016, students will take another mock Regents exam and will be offered targeted tutoring until the June administration of the Comprehensive ELA Regents.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

An analysis of the attendance data for 2014-15 school year indicate that the average overall attendance rate for the year was lower than 80%. Daily attendance hovered around between 74-78% on average. This certainly impacted our scholarship report and regents pass rate. The school was designated by the State this year- based on the last two years data-as a Persistently Dangerous school. The school developed an Incident Reduction Plan and implemented a number of programs throughout the 2014-15 school years that resulted in the school SVTI index below 1.5.

Priority Areas:

- Continue to develop school climate and culture
- Increase attendance and make the school a more welcoming and supportive environment for all students
- Classroom behavior
- Social Emotional Learning
- Work toward academic achievement
- Provide attention and support
- Peer support for academic work

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 there will be a 10% increase in whole school attendance rate as measured by the school’s Annual Attendance Report.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The R.O.S.E. Program is a female empowerment program that fosters leadership and provides mentoring to young ladies while addressing their health, socialization, education, self-empowerment and career mapping. The program is targeted at high risk youth in an effort to deal with many of the social issues surrounding gangs, youth violence and bullying they face on a daily basis. The Sistah’s Program will equip its participants with:</p> <ul style="list-style-type: none"> • Resources to become self-empowered • Skills to resolve conflict constructively • An increased respect for themselves and other sisters <p>the ability to advocate for issues that affect them and their peers</p> <ul style="list-style-type: none"> • To develop career and academic goals. <p>The students will participate in service programs in the community and attended many workshops on issues and topics such as teen violence, dating, family issues and goal setting. They will meet weekly after school with the Coordinator and other adults involved in the program.</p>	<p>All female students in the school</p>	<p>September 2015 to May 2016</p>	<p>Parent Coordinator, Principal. DOE Gang Prevention & Intervention Unit</p>
<p>The school will implement a system of Positive Behavior Intervention and Supports (PBIS). These rewards for positive behavior and good conduct are tailored to each specific grade level. In addition to the PBIS, the school will actively involve and engage parents and other members of the community in addressing issues and concerns.</p> <p>Activities:</p>	<p>All students</p>	<p>Sept 2015 to June 2016</p>	<p>All teachers, SLT, PTA</p>

<ul style="list-style-type: none"> • Trip Stars- Reward program for students that have perfect attendance, attend Morning meetings/advisory and have little or no referrals for behavior • Choir Bucks program will be instituted later in the fall. Teachers will maintain positive behavior charts for their classes with such categories as classwork completion, punctuality etc. Students will be able to earn monopoly like dollars that they can redeem for various incentives such as movie tickets, marking period special breakfast • Computer Gaming Club. This initiative will give students the opportunity to work on developing computer games and graphics, as outlined in the curriculum 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administrators and teachers will work closely to bring in resources to support planned after school activities: Computer and video gaming resources; R.O.S.E. students will attend workshops at various venues in the city. We will use Educational consultant and per session for teachers to work with students after school. There will be two teachers working per session to work with students in the after-school program for ROSE and the video club. We will also have 20 per diem days to hire subs for coverages for PD. Common planning time for teachers will also be scheduled.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>For R.O.S.E.: Measure students’ involvement in workshops and chat sessions: How is behavior and interaction with their peers improving positively? How much are they involved in planning community services projects and taking initiative in leadership roles? These are interim/weekly assessments.</p> <p>Questionnaire and survey distributed to all participants midway through the program to assess interest level, next steps and concerns.</p> <p>An end of year ceremony in which the young people utilize their talents to display what they have learned about throughout the year.</p> <p>For the Video Game /Computer Club the facilitator of the program will collect daily Behavioral Sheets from each student. These sheets are signed by each subject teacher and assess student’s behavior, participation in class and academic performance. Students must have a satisfactory performance overall to participate in the program.</p>

By January 2016 there should be a 5-7% increase in attendance along with students being supported more through various programs in the school.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Analysis of the Global regents data for the school reveal that the passing rate for this exam in January 2015 was less than 30% and the results for June , though not in as yet, do not look promising. Priority needs :

- Focus on writing to learn across the content area.
- Development of performance tasks that include writing tasks similar to the Global Regents DBQ and thematic essay questions.
- Inquiry Team teachers working collaboratively looking at students’ work.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school’s Inquiry Team will collaboratively analyze student performance tasks to improve students critical writing and thinking skills for the DBQ and the thematic essay as measured by a 10% increase in the number of students scoring at or above the passing rate on the Global Regents

