



**HARBOR HEIGHTS MIDDLE SCHOOL**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 06M349**

**ADDRESS: 306 FORT WASHINGTON AVE. ROOM 414 NY, NY 10033**

**TELEPHONE: (212)568-6052**

**FAX: (212)568-7975**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 06M349      **SCHOOL NAME:** Harbor Heights Middle School

**SCHOOL ADDRESS:** 306 Fort Washington Ave. Room 414 NY, NY 10033

**SCHOOL TELEPHONE:** (212)568-6052      **FAX:** (212)568-7975

**SCHOOL CONTACT PERSON:** Monica Klehr      **EMAIL ADDRESS:** mklehr@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>TBD</u>
<b>PRINCIPAL:</b>	<u>Monica Klehr</u>
<b>UFT CHAPTER LEADER:</b>	<u>Lynn Cartwright-Punnett</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Luz Tejada</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>N/A</u>

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 06      **SSO NAME:** CFN 2 Bradbury Network

**SSO NETWORK LEADER:** Marisol Bradbury

**SUPERINTENDENT:** Martha Madera

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Monica Klehr	*Principal or Designee	
Lynn Cartwright-Punnett	*UFT Chapter Chairperson or Designee	
Luz Tejada	*PA/PTA President or Designated Co-President	
Julio Hidalgo	DC 37 Representative, if applicable	
Alexa Goldstrom	Teacher	
Miguel Torres	Teacher	
Silvia de la Rosa	Parent	
Cesar Gonzalez	Parent	
Rosalba Acosta	Parent	
Walter Thompson	Parent	

**Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.**

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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Nestled in the heart of Washington Heights, the Harbor Heights Middle School is located in Community School District Six of New York City where the highest number of English Language Learners in New York State reside. Our four year old school was founded in response to the community's request for a small middle school environment where Spanish-speaking newcomers to the country could be provided with targeted language-specific instruction and culturally appropriate support. We established our school on the campus of the George Washington Education in the fall of 2006 and moved to our new permanent location on the 4<sup>th</sup> floor at 306 Fort Washington Avenue in the summer of 2009.

Our mission is to graduate successful and caring citizens of the world. We engage newly arrived immigrant students in the development of academic, linguistic and cross-cultural skills necessary for achievement in high school and beyond. We value the academic strengths and social experiences our students bring to Harbor Heights and build upon them as we introduce and guide students to master the New York State core curriculum and life-long learning skills at the same time they are learning academic English. We recognize and promote active engagement of school staff, families and diverse communities in order to reach our goals.

We provide a transitional bilingual instruction program for our students with a heavy emphasis on student support programs such as advisories, conflict management and peer mediation programs. Parent support groups and instruction that will include evening programs in adult ESL, conflict management training and Spanish language book clubs run concurrently in our school so that our parents share in the every-day instruction and social-affective development of our newcomer students.

Harbor Heights aims to provide an individualized education for every student. Counselors and grade teams monitor student progress both as individuals and as groups. Data analysis is an important part of the school culture to aiding both students and teachers in achieving higher goals. We track every student's progress to provide early intervention and on-going support. Students take full advantage of New York City's cultural and educational institutions in monthly fieldtrips and we provide our students with extensive extended day programs in cycles throughout the year. Our programs consist of academic intervention services, enrichment arts and athletics, test practice and English as a Second Language.

Our staff collaborates and communicates formally and informally on a regular on-going basis. Because our student population is small and we value communication, we know our shared students' experiences intimately. Our teachers are given authority and flexibility in developing curricula and materials to suite the needs of our student population while our student support staff works tirelessly to prepare students for high school and beyond.

## SECTION III – Cont’d

### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

#### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>School Name:</b>	Harbor Heights						
<b>District:</b>	6	<b>DBN:</b>	06M349	<b>School BEDS Code:</b>	310600010349		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5		9		Ungraded
	2		6	√	10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	0	0	0		95.8	95.5	96.1
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 2	0	0	0		92.1	96.0	87.1
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 5	0	0	0		60.0	83.6	85.5
Grade 6	56	29	32	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	64	70	43	(As of June 30)	2006-07	2007-08	2008-09
Grade 8	81	80	83		3	3	7
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 11	0	0	0		143	44	48
Grade 12	0	0	0	<b>Special Education Enrollment:</b>			
Ungraded	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Total	201	179	158				
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0	Principal Suspensions	15	4	12
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	4	2
Number all others	0	0	0	<b>Special High School Programs - Total Number:</b>			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2006-07	2007-08	2008-09
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants	0	0	0
(BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2006-07	2007-08	2008-09	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	52	176	146	(As of October 31)	2006-07	2007-08	2008-09
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	132	0	0	Number of Teachers	11	14	14

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	3	4	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	0	0
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	8	7	6	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	42.9
				% more than 5 years teaching anywhere	27.3	21.4	7.1
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	82.0	64.0	71.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	76.9	100.0
American Indian or Alaska Native	0.5	0.0	0.0				
Black or African American	0.0	0.0	0.0				
Hispanic or Latino	99.5	100.0	100.0				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.0				
White	0.0	0.0	0.0				
<b>Male</b>	55.2	52.5	50.0				
<b>Female</b>	44.8	47.5	50.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate	
<b>All Students</b>	√SH	√SH	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	√SH	√SH	√				
Asian or Native Hawaiian/Other Pacific Islander							
White							
<b>Other Groups</b>							
Students with Disabilities	-	-	-				
Limited English Proficient	√SH	√SH	√				
Economically Disadvantaged	√SH	√SH	√				
<b>Student groups making AYP in each subject</b>	4	4	4	0	0	0	

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>	▶
<b>Overall Score:</b>	77.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	√
School Environment:	15	Quality Statement 2: Plan and Set Goals	▶
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:	8.9	Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	▶
Student Progress:	47.9		
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:	5.3		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

### **English Language Arts**

- Last year, 104 students took the ELA exam. School-wide, 30% scored a Level 1, 63% scored a Level 2 and 7% scored a Level 3. We had no students on Level 4.
- 90% of last year's 6<sup>th</sup> graders scored a Level 2 or above. While these students are not on grade level yet, this is a significant accomplishment for our school.
- While the percentage of students on Level 3 or above did not change significantly, there was definite progress from year to year:
  - o 2009: 70% of students score 2 or above; 62% made at least 1 year of progress
  - o 2008: 51% of students score 2 or above; 57% made at least 1 year of progress
- Our most significant barrier to improvement on the ELA exam is the writing section. Last year, our students received only 26% of the all points available in the constructed response sections of the ELA test.
  
- We have 94 students on our roster who took the NYSESLAT last year. 55 of them scored B (beginner), 33 scored I (intermediate), and 6 scored A (advanced). We also have 3 students who have previously scored P (proficient) on NYSESLAT and therefore do not take the test.
- Most of our students are making progress on their NYSESLAT from year to year. However, the average student only made 13.5 points of progress.
- The breakdown of student progress from spring 2008 to spring 2009 shows the following:
  - o 15 students made negative progress (their scores went down)
  - o 9 students made less than average positive progress (they improved 1-13 points)
  - o 8 students made above average progress (14-25 points)
  - o 15 students made significant progress (more than 25 points)
- Our students have higher skills in listening and speaking than in reading and writing. 43 students scored higher in listening and speaking than in reading and writing. 48 students scored the same level on both subsections and only 1 student school-wide scored higher on reading and writing than on listening and speaking. This correlates with our ELA scores, which also show that reading and writing are areas of high need.
- Last year's Inquiry Team therefore focused on reading comprehension. However, since reading content and strategies vary significantly across the content areas, teachers did not find the results of the inquiry work to be universally applicable. A decision was made by the Inquiry Team at the end of last year to move the focus from reading to writing, thus making the inquiry work more universally applicable.

## Math

- Last year, 155 students took the state math test; 39% of them scored at Level 2, 49% on Level 3, 2% on Level 4, which is an aggregate 90% at Level 2 or above and 51% at Level 3 or 4. The median student school-wide scored a 3.02 on the test.
- 90% of students school-wide made at least one year of progress on state math test; the average Level 1 or 2 student improved 0.66 and the average Level 3 or 4 student improved 0.41 from 08 test to 09 test. School-wide, only 4 students had scores that went down from the 08 to the 09 test.
- Our proficiency rating on the math test has improved greatly over the past 3 years:
  - o 2009: 51% of students score 3 or 4; 90% made at least 1 year of progress
  - o 2008: 26% of students score 3 or 4; 58% made at least 1 year of progress
  - o 2007: 9% of students score 3 or 4; 35% made at least 1 year of progress
- These scores are still slightly low compared to city horizon (46.4<sup>th</sup> and 49.7<sup>th</sup> percentile) but rank very well in peer horizon (78.8<sup>th</sup> and 81.5<sup>th</sup> percentile).
- Our current breakdown shows our greatest potential for improvement is with students in the 6<sup>th</sup> and 8<sup>th</sup> grades. Right now, our incoming 6<sup>th</sup> graders have a median proficiency of 2.32 and the 8<sup>th</sup> graders have a median proficiency of 2.85 on the 2009 state math test. By contrast, the 7<sup>th</sup> graders have a median proficiency of 3.44 on the 2009 test.

## Spanish Literacy

- Few students are literate at grade level in their L1, Spanish, but most are within 3 years of grade level. However, numerous students each year have reading levels that are 4 or more years behind. Successful acquisition of L2 requires literacy in their L1. Therefore, before many of our students can become fully literate in English, they have to become literate in Spanish.
- We have not consistently implemented Spanish literacy assessments and interventions in past school years. However, a pilot intervention program last year with a pair of 6<sup>th</sup> graders saw one student improve from non-literate to EDL level 4 to level 6 over the course of the year. The other student improved from about level 4 to EDL level 14 to level 16 during the year.
- We need to systematically implement both EI Sol and EDL to identify students who are 4 or more years behind grade level in their L1 and track their improvement. In addition to helping these students become fully literate in L1, these skills will help them accelerate their L2 acquisition.

## Accomplishments

- Exemplary attendance; rate was 96% for SY08-09.
- Exemplary scores on School Survey. All results for parents and student were ranked highest citywide. Teacher results ranged from highest to average. Participation increased significantly from SY07-08 to SY 08-09. Satisfaction rates for parents, teachers, and students improved in every single category from year to year and were above city average in all of the 9 major categories.
- While our ELA exam scores are still low compared to our peer horizon and city-wide horizon, hiring qualified English teachers has greatly improved our test scores and enabled school and students to feel that it is possible to achieve success on ELA test.
- In addition to qualitative improvements in school climate, last year's dancing program led to our students winning the semi-final competition and placing silver in the final round.
- There is a strong sense of teamwork, mutual respect, and collaboration among staff.
- Staff encouraged to take leadership roles.
- Highly qualified and collegial staff.

## Aids

- Alignment of budget has allowed school to maintain number of teachers, despite increasing class size (due to building constraints). Therefore, the additional teachers have been employed in a variety of collaborative teaching models, allowing for push-in teaching, team

teaching, and differentiated centers, allowing students to receive more personal attention during class time.

- Scheduling has allowed all teachers to meet weekly with both their grade team and content team, allowing for professional learning communities in the grade teams and content-specific planning and support in the content teams.
- The math team has been awarded a grant from the NYC DOE Department of ELLs to continue their work in incorporating challenging math prompts and instruction into the curriculum.
- In addition to Friday afternoon advisory, we added morning advisory to our schedule last year to allow advisors to meet with students and address their social and emotional needs on a daily basis. In surveys, students and teachers have satisfactorily rated both advisory groupings and advisory content.
- Utilization of outside resources/grants to bring in additional funds.
- The entire school staff works tirelessly to develop strong and supportive relationship with students and families, which actively supports student learning.
- Professional development actively target toward areas in need of improvement, which teacher feedback determining next steps.
- Significant percentage of professional development led by teachers.

### **Barriers**

- While we place a cap on enrollment of students with interrupted formal education (SIFE), we work with many students who have limited background knowledge and skills in all the content areas. A high percentage of our students are two years or more behind grade level in both math and literacy. Our median 6<sup>th</sup> grader enters performing at a 3<sup>rd</sup> grade level in math.
- Since we take new students each year, we cannot always build upon success from year to year. There will always be a mix of students who were already at Harbor Heights and newcomers each year, requiring alternate educational plans and goals based on each students' educational level when they enter the school.
- Change in campus creates certain limitations. We are no longer access to the campus on Saturdays due to construction. Teachers are sharing classrooms and we have limited access to alternate spaces, making it hard to provide intervention services. Additionally, significant time was spent over the summer on packing, unpacking, and planning for sharing classrooms. This forced teachers to pause their work on school-wide curricula, goals, and assessments.
- Significant portion of teachers in first five years of teaching and in first two years at our school.
- Previous lack of systemic data collection and implementation to improve instruction and student outcomes.
- Previous lack of school-wide goal setting, evaluation, and reflection.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goal 1:**

After conducting our needs assessment, the SLT found that most of our students are making progress on their NYSESLAT from year to year. However, the average student only made 13.5 points of progress. Our students have higher skills in listening and speaking than in reading and writing. 43 students scored higher in listening and speaking than in reading and writing. 48 students scored the same level on both subsections and only 1 student school-wide scored higher on reading and writing than on listening and speaking. This correlates with our ELA scores, which also show that reading and writing are areas of high need. Last year's Inquiry Team therefore focused on reading comprehension. However, since reading content and strategies vary significantly across the content areas, teachers did not find the results of the inquiry work to be universally applicable. A decision was made by the Inquiry Team at the end of last year to move the focus from reading to writing, thus making the inquiry work more universally applicable. As a result, we have set the following goal for the 2009-2010 school year:

**By June 2010, all of our students with sufficient L1 literacy will improve their English writing skills through instruction on organization, conventions, ideas, voice, fluency, and word choice as measured by (a) growth of at least 6 points on the writing section of the NYSESLAT exam and (b) one level of average growth from diagnostic to end-of-year writing samples as graded by a school-wide TC-based writing rubric.**

### **Goal 2:**

After conducting our needs assessment, the SLT found that 90% of students school-wide made at least one year of progress on state math test; the average Level 1 or 2 student improved 0.66 and the average Level 3 or 4 student improved 0.41 from 08 test to 09 test. School-wide, only 4 students had scores that went down from the 08 to the 09 test. As a result, we have set the following goal for the 2009-2010 school year:

**By June 2010, all students will make progress in basic arithmetic, grade-level content, and constructed response skills in order to increase performance by an average of 0.3 points per student on the New York State Mathematics Exam.**

### **Goal 3:**

After conducting our needs assessment, the SLT found that our administration and teachers teams showed a previous lack of systemic data collection and implementation to improve instruction and student outcomes and previous lack of school-wide goal setting, evaluation, and reflection.

As a result, we have set the following goal for the 2009-2010 school year:

**By June 2010, all teachers will develop teacher expertise on (a) successful teaching strategies and (b) using data to inform instruction through participation in bi-monthly *Professional Learning Community* meetings as measured by Standards-based trackers, differentiated instruction, teacher observations, and improved teacher responses on the School Survey.**

**Goal 4:**

After conducting our needs assessment, the SLT found that few new students are literate at grade level in their L1, Spanish, but most are within 3 years of grade level. However, numerous students each year have reading levels that are 4 or more years behind. Successful acquisition of L2 requires literacy in their L1. Therefore, before many of our students can become fully literate in English, they have to become literate in Spanish. As a result, we have set the following goal for the 2009-2010 school year:

**By June 2010, all students who are 4 or more years behind in L1 literacy will improve 1.5 grade levels through (a) before and after-school intervention and (b) small group instruction. Growth will be measured by the EDL assessment.**

**Goal 5:**

After conducting our needs assessment, the SLT found that while we place a cap on enrollment of students with interrupted formal education (SIFE), we work with many students who have limited background knowledge and skills in all the content areas and with general success in school. A high percentage of our students are two years or more behind grade level in both math and literacy. Our median 6<sup>th</sup> grader enters performing at a 3<sup>rd</sup> grade level in math. Since we take new students each year, we cannot always build upon success from year to year. There will always be a mix of students who were already at Harbor Heights and newcomers each year, requiring alternate educational plans and goals based on each students' educational level when they enter the school.