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Teachers will work collaboratively 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. • Teachers will use Universal Design for learning to create realistic and rigorous lesson plans and scaffold objectives for all students. • Teachers will use the inquiry process to monitor students' progress. • 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. • Administration will provide professional development and one-to-one coaching opportunities for Global teachers; workshop and coaching sessions will focus on instructional scaffolds, multiple entry points, and strategies 	All students	September 2015 to June 2016	All teachers and administrators
Writing to learn and writing across the content area	All students	Teachers and administrators	Administrators

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. Administration: Principal George and AP McHugh will provide coaching and professional development sessions.</p>
<p>2. Teachers will participate in professional development opportunities offered after school for per session and through the DOE.</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>1. By December of 2015, 10% of students will have passed a mock Regents exam with a 65% or higher.</p> <p>2. By January 2016, 5% of students will have passed the January administration of the Global Regents exam.</p> <p>3. By February 2016, 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. In addition, they will continue to develop performance tasks to help students perform better on the DBQ and thematic essay of the Global regents exam.</p> <p>4. In May 2016, students will take another mock Regents exam and will be offered targeted tutoring until the June administration of the Global regents exam.</p> <p>Saturday school regents prep classes will be offered.</p>
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Failing State exams and local assessments	Saturday School, Ilearn online classes, After-school peer tutoring and Work study program	Whole class and small group instruction; peer tutoring	Saturday enrichment and regents prep classes; as well as after-school
Mathematics	Failing State exams and local assessments	Saturday School, Ilearn online classes After-school peer tutoring and Work study program	Small group instruction, peer tutoring	Saturday enrichment and regents prep classes as well as after school
Science	Failing State exams and local assessments	Saturday school, iLearn online classes After-school peer tutoring and Work study program	small group instruction, peer tutoring	Saturday enrichment and regents prep classes; as well as after-school
Social Studies	Failing State exams and local assessments	Saturday school, iLearn online classes After-school peer tutoring and Work study program	small group instruction, peer tutoring	Saturday enrichment and regents prep classes, as well as after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in academic difficulties or students who are having problems outside of school that is affecting their attendance and behavior.	Work with students on problem solving and decision-making skills by providing them with information and workshops on conflict resolution and the seven habits of successful students; conduct leadership workshops. Provide	Small group sessions; one and one meetings	During and after school. counselor can meet with students

		crisis management and intervention for students at risk.		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>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.</p> <p>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).</p> <p>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.</p>

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not Applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
School Leadership Team and Lead teacher Team are used to make decision regarding the use of assessments to improve instruction

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

<p>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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	45,806.00	X	Section 5
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	405,380.00	x	Section 5

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

[Choir Academy of Harlem , 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 05	Borough Manhattan	School Number 469
School Name tChoir Academy of Harlem		

B. Language Allocation Policy Team Composition

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

Principal Lennel George	Assistant Principal Agustin Mejia
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Tamar Silvera	School Counselor David Malcolm
Teacher/Subject Area Jason Shulroff	Parent Renee Salter
Teacher/Subject Area type here	Parent Coordinator Lorraine White
Related-Service Provider Patricia Charles	Borough Field Support Center Staff Member type here
Superintendent Donald Conyers	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	31	Total number of ELLs	1	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	0	0	0	0	0	0	1	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1	0	0	0
Integrated Algebra/CC Algebra	0	0	1	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	1	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1	0	0	0
Geography	0	0	0	0
US History and Government	1	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 requirement. 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data from the NYSESLAT reveals that our ELL is performing well in the speaking and reading modalities. The student tested at the expanding level in the NYSESLAT and demonstrates a need for support in the listening and writing modalities. Our school has only one ELL and therefore has no data for comparison across performance levels or grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The ELL scored at the expanding level on the latest NYSESLAT and has been identified as at risk due to the following reasons: ELL failed to obtain one or more credits but is in the 2012 cohort and is expected to graduate in 2016; last year's attendance was under 90%; long term ELL. We will continue to provide additional scaffolded support and individual tutoring in order to help the student improve across the modalities. The student receives targeted supplemental instruction and support designed to address the need for improvement in listening and writing modalities, based on the need areas identified from assessment data.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - 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 home language used?

The one ELL is on track to graduate but struggles to pass his Regents.No native language test are offered.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]
N/A
6. How do you make sure that a student's new 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 target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 - a. Choir Academy do not offer a dual language program.
 - b. Choir Academy do not offer a dual language program.
 - c. Choir Academy do not offer a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
 - All students who are accepted to our school 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 ESL 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 NYSITELL 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 NYSITELL are given a Spanish LAB to determine language dominance.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The school continuously and rigorously assesses all students using a variety of formative and summative tools. We are careful to monitor new ELLs during their first 30 days of school by analyzing their work and using data gathered to design plans based on best practices for SIFE academic achievement. We also utilize SIFE questionnaires and interviews to gather additional data in determining whether new ELLs are SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).
Our LPT will determine if an IEP student who has a home language other than English takes the NYSITELL or not. Their recommendation is passed on to the principal who then agrees or disagrees. If the principal disagrees, the superintendent makes a final decision which is then shared with family. The family then has 20 days to accept or reject the recommendation. . Members of our LPT are Ms. Silvera (certified ESL teacher), Mr. George (administrator), parent (translation and interpretation provided as needed) and Dr. Charles (IEP Teacher). ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test).