As a result, we have set the following goal for the 2009-2010 school year:

**By June 2010, the school will increase student engagement and motivation through the use of arts and humanities programs such as (a) daily advisory program, (b) theater arts program, (c) AmeriCorps Community Service Projects, (d) Dancing Classrooms, and (e) chess instruction as evidenced by improved performance on the school climate survey and a 20% decrease in suspension incidents throughout the year.**

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be <i>SMART</i> – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 1:</b> By June 2010, all of our students with sufficient L1 literacy will improve their English writing skills through instruction on organization, conventions, ideas, voice, fluency, and word choice as measured by (a) growth of at least 6 points on the writing section of the NYSESLAT exam and (b) one level of average growth from diagnostic to end-of-year writing samples as graded by a school-wide TC-based writing rubric.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Identify/Instruct students with sufficient L1 literacy:</u></b></p> <ul style="list-style-type: none"> <li>• Students who are 4 or more years behind in their L1 literacy will <b>not</b> be targeted for this goal, but they will still receive the same instruction as targeted students.</li> <li>• At the beginning of the year, all students will be given two writing prompts in English that will be evaluated by the school-wide TC-based writing rubric. (<b>Sept. 2009</b>)</li> <li>• Students will begin the year receiving the majority of their content instruction in Spanish to enable transfer of knowledge.</li> <li>• ESL will be taught throughout all content areas using ExC-ELL methodologies.</li> </ul> <p><b><u>Writing Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Writing was selected this year because the strategies are universally applicable across the curriculum and NYSESLAT data showed deficiencies in writing.</li> <li>• NLA and ESL/ELA teachers align their instruction so the students build on a base of knowledge in their first language as they are introduced to their second language. (<b>Summer 2009</b>)</li> <li>• NLA and ESL/ELA teachers provide all teachers with a copy of their curriculum map so that they may design intercurricular writing prompts that are aligned to the ELA standards. (<b>Summer 2009</b>)</li> <li>• The school-wide TC-based writing rubric written collaboratively by the entire teaching staff with network support based on TC’s six traits of writing. (<b>August 2009</b>)</li> <li>• NLA and ESL/ELA teachers gradually introduce students to the school-wide writing rubric. (<b>on-going</b>)</li> <li>• All teachers have monthly writing projects aligned to the NLA and ESL/ELA curriculum that are graded with the school-wide TC-based writing rubric. (<b>on-going</b>)</li> <li>• After grading each writing assignment with the rubric, teachers instruct students on how to improve their writing strategies (organization, conventions, ideas, voice, fluency, and word choice) through a variety of instructional methods including conferencing.</li> </ul> <p><b><u>English Intervention:</u></b></p> <ul style="list-style-type: none"> <li>• Inquiry team targets students who improved marginally (1-13 points) last year or those</li> </ul>

	<p>whose overall score went down (<b>Fall 2010</b>).</p> <ul style="list-style-type: none"> <li>• Develop, implement, score, and analyze NYSESLAT benchmark. Share results with full staff and use to inform instruction. (<b>Fall 2010</b>)</li> <li>• Advisors review scores on interim NYSESLAT with students to show their mid year progress and make goals for the May assessment. (<b>Winter 2010</b>)</li> <li>• Afterschool intervention includes English writing intervention and RIGOR. (<b>on-going</b>)</li> </ul> <p><b>Target population:</b> Targeted students as defined above  <b>Responsible staff members:</b> Inquiry team, all teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Teacher-led professional development of writing rubric (<b>Tax Levy</b>)</li> <li>• Per-session for after-school intervention programs (<b>SIFE grant</b>)</li> <li>• Exam scoring (<b>Tax Levy</b>)</li> <li>• RIGOR (<b>Tax Levy</b>)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Interim assessment: Two NYSESLAT Benchmark predictive interim exams (<b>Winter/Spring 2010</b>)</li> <li>• Lesson plans include writing rubric objectives</li> <li>• Formal and informal observations of school-wide TC-based writing rubric usage</li> </ul> <p><b>Projected gains:</b></p> <ul style="list-style-type: none"> <li>• According to the item data from last year’s ELA test our current students correctly answered only 26% of the writing questions. Therefore we should see improved scores on the writing section of the ELA as well.</li> <li>• 75% of our targeted students will grow at least 6 points on the writing section of the NYSESLAT exam.</li> <li>• 75% of our targeted students will grow an average of one point on the writing rubric by the end-of-year assessment.</li> </ul>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 2:</b> By June 2010, all students will make progress in basic arithmetic, grade-level content, and constructed response skills in order to increase performance by an average of 0.3 points per student on the New York State Mathematics Exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Diagnose students' math abilities using grade-level, remedial, and constructed response diagnostics. <b>(September 2009)</b></li> <li>• Analyze data using standards-based trackers and confer with math department to alter long term plans and priorities in math instruction <b>(October 2009)</b></li> <li>• Math teachers will meet weekly to identify key grade level standards, engage in standards aligned planning, analyze internal data, plan arithmetic initiatives, discuss general student progress, and employ high yields strategies with all students in math <b>(Sept. – June 2010)</b></li> <li>• Math teachers will receive bi-monthly professional development provided by consultants to continue their work in incorporating challenging math prompts and instruction into the curriculum. <b>(Sept. – June 2010)</b></li> <li>• Elevate use of flash cards, fast facts, TAI, Riverdeep, and 24 in the classroom to improve arithmetic skills <b>(Sept. – June 2010)</b></li> <li>• As a pilot for the 6<sup>th</sup> &amp; 7<sup>th</sup> grade, there will be homogenously directed reading comprehension and/or constructed response instruction based on diagnostic scores. <b>(Sept. – June 2010)</b></li> <li>• Implement math extended-day test preparation for State Math Exam. <b>(Feb. – May 2010)</b></li> <li>• Students are given weekly in-class constructed-response assessments and unit tests which are inputted into standards-based trackers.</li> </ul> <p><b>Target population:</b> All students <b>Responsible staff members:</b> Math Team</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> <li>• Professional development by consultants <b>(NYCDOE Dept. of ELLs)</b></li> <li>• After-school and weekend math planning <b>(NYCDOE Dept. of ELLs)</b></li> <li>• Extended-day math intervention program <b>(Title III)</b></li> <li>• Teacher-led staff development on TAI and Standards-based tracker</li> <li>• Coach and Riverdeep programs</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

- Internal data based on modified former state tests will be used as a benchmark throughout the year.
- Students are given weekly in-class constructed-response assessments scored on a 4-point rubric and internally created unit tests modeled after the state standards.
- Improvement on arithmetic skills student checklist

**Projected gains:**

- 0.5 point increase (from a 2.32 to a 2.82) in the median performance for 6<sup>th</sup> grade
- 0.1 point increase (from a 3.44 to a 3.54) in the median performance for 7<sup>th</sup> grade
- 0.3 point increase (from a 2.85 to a 3.15) in the median performance for 8<sup>th</sup> grade