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The school has a designated ESL coordinator who ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL has been scored. Letters are sent by mail and are also back-packed with the students. The coordinator follows up with parents to ensure that they have received and understood the letters.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed via mail and through parent conferences held in school. Parents preferred language is used for communication purposes.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
At the beginning of the school year our school organizes a parent orientation for all ELL families. During this orientation we play an orientation video which highlights all three programs and then administration and some staff members clarify parents concerns. We also follow up via mail. Translation services are provided as necessary. Mrs. Silvera serves as the contact person for all questions related to ELL services.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
During the ELL parent orientation and in the letter sent home, we emphasize the importance of returning program selection forms in a timely manner. We established a deadline and send phone reminders as the time approaches, as well as follow up calls if deadlines are missed. The ESL coordinator personally follows up with students and families to ensure compliance.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We follow up with families via phone and remind students to remind their parents about outstanding documents. Mrs. Silvera is in charge of communicating with families. Communications take place in parent's preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
Our ESL coordinator mails these letters home and also send an additional copy home with students. She also follows up with phone reminders. Documents are produced in the parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documents are filed in the student's cumulative records and secured in a locked location. Copies of non-secure documents are also filed in the ELL Coordinator's student files.
11. 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.
Our school administers the NYSESLAT according to the guidelines provided by the state and city, and by the testing company. We use ATS reports to determine eligibility. We ensure that ELL students are adequately prepared for the exam and know what to expect on the test days. We create a testing schedule and provide the students and teachers with copies. We ensure that students receive all applicable accommodations. We schedule make-up testing days in the event that a student is absent on the initial test days.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of the school year, continued entitlement letters are sent home via student(s) and by mail. Parents are required to sign a copy of the letter and return it to the school. The ESL coordinator also calls the parents to confirm receipt of letter(s) and to offer an opportunity to address any questions or concerns. Documents are produced in the parent's preferred language.
13. 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? 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 as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).
Our school has not had to provide these documents in recent years as our ELL population has been consistently low (currently one) and is comprised of students who had been identified as ELLs at their previous schools.
With our school in 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.

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
Choir Academy of Harlem currently offers a Push-In ESL program. The ESL Teacher pushes in to the student's ELA and Social Studies classes to provide support. ELL are not grouped in blocks because of the small size and varied needs of our school's population. ELLs are ungraded and placed in heterogeneous groups. ELLs are programmed to ensure that they receive all mandated hours in ENL/Social Studies.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 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. Our current ELL student receives the mandated 180 minutes of ESL/ELA instruction per week in the form of push-in service by a licensed ELS teacher.
3. Describe how core content is delivered in each program model. 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 home 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 each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusAll 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

The ESL Coordinator and the guidance counselor reviews the student's transcript, IEP and testing history to ensure that the student is properly placed. The student's performance is closely monitored via class work, test results and marking period grades. Modifications are made if necessary.