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 3:</b> By June 2010, all teachers will develop teacher expertise on (a) successful teaching strategies and (b) using data to inform instruction through participation in bi-monthly Professional Learning Community meetings as measured by Standards-based trackers, differentiated instruction, teacher observations, and improved teacher responses on the School Survey.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Three teachers assigned to lead Professional Learning Communities by October 2009 and attend PLC professional development provided by network support (<b>ongoing</b>).</li> <li>• Two teachers assigned as data specialists four professional periods per week by September 2009 and attend data specialist professional development provided by network support (<b>ongoing</b>).</li> <li>• Through teacher-led professional development, data specialists provide school-wide internal Standards-based trackers to each teacher by September 2009 and guide teacher teams in effective classroom-level data collection and analysis for instructional purposes (<b>ongoing</b>).</li> <li>• PLC lead teachers develop protocols to improve communication within and across content and grade teams in order to improve data collection and to share successful teaching strategies (<b>October 2009</b>).</li> <li>• PLC lead teachers lead bi-monthly grade team meetings to implement protocols and procedures to evaluate lessons, strategies, and student achievement (<b>ongoing</b>).</li> <li>• All teachers use school-wide Standards-based trackers to streamline student achievement data collection, evaluation, and sharing (<b>ongoing</b>).</li> <li>• Teams of teachers analyze internal and external data to observe patterns and trends to set goals and inform instruction (<b>ongoing</b>).</li> <li>• Teams of teachers observe each other during the implementation of successful strategies and debrief these observations during team meetings (<b>ongoing</b>).</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>• The data specialists and PLC lead teachers comprise the main inquiry team. All teachers are on sub-inquiry teams as grade teams and implement the PLC protocols.</li> </ul> <p><b>Training:</b></p> <ul style="list-style-type: none"> <li>• Data specialists and PLC lead teachers receive monthly professional development.</li> <li>• Bi-weekly PLC meetings provide professional development for all teachers on best</li> </ul>

	<p>practices and strategies.</p> <p><b><u>Scheduling:</u></b></p> <ul style="list-style-type: none"> <li>• Teams of teachers meet one period per week.</li> </ul> <p><b><u>Funding:</u></b></p> <ul style="list-style-type: none"> <li>• TL data specialist and inquiry team allocations</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• PLC meeting protocols are used at least twice a month during grade team meetings.</li> <li>• Weekly grade team meeting agendas reflect progress.</li> <li>• All teachers gather expertise from other teachers within their PLC.</li> <li>• All teachers successfully implement the use of Standards-based trackers, updated after every unit.</li> </ul> <p><b><u>Projected gains:</u></b></p> <ul style="list-style-type: none"> <li>• 80% of teachers will learn how to use data tracking to improve instruction.</li> <li>• 80% of PLC meetings will follow protocols.</li> <li>• 80% of teachers will observe other teachers in their PLC during instructions.</li> </ul>

**SECTION VI: ACTION PLAN**

**Native Language Literacy**

**Subject/Area (where relevant):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 4:</b> By June 2010, all students who are 4 or more years behind in L1 literacy will improve 1.5 grade levels through (a) before and after-school intervention and (b) small group instruction. Growth will be measured by the EDL assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b><u>Identify students who are 4 or more years behind</u></b></p> <ul style="list-style-type: none"> <li>• During grade team meetings, teachers identify students who need remedial L1 literacy instruction. <b>(Oct. 2009)</b></li> <li>• Push-in teachers administer EDL to diagnose targeted students reading levels. <b>(Nov. 2009)</b></li> <li>• Information is inputted into reading trackers and used to create homogeneous groupings and targeted reading goals. <b>(Nov. 2009)</b></li> </ul> <p><b>Responsible staff members:</b> NLA and content area teachers identify students; push-in teachers assess students</p> <p><b><u>Extended Day Intervention</u></b></p> <ul style="list-style-type: none"> <li>• Using reading assessments, identify students and create homogenous reading groupings <b>(Nov. 2009)</b></li> <li>• Parents are notified about before and after school programs for students who are in need of remedial literacy skills. <b>(Nov. 2009)</b></li> <li>• <i>Cancionero</i> and <i>Tio Nacho</i> Spanish Literacy programs are used for students at K-1 reading levels.</li> <li>• <i>Rigor</i> (Spanish) is used for students who are reading at a 2-3 grade reading level.</li> <li>• <i>EDL</i> assessment used for interim assessments <b>(March 2010)</b>.</li> <li>• Use <i>El Sol</i> and running records as interim reading assessments to adjust curriculum. <b>(On-going)</b></li> </ul> <p><b>Responsible staff members:</b> Teachers assigned by Administration.</p> <p><b><u>Small Group Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Using reading assessments, homogenous groupings will be created and assigned to pull-out teachers. <b>(Nov. 2009)</b></li> <li>• Students will be pulled out four times a week for small group literacy instruction in early literacy skills. <b>(On-going)</b></li> <li>• When available, teachers push in to classrooms to assist lead teachers with differentiation for</li> </ul>

	<p>target students. <b>(On-going)</b></p> <ul style="list-style-type: none"> <li>Teachers will use both <i>Tio Nacho</i> and <i>Reading A-Z</i> to guide instruction in Spanish. <b>(On-going)</b></li> </ul> <p><b>Responsible Staff Members:</b> Teachers assigned by Administration.</p> <p><b><u>End-of-Year Assessment</u></b></p> <ul style="list-style-type: none"> <li>Before and after school program teachers will administer a reading diagnostic (<i>EDL</i>) to the students <b>(May 2010)</b>.</li> <li>Input reading levels into student tracker to assess growth <b>(May 2010)</b></li> </ul> <p><b>Responsible staff members:</b> Teacher assigned by Administration</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b><u>Professional development and training on:</u></b></p> <ul style="list-style-type: none"> <li>Data Tracking</li> <li>Guided reading, <i>Tio Nacho</i>, <i>El Sol</i>, <i>Cancionero</i>, <i>Reading A-Z</i></li> <li>Administering Running Records and the <i>EDL</i></li> <li>RIGOR program</li> </ul> <p><b><u>Per-session for after-school and before-school intervention programs (SIFE grant, Title III)</u></b></p> <p><b><u>Use of available resources, literacy programs, and assessments in Spanish</u></b></p> <ul style="list-style-type: none"> <li><i>Tio Nacho</i></li> <li><i>Cancionero</i></li> <li><i>Reading A-Z</i></li> <li><i>EDL</i></li> <li><i>El Sol</i></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Projected Gain:</u></b> All students who are 4 or more years behind in their L1 literacy skills will grow 1.5 years.</p> <p><b><u>Instruments of Measure</u></b></p> <ul style="list-style-type: none"> <li>Fountas and Pinnell Reading Levels inputted into reading tracker. <i>EDL</i> reading levels will be converted using conversion charts.</li> <li>Initial <i>EDL</i> administration <b>(Nov. 2009)</b></li> <li>On-going interim reading assessments <b>Projected gain: .75 years (by March 2010)</b></li> <li>Final <i>EDL</i> administration. <b>Projected gain: 1.5 years (June 2010)</b></li> </ul>

**SECTION VI: ACTION PLAN**

**Subject/Area (where relevant):** Arts and Humanities

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 5:</b> By June 2010, the school will increase student engagement and motivation through the use of arts and humanities programs such as (a) daily advisory program, (b) theater arts program, (c) AmeriCorps Community Service Projects, (d) Dancing Classrooms, and (e) chess instruction as evidenced by improved performance on the school climate survey and a 20% decrease in suspension incidents throughout the year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Administration schedules each class to receive at least two arts and humanities programs throughout the school year. <b>(August 2009)</b></li> </ul> <p><b><u>Initial School Environment Survey</u></b></p> <ul style="list-style-type: none"> <li>• Develop a school environment diagnostic with selected questions from last year’s city school environment survey. <b>(Oct. 2009)</b></li> <li>• Surveys are distributed to advisory groups. <b>(Nov 2009)</b></li> <li>• Information is input into a tracker in order to assess school climate. <b>(Nov 2009)</b></li> </ul> <p><b>Target population:</b> All students</p> <p><b>Responsible Staff Members:</b> School Leadership Team, all teachers, and selected staff members</p> <p><b><u>Daily Advisory Program</u></b></p> <ul style="list-style-type: none"> <li>• Advisory Coordinator creates homogenous groupings based on grade, gender, and linguistic abilities. <b>(Aug. 2009)</b></li> <li>• Coordinator then matches those groups to selected staff members. <b>(Aug. 2009)</b></li> <li>• Curriculum focuses on social and emotional development, character building, academic and personal goal setting, community building, health education, and diversity education. <b>(On-going)</b></li> </ul> <p><b>Target population:</b> All students</p> <p><b>Responsible Staff Members:</b> Coordinator (Ms. Ventura), all teachers, and selected staff members</p> <p><b><u>SPARK (ShakesPeare Arts Reinforcing Knowledge) People’s Theatre Program</u></b></p> <ul style="list-style-type: none"> <li>• 601, 701, and 801 classrooms participate in a Shakespearean theatre program for two periods a week. <b>(On-going)</b></li> <li>• Instruction of the majority of the curriculum is in English and focuses on the development of the English language with a particular emphasis on speaking.</li> </ul>

- Curriculum focuses on elements of theater: stage presence, stagecraft, improvisation, comedic presence, and script reading and memorization.
- Program also pays particular attention to community building and individual character building.
- Students will perform a selected play for the whole school at the end of the year.

**Target population:** 601, 701, and 801

**Responsible Staff Members:** Maria del Camino Lora (SPARK People's Theatre Program), Ms. Mettler (801), and Ms. Toba (601 & 701).

**AmeriCorps Community Service Projects**

- AmeriCorps volunteer plan community service projects in collaboration with teachers and the advisory development coordinator.
- AmeriCorps volunteer and 8<sup>th</sup> grade science teacher collaborate to develop a recycling program to be integrated with the students' science exit projects that focus on the environment (to be completed by March 2010). Focus will be on the presence of recycling in the community, as well as the overall impact of recycling.
- AmeriCorps volunteer and advisory development coordinator will collaborate to develop a buddy reading program between 6<sup>th</sup>/ 7<sup>th</sup> graders and elementary school children. During advisory, teachers will instruct students on how to interact with reading buddies, choose appropriate books, and how to encourage their buddies to read.

**Target population:** All students

**Responsible Staff Members:** Preema Kelly (AmeriCorp Volunteer), Ms. Cruz (8<sup>th</sup> grade science teacher), Ms. Ventura (Advisory Development Coordinator), and selected advisory instructors.

**Dancing Classrooms**

- All 8<sup>th</sup> grade classrooms participate with Dancing Classroom instructors twice a week for at least ten weeks (**Winter 2010**).
- Curriculum focuses on developing well-mannered, polite, and respectful students. Use of structured ballroom dancing allows the teachers to focus on speaking and listening skills, following instructions, working with partners, and sportsmanship.
- Students participate in a competition with other schools at the end of the program.

**Target population:** 801, 802, and 803

**Responsible Staff Members:** Dancing Classroom instructors and 8<sup>th</sup> grade teachers

	<p><b><u>Chess Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Classes 602, 702, and 803 receive chess instruction one period a week.</li> <li>• After various weeks of practice and instruction on chess strategies, students compete against one another in a competition. <b>(April 2010)</b></li> </ul> <p><b>Target population:</b> 602, 702, and 803</p> <p><b>Responsible Staff Members:</b> Mr. Hidalgo and Ms. Lozada</p> <p><b><u>School Environment Survey</u></b></p> <ul style="list-style-type: none"> <li>• Distribute the school environment survey to all advisory staff <b>(Spring 2010)</b>.</li> <li>• Students complete the survey and information is tracked and compared to initial survey. <b>(June 2010)</b></li> </ul> <p><b>Target population:</b> All students</p> <p><b>Responsible Staff Members:</b> School Leadership Team, all teachers, and selected staff members</p> <p><b><u>Infraction Incidents</u></b></p> <ul style="list-style-type: none"> <li>• Develop a time graph to track suspension incidents throughout the year <b>(on-going)</b></li> </ul> <p><b>Target population:</b> All students</p> <p><b>Responsible Staff Members:</b> School Leadership Team &amp; Administration</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• SPARK People’s Theatre Program <b>(Tax Levy)</b></li> <li>• Dancing Classrooms <b>(Tax Levy)</b></li> <li>• Staff assignments</li> <li>• Professional assignment: Advisory Program coordinator <b>(Tax Levy)</b></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b><u>Environmental Survey</u></b></p> <ul style="list-style-type: none"> <li>• Increase student satisfaction on questions related to respect from 70% to 80%</li> </ul> <p><b><u>Conduct</u></b></p> <ul style="list-style-type: none"> <li>• Improved conduct remarks on individual student report cards.</li> <li>• Lower rate of suspension from 29 incidents in 2008-2009 to 24 incidents in 2009-2010. Benchmark measures taken at the end of four marking periods.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	43	43	43	43				
7	43	43	43	43	1			
8	69	69	69	69				
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p><b>ELA:</b> RIGOR (Reading Instructional Goals for Older Readers)</p> <p>Read 180</p> <p>Small Group Reading Clubs</p> <p>ELA Test Prep</p> <p>Lower class-size</p> <p>Extended day</p>	<p>The RIGOR program addresses English language acquisition with a focus on reading and writing for students with below grade-level English literacy abilities. Groups of 10-14 students meet 4 periods a week in extended day programs.</p> <p>The Read 180 is a technology-based program focusing on reading and writing through centers, including listening, reading, and writing activities. Groups of 5-7 students engage in the program during regular class periods and in extended day programs 3 periods per week.</p> <p>The clubs focus on reading comprehension for students who have high levels of oral English. Small Groups of 7 students meet 2 periods per week.</p> <p>During the months of March and April, teachers in extended day programs prepare students for the ELA test. 10-14 students participate in each group.</p> <p>Students are placed in classes of 20-25 students with push-in certified teachers in all subject areas</p> <p>Students receive 36.5 extra minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.</p>
<p><b>Mathematics:</b> Small Group Remedial Math</p> <p>Math Test Prep</p> <p>Lower class-size</p> <p>Extended day</p>	<p>This program focuses on basic math skills for students who are 3-5 years below grade-level. Small Groups of 3-10 students meet 3 periods per week.</p> <p>During the months of April and May, there will be after school programs to help prepare students for the math test. Groups will be 10-14 in size.</p> <p>Students are placed in classes of 20-25 students with push-in certified teachers in all subject areas</p> <p>Students receive 36.5 extra minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.</p>

<p><b>Native Language Arts:</b> RIGOR (Reading Instructional Goals for Older Readers)</p> <p>Lower class-size</p> <p>Extended day</p>	<p>The RIGOR program addresses Native language literacy with a focus on reading and writing for students with below grade-level Spanish literacy abilities. Groups of 10-14 students meet 4 periods a week in extended day programs.</p> <p>Students are placed in classes of 20-25 students with push-in certified teachers in all subject areas</p> <p>Students receive 36.5 extra minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.</p>
<p><b>Science:</b> Lower class-size</p> <p>Extended day</p>	<p>Students are placed in classes of 20-25 students with push-in certified teachers in all subject areas</p> <p>Students receive 36.5 extra minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.</p>
<p><b>Social Studies:</b> Lower class-size</p> <p>Extended day</p>	<p>Students are placed in classes of 20-25 students with push-in certified teachers in all subject areas</p> <p>Students receive 36.5 extra minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>One-to-one counseling for personal family matters, classroom behavior, inappropriate peer interactions (Name-calling, bullying, fighting) attendance and academic concerns. Group counseling for conflict resolution, social support and high school application process. Advisory curriculum provided daily to ten eighth grade boys.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>N/A</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>N/A</p>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

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### **06M349 Harbor Heights Middle School Language Allocation Policy 2009-2010**

Harbor Heights is a middle school (grades 6-8) located in Community School District Six of New York City. We will have 158 ELL students who have been in the country three years or less. 40 will be in the 6<sup>th</sup> grade, 53 in the 7<sup>th</sup> and 83 in the 8<sup>th</sup> grade. The native language of all students is Spanish. The school is directed by Principal, Monica Klehr and Assistant Principal, Edgar Reyes. The members of the school leadership team have created this Language Allocation Policy. We have created this policy based on our student demographics, our parents' wishes, guidance from our CFN support network, careful analysis of formal and informal student assessments and current research in the field of bilingual education.

Our school was created to serve the needs of recent arrivals to the country who are from Spanish – speaking homes in Community School District Six. During orientation and registration, parents complete the Home Language Survey, at which time they view the NYC Dept. of Education English Language Learner orientation video explaining the program options available to their children at Harbor Heights. Upon choosing the Harbor Heights school, parents are given specific information about the transitional bilingual instructional model, teaching methodologies, materials, assessments, promotion standards, discipline code and expected outcomes. After reviewing the Parent Survey and Program Selection forms, we place students in the available classes of their program choice dependant on their English as a Second Language abilities as documented on the previous Spring's NYSESLAT score reports or on recently administered LAB-R and Spanish LAB tests.