8. 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

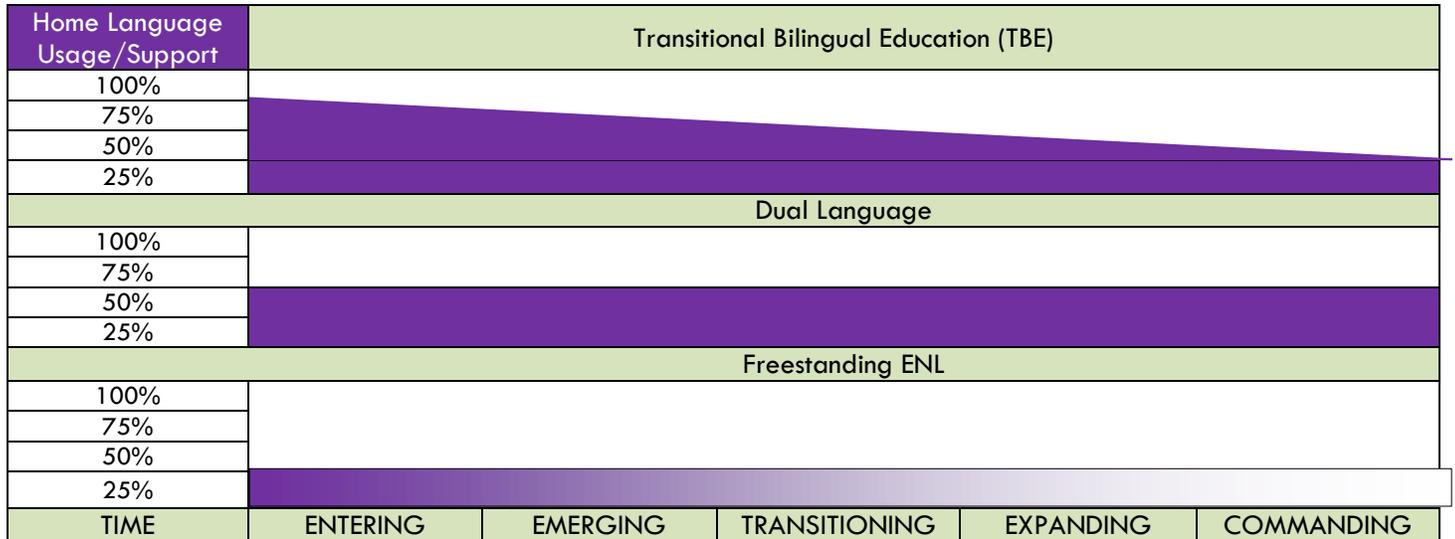


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Online ELL specific support programs in the subject areas
 5. Peer tutoring
 6. Mentor program
 7. Guidance
- ELLs receive push-in support in ELA and Social Studies, along with support materials such as bilingual dictionaries and assistive technology as needed.
11. 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.
12. 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.
13. 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.
14. 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.
15. What instructional materials, including technology, are used to support ELLs? Include core 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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Our ELLs have access to bilingual dictionaries, native language reading material, study materials and educational computer games and programs in their native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Support Services and resources correspond to ELLs' ages and proficiency levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- 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.
19. What language electives are offered to ELLs?
- We currently offer French and English electives to all students, including ELLs.
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teachers of ELLs are offered opportunities to attend citywide workshops designed to address the needs of ELLs in various content areas. In addition, the ESL coordinator/ESL teacher provides training to the staff by developing original workshops or by turn-keying information gathered at training sessions.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs are provided with Common Core specific training through city-wide workshops, webinars and school-based sessions led by staff experts in CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ESL Coordinator provides targeted professional development workshops to share strategies and theories geared toward assisting transitioning ELLs. Teachers are expected to implement the methodologies, strategies and suggestions shared during these sessions.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The staff at Choir Academy will receive the mandated 15%/50% ELL specified PD for non-ESL/ESL teachers respectively. This professional development is led by the ESL coordinator 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.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
The family of our current ELL is invited to meet with the ESL Coordinator/ESL teacher, Parent Coordinator and Guidance Counselor at least once per semester to discuss the program, relevant assessments, the student's academic performance, and the student's language needs. Family members provide translation services when needed. The ESL coordinator stays in constant contact with the family of our ELL to keep them informed about the student's progress and challenges.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Choir Academy of Harlem has an active Parent-Teachers Association (PTA) 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 PTA to provide special workshops and social activities designed especially for ELL parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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.
5. How do you evaluate the needs of the parents?
Parents' needs are evaluated through conversations and monthly meetings. Our school has an open door policy and parents are always welcome. We enlist the help of the parent coordinator in conducting formal and informal Parent Surveys and other questionnaires. Translation services are always available. There is also frequent contact by mail, phone, email and meetings, as well during our Curriculum Night and bi-annual Parent-Teacher Conferences.
6. How do your parental involvement activities address the needs of the parents?
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. Our parent coordinator assists in contacting and surveying parents, and serves as a liaison between the parents and the school in resolving concerns. Surveys, questionnaires and interviews are conducted in the parent's preferred language.

D. Additional Information

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

Paste response here:

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. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lennel George	Principal		10/30/15
Augustin Mejia	Assistant Principal		10/30/15
Lorraine White	Parent Coordinator		10/30/15
Tamar Silvera	ENL/Bilingual Teacher		10/30/15
Renie Salter	Parent		10/30/15
Jason Shulroff	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Dave Malcolm	School Counselor		10/30/15
Donald Conyers	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 05M469 School Name: Choir Academy of Harlem
Superintendent: Donald Conyers

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English and Spanish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All documents are disseminated in English and Spanish which are the preferred languages of our parents

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Choir Academy will host four parent conferences per year, curriculum night, PTA meetings and School Leadership Team meetings. We will also host attendance meetings and disciplinary meeting for students as needed, and follow up with calls to parents from the attendance, guidance counselor and relevant teachers.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members are notified of available translation and interpretation services, and how to use them, ELL professional development sessions. They are also notified via e-mail as needed.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents will be notified via mail and student back-packing.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents will be asked to complete a survey/questionnaires during parent teacher conferences, grade meetings or individual conferences.
Surveys will also be sent home for parents to complete and return to the school.