We perform informal language assessments on a daily basis, utilizing a system that integrates language objectives with performance rubrics and teacher assessments.

We have standardized exam results for the students who attended Harbor Heights in 2008-2009. After careful analysis of our results, we see clear patterns:

Last year, 104 students took the ELA exam. School-wide, 30% scored a Level 1, 63% scored a Level 2 and 7% scored a Level 3. We had no students on Level 4.

- 90% of last year's 6<sup>th</sup> graders scored a Level 2 or above. While these students are not on grade level yet, this is a significant accomplishment for our school.
- While the percentage of students on Level 3 or above did not change significantly, there was definite progress from year to year:
  - o 2009: 70% of students score 2 or above; 62% made at least 1 year of progress
  - o 2008: 51% of students score 2 or above; 57% made at least 1 year of progress

Last year, 155 students took the state math test; 39% of them scored at Level 2, 49% on Level 3, 2% on Level 4, which is an aggregate 90% at Level 2 or above and 51% at Level 3 or 4. The median student school-wide scored a 3.02 on the test.

- 90% of students school-wide made at least one year of progress on state math test; the average Level 1 or 2 student improved 0.66 and the average Level 3 or 4 student improved

0.41 from 08 test to 09 test. School-wide, only 4 students had scores that went down from the 08 to the 09 test.

- Our proficiency rating on the math test has improved greatly over the past 3 years:
  - o 2009: 51% of students score 3 or 4; 90% made at least 1 year of progress
  - o 2008: 26% of students score 3 or 4; 58% made at least 1 year of progress
  - o 2007: 9% of students score 3 or 4; 35% made at least 1 year of progress

We clearly face high need areas in all aspects of our academic program with this newcomer/SIFE population. Based on our data above, we group our students for focused content and language instruction. We teach NLA classes in Spanish to support their second language learning in ELA, through the NLA class.

We teach ESL through the content areas using the ExC-ELL methodologies. In the ESL/content classes, students are allowed to use their native language in group work and for note taking, while they are expected to produce work in English appropriate to their proficiency levels, based on our language/content performance rubrics. Teachers build background knowledge before delivering mini-lessons within a workshop model. They develop vocabulary and scaffold understanding by constantly using graphic organizers, up-to-date word walls, process charts and total physical response techniques. Teachers model the work they expect students to engage in and provide students with clear language and content language objectives and performance expectations, aligned with state standards and teacher-developed rubrics. The Social Studies and 7<sup>th</sup> and 8<sup>th</sup> grade Math teachers summarize the mini lessons at the end of the lesson in Spanish. Spanish material (such as the IMPACT Math text book) is provided for the students in their native language and students are instructed on how to use the source as a referral for their work in English. All classrooms are supplied with native language books that the students are free to use at any time. Each classroom is also supplied with extensive reference materials (such as dictionaries and glossaries) in both languages.

We use the following instructional materials in support of our ELLs: listening centers with books and audio recordings, video and movie presentations in English and in Spanish, content text books in both languages, extensive reference libraries with dictionaries, glossaries, thesauri in both languages, lap top computers and over head projectors, classroom and subject libraries in both languages. We administer standardized examinations in both languages for all of our students, accompanied by Spanish/English glossaries.

We provide a transitional program model for incoming SIFE students with a heavy emphasis on parent support groups and instruction that will include Saturday programs in adult ESL and Spanish language book clubs. Our SIFE students will receive all content area instruction in their native language with ESL integrated into the content areas for the amount of time required by the state and each student's English proficiency levels as indicated on the LAB-R exam and NYSESLAT results. All SIFE students will take part intervention programs which will provide them with focused instruction in small groups on Spanish literacy. As the level of English proficiency raises in students, they will receive more time in their content area in English, with teachers utilizing the ExC-ELL model.

Special needs students will be identified and provided with academic intervention services during and after the regular school day using the Destinations Riverdeep Math Program and Reading Instructional Goals for Older Readers (RIGOR I and II) program developed by Dr. Margarita Calderon. Only after providing the intervention services within our setting for one year will we seek

out a formal evaluation with ensuing appropriate services. Conversely, we provide one-on-one tutoring and small group instruction in the area of ELA for students reaching proficiency on the NYSESLAT.

Our highly-motivated staff is trained to implement scientifically proven, content and language-specific strategies in their classrooms; administrative and supervisory staff will also be engaged in this critical initiative. Teachers will write interdisciplinary project units (using backwards design), plan schedules, share best practices and reflect on and evaluate student work and their own lesson plans. In order to maintain a coherent and integrated professional development plan the school will provide for common preparation periods and will schedule regular cross-curricular professional development sessions, as well as content-specific sessions.

Our teachers who are not dually certified in content instruction as well as language instruction will enroll in State funded credit-bearing courses that lead to teaching license extensions in ESL or Bilingual education.

To successfully accomplish our objectives, the school leaders, along with network support leaders and teachers conduct ongoing focused learning walks in order to observe instructional practices and plan professional development based on individual and school-wide strengths and needs. Instructional coaches will demonstrate lessons that incorporate strategies for English language acquisition and numeracy. Additionally, a lab site will be identified for teachers to visit and observe exemplary practices, instructional models and methods. These visits will be scheduled weekly.

Harbor Heights teachers receive professional development in the following areas during the summer and throughout the year provided by the school, the school's network, our professional consultant and the central office of English Language Learners. A minimum of five 50 minute sessions focused on ELL teaching and learning strategies and policy (as required by the city under its recommendations for ELL students), balanced literacy and reading instructional goals for older readers, Impact Mathematics, 8<sup>th</sup> grade Science exit project preparation, Social Studies project-based learning, Music and Visual Art Blueprint all comprise our current professional development menu.

Respectfully we submit the above description of our program with our plans to improve instructional and social services for our population of recently arrived immigrant students of Community School District Six in New York City.

## Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

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Type of Program:  Bilingual  ESL  Both      Number of LEP (ELL) Students Served in 2008-09: 152  
(No more than 2 pages)

1. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

Harbor Heights employs a Transitional Bilingual Program, which includes nine beginning to advanced classes in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade (with 40 students in 6<sup>th</sup> grade, 53 students in 7<sup>th</sup> grade, and 83 students in 8<sup>th</sup> grade. The languages of instruction are English and Spanish, and all students receive 2 units of English as a Second Language (ESL) instruction, 1 unit of Native Language Arts (NLA) instruction, and 3 units of native language content instruction including Math, Science, and Social Studies with ESL integrated for the amount of time required by the state contingent on student's English level. Class placement and differentiated instruction are guided by each student's English proficiency as indicated on the LAB-R exam and NYSELSLAT results. All teaching staff are fully certified bilingual or ESL teachers who participate in on-going school-based or network professional development. The principal and assistant principal supervise the program, with the Principal overseeing language arts and Social Studies teachers and the Assistant Principal directing Math and Science Teachers.

Orientation is held for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. Parents are given a Home Language Information Survey (HLIS) to complete. A pedagogue conducts an interview for both parents and child. If it is determined that the student needs to be tested the LAB-R is administered. The parent is shown the DVD provided by the New York City Department of Education, which explains all three NYC program models. After the video is viewed, the parents complete the Parent Survey and Program selection forms. We then discuss the options available in this school with the parents, and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. Within the first ten days of admission, the student must be placed in a program as per parent's choice. We make a concerted effort to collect the *Parent Survey and Program Selection Form* at the end of the presentation. There are some parents who wish to have more time to consider their options. Those parents who do not return the forms are contacted and advised that their child will be placed in our TBE Program.

The core curriculum is a balanced literacy model that includes reading, word work and writing in ESL/ELA and NLA. The curriculum aligns to NYC and NYS NLA and ESL standards by providing students with the appropriate amount of units required in Spanish and English instruction within the core curriculum. In addition to providing stand-alone ESL, we teach ESL through the content areas using the ExC-ELL model developed by Margarita Calderon. In the ESL/content classroom, teachers build background knowledge before delivering mini-lessons within a workshop model. They develop vocabulary using the ExC-ELL 7-step model and scaffold understanding by constantly using graphic organizers, up-to-date word walls, process charts and total physical response techniques. Teachers model the work they expect students to engage in and provide students with clear language and content language objectives and performance expectations, aligned with state standards and teacher-developed rubrics. The Social Studies and 7<sup>th</sup> and 8<sup>th</sup> grade Math teachers summarize the mini lessons at the end of the lesson in Spanish. Students are allowed to use their native language in group work and for note taking, while they are expected to produce work in English appropriate to their proficiency levels, based on our language/content performance rubrics.

We use a variety of instructional materials to support our ELLs in the classroom. Spanish material (such as the IMPACT Math text book) is provided for the students in their native language and students are instructed on how to use the source as a referral for their work in English. All classrooms are supplied with native language books that the students are free to use at any time. Each classroom is also supplied with extensive reference materials (such as dictionaries and glossaries) in both languages. We also use listening

centers with books and audio recordings in the language arts classrooms, video and movie presentations in English and in Spanish, content text books in both languages, extensive reference libraries with dictionaries, glossaries, thesauri in both languages, laptop computers and overhead projectors, and classroom libraries in both languages. Additionally, we administer standardized examinations in both languages for all of our students, accompanied by Spanish/English glossaries.

In our Title III program we will provide academic intervention, enrichment and test preparation programs for our ELL students Monday – Thursday from 3:30 – 5:00pm and Saturdays from 9:00-12:00pm during 26 weeks of the school year. From October - November we will provide students with the Reading Instructional Goals for Older Readers (RIGOR I and II) developed by Dr. Margarita Calderon and Read 180 in English. From December- January, we will provide ELA test preparation programs using Benchmark Press Curriculum. From February- March we will provide all students with Math test preparation programs using the Benchmark Press curriculum as well as teacher-designed curriculum, From April- May we will provide all students with NYSESLAT test preparation programs using the NYSESLAT and Beyond curriculum. From May – June and for one week between all sessions we will provide enrichment club participation (a.k.a. – extracurriculars) to all students to include: soccer, Ultimate Frisbee, swimming, yearbook, wrestling, choir, dance, chess and photography.

We provide a transitional program model for incoming Students with Interrupted Formal Education (SIFE) with a heavy emphasis on intervention programs. Our SIFE students will receive all content area instruction in their native language with ESL integrated into the content areas for the amount of time required by the state and each student's English proficiency levels as indicated on the LAB-R exam and NYSESLAT results. Our SIFE students, who are our targeted AIS group, take part in extended day intervention, small group pull-out in Spanish literacy and Saturday programs which utilize RIGOR I and II.

## 2. Extracurriculars

We will provide academic intervention with the RIGOR I/II programs and Destination Riverdeep 3 times per week for 20 weeks of the school year. We also provide enrichment programs in the Arts and Physical Education 3 times per week for 38 weeks, ELA and Math test prep sessions 3 times per week for 21 weeks and NYSESLAT test preparation 3 times per week for ten weeks.

3. Parent Involvement: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Orientation is held for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available. Parents are given help to complete the Home Language Identification Survey (HLIS). Parent Survey and Program Selection forms are given to parents and collected at the end of each orientation. Children are placed in the program indicated by parents on the program selection forms. Parents receive materials about ELL programs in their native language. Translators are provided to assist parents with questions about ELL services. The guidance counselor, school secretary, parent coordinator, and support staff all speak Spanish, which enables them to communicate with our students' parents in their native language, both easing the transition of their children to our school and actively supporting them while they are here.

After the initial orientation of parents to Harbor Heights, they have many opportunities throughout the year to get involved, learn about the instruction their children are receiving, and meaningfully contribute to the school community. Monthly parent meetings are held with parents being informed and reminded of the meeting place and time through notes sent home with students, phone calls, and letters. Some parents join the School Leadership Team (SLT) and provide a voice for all parents who have children at the school. A bilingual doctor from a local community organization has agreed to run a workshop on sex education and suggest ways parents can address this often times sensitive issue with their children. Throughout the year, various celebrations, such as a winter holiday party, will take place in which parents and students are invited. Additionally, a group of parents are responsible for planning the 8<sup>th</sup> graders' graduation.

Parents can learn how to better support their children academically through ongoing workshops and the cultivation of parent-teacher relationships. Our bilingual math team runs a series of workshops that address

state math standards and how parents can help support their children with math concepts and homework. Two times during the year parents and teachers will come together for parent-teacher conferences during which time parents will receive written feedback on their child from all teachers and discuss their child's successes and areas for growth.

4. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

New students take part in a three-session orientation that includes: an introduction to school-wide expectations, procedures and policies; language and content area diagnostics; organization and time management; and advisory group development. During the week before school, students and their parents will participate in an "Organized Student" session. The importance of organization and time management will be emphasized. Planners will be given to students and a session on how to use the planner will be included for both students and parents. Parents will be strongly encouraged to check their students' planners to ensure that they are using them to help them stay organized and up-to-date with their coursework.

5. Professional Development Activities (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

School team members and teachers of ELLs will spend a minimum of 40 hours on planning and ongoing high quality professional development covering strategies and methodologies specifically designed to support the accelerated academic/language learning of ELLs during school year 2008-09. These professional development activities will include conferences, workshops, study groups (book studies, lesson studies, project design) and classroom observations.

Professional Development Schedule for 2007-08 school year:

- Assessment, Evaluation and Placement for our ELL students (Aug. 29, 2008)
- Examining the work of ELL and SIFE students in grade team meetings (Sept. 2008 – Dec. 2008)
- 2 returning teachers attend 2 days of Riverdeep Math follow-up training (Sept. 2008)
- 2 new teacher attends 4 days of initial Riverdeep Math training (Sept. 2008)
- Strengthening NL and ESL strategies to enhance the quality of math instruction for ELLs – (Sept. 2008)
- Strengthening NL and ESL strategies to raise academic achievement for ELLs across subject areas: vocabulary building- (Oct. 13 2008)
- Strengthening NL and ESL strategies to raise academic achievement for ELLs across subject areas: reading (Nov. 2008)
- 6 teachers attend 3 days of ExC-ELL training for school-wide implementation and participate in regularly-scheduled content and grade team meetings for a variety of purposes including study groups, action research, curriculum planning and data analysis. (Sept. 2008 – June 2009)
- 5 teachers attend 10 days of Language Arts focused coaching days on ExC-ELL to include lab site visits, planning and debriefing around the topic of student engagement. (Sept. 2008 – June 2009)
- 8 teachers attend 2 days of ExC-ELL training for school-wide implementation and participate in regularly-scheduled content and grade team meetings for a variety of purposes including study groups, action research, curriculum planning and data analysis. (Sept. 2008 – June 2009)
- 6 teachers attend 2 days of RIGOR I/II training for new materials (Sept. 2008 – June 2009)
- 1 Social Studies & 1 Science attend monthly PD on strategies for social studies & science (September 2008 – June 2009)
- Math team (4 teachers) attend monthly PD on teaching state math standards (September 2008 – June 2009)

- Quarterly full staff PD (advisory development) (September 2008 – June 2009)
- ExC-ELL instructional coaches provide training, observation, and ongoing feedback; Implement school-wide but provide additional support for ELA and NLA teachers (September 2008 – June 2009)
- Empowerment Network PDs focused on rubrics and differentiated instruction (Nov. 2008)
- 3 new teachers and 2 veteran teachers attended *Good to Go* Program (Sept. – Dec. 2008)
- Flexibility for individual teachers to attend PD sponsored by Office of ELLs, Foundations of American Democracy, AERA, etc.

6. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

We provide our ELL students with three types of specific support:

- school-wide advisory program in groups of ten students 5 days a week
- Conflict management and peer mediation for all students
- Guidance counseling and psychological sessions for individuals or groups of students

For our students with identified special needs, we provide SETSS and Occupational Therapy (OP) as specified by each child's particular IEP in collaboration with a specialized person from the adjacent high school.

7. Native Language Assessments. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

All incoming students take the LAB-R in Spanish and English. The LAB-R is used to inform the placement of students in their particular classes. Students take a modified interim NYSESLAT that assesses reading and writing level in English. The results of the interim NYSESLAT were used to form after-school NYSESLAT test prep groups and identify skills / areas where the majority of students needed additional support. The results of the actual NYSESLAT are used to determine students' English language proficiency and to place them in their classes the following year. In-house content diagnostics are used to provide baseline data for incoming students. Ongoing assessments are used to determine content and language objectives that students have mastered. The ELE is administered to determine the Spanish reading levels of students and inform subsequent instruction.

# Number of Teachers and Support Personnel for 2009-2010 A-5

School (DBN): 06M349    Network Leader: Marisol Bradbury

Enter the number of FTE's in each school building in the Bilingual Education and ESL Programs in the appropriate column. FTE's for staff serving more than one building must reflect the portion of time spent in each building.

School Number 06M349	Number of Teachers 2008-2009				Number of Teaching Assistants or Paraprofessionals***		Sub-Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
	12	_____	_____	_____	_____	_____	_____
<b>TOTALS</b>							<b>Grand Total 12</b>

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

## Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

### STUDENT SCHEDULE 2009-2010 (Bilingual)

Bilingual Program Type:           X TBE                   Dual Language  
 Indicate Proficiency Level:       X Beginning           Advanced

School District: District 6

School Building: Harbor Heights Middle School (M.S. 349)

### CLASS 602

Period	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 8:45-9:19	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>
<b>2</b> 9:23-10:07	ESL/ELA Ms. Toba Rm. 420 ENGLISH	ESL/ELA Ms. Toba Rm. 420 ENGLISH	ESL/ELA Ms. Toba Rm. 420 ENGLISH	Mathematics Ms. Cartwright- Punnett Rm. 416 SPANISH	ESL/ELA Ms. Toba Rm. 420 ENGLISH
<b>3</b> 10:10-10:54				Social Studies Mr. Torres Rm 415 SPANISH	Social Studies Mr. Torres Rm 415 SPANISH
<b>4</b> 10:57-11:41	NLA Ms. Pineda Rm419 SPANISH	Social Studies Mr. Torres Rm 415 SPANISH	NLA Ms. Pineda Rm419 SPANISH	ESL/ELA Ms. Toba Rm. 420 ENGLISH	NLA Ms. Pineda SPANISH 417
<b>5</b> 11:44-12:27	Mathematics Ms. Cartwright- Punnett Rm. 416 SPANISH	Chess Mr. Hidalgo Rm 415 SPANISH	Science Ms. Mercado SPANISH Rm 417	NLA Ms. Pineda Rm419 SPANISH	Mathematics Ms. Cartwright- Punnett Rm. 416 SPANISH
<b>6</b> 12:31-1:15	L	U	N	C	H
<b>7</b> 1:18-2:01	Mathematics Ms. Cartwright- Punnett Rm. 416 SPANISH	NLA Ms. Pineda Rm419 SPANISH	Social Studies Mr. Torres Rm 415 SPANISH	Science Ms. Mercado Library/418 SPANISH	Mathematics Ms. Cartwright- Punnett Rm. 416 SPANISH
<b>8</b> 2:04-2:46	Social Studies Mr. Torres Rm. 415 SPANISH	Mathematics Ms. Cartwright- Punnett Rm. 416 SPANISH	Mathematics Ms. Cartwright- Punnett Rm. 416 SPANISH	GYM Ms. Goldstrom Mr. Hidalgo	Science Ms. Mercado Library/418 SPANISH
<b>9</b> 2:49-3:30	Science Ms. Mercado Library/418 SPANISH				ADVISORY SPANISH

# STUDENT SCHEDULE 2009-2010 (Bilingual)

Bilingual Program Type:           X TBE                   Dual Language  
 Indicate Proficiency Level:    Beginning           X Intermediate           Advanced

School District: District 6

School Building: Harbor Heights Middle School (M.S. 349)

## CLASS 702

Period	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 8:45-9:19	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>
<b>2</b> 9:23-10:07	Social Studies Mr. Torres Rm. 415 SPANISH	Mathematics Ms. Ventura  SPANISH Rm. 416	Social Studies Mr. Torres Rm. 415 SPANISH	ESL/ELA Ms. Mercado Rm 420 ENGLISH	Mathematics Ms. Ventura  SPANISH Rm. 416
<b>3</b> 10:10-10:54	Science Ms. Cruz Rm 418 SPANISH		NLA Mr. Concepcion Rm. 417 SPANISH	GYM Ms. Goldstrom/ Ms. Mercado/ Mr. Hidalgo ENGLISH	ESL/ELA Ms. Mercado Rm 420 ENGLISH
<b>4</b> 10:57-11:41	NLA Mr. Concepcion Rm. 417 SPANISH	ESL/ELA Ms. Mercado Rm 420 ENGLISH	Mathematics Ms. Ventura Rm. 413 SPANISH		
<b>5</b> 11:44-12:27	ESL/ELA Ms. Mercado Rm 420 ENGLISH	NLA Mr. Concepcion Rm. 417 SPANISH	Science Ms. Cruz Rm 418 SPANISH	ESL/ELA Ms. Mercado Rm 420 ENGLISH	HIDALGO Ms. Ventura CHESS SPANISH Library
<b>6</b> 12:31-1:15	L	U	N	C	H
<b>7</b> 1:18-2:01	ESL/ELA Ms. Mercado Rm 420 ENGLISH	ESL/ELA Ms. Mercado Rm 420 ENGLISH	NLA Mr. Concepcion Rm. 417 SPANISH	Mathematics Ms. Ventura  SPANISH Rm. 416	Science Ms. Cruz Rm 418 SPANISH
<b>8</b> 2:04-2:46	Mathematics Ms. Ventura Rm. 413 SPANISH	Science Ms. Cruz Rm 418 SPANISH	Mathematics Ms. Ventura Rm. 413 SPANISH	Social Studies Mr. Torres Rm. 415 SPANISH	Social Studies Mr. Torres Rm. 415 SPANISH
<b>9</b> 2:49-3:30		Social Studies Mr. Torres Rm. 415 SPANISH	ESL/ELA Ms. Mercado ENGLISH Library	Mathematics Ms. Ventura Rm. 413 SPANISH	ADVISORY SPANISH

# STUDENT SCHEDULE 2009-2010 (Bilingual)

Bilingual Program Type:      X TBE                      Dual Language  
 Indicate Proficiency Level:      Beginning              Intermediate              X Advanced

School District: District 6

School Building: Harbor Heights Middle School (M.S. 349)

## CLASS 801

Period	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b> 8:45-9:19	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>	<b>Advisory</b>
<b>2</b> 9:23-10:07	NLA Mr. Concepcion Rm. 417 SPANISH	Mathematics Mr. Perez Rm. 413 ENGLISH	NLA Mr. Concepcion Rm. 417 SPANISH	Mathematics Mr. Perez Rm. 413 ENGLISH	Mathematics Mr. Perez Rm. 413 ENGLISH
<b>3</b> 10:10-10:54	Social Studies Mr. Tabares Rm. 416 ENGLISH		Mathematics Mr. Perez Rm. 413 ENGLISH		NLA Mr. Concepcion SPANISH Rm. 418
<b>4</b> 10:57-11:41	Mathematics Mr. Perez Rm. 413 ENGLISH	Science Ms. Cruz Rm 418 ENGLISH	Science Ms. Cruz Rm 418 ENGLISH	Science Ms. Cruz Rm 418 ENGLISH	Science Ms. Cruz Rm. 418 ENGLISH
<b>5</b> 11:44-12:27	ESL/ELA Ms. Mettler Rm 419 ENGLISH	Gym Mr. Perez/ Mr. Reyes	ESL/ELA Ms. Mettler Rm 419 ENGLISH	NLA Mr. Concepcion Rm. 417 SPANISH	ESL/ELA Ms. Mettler Rm 419 ENGLISH
<b>6</b> 12:31-1:15	L	U	N	C	H
<b>7</b> 1:18-2:01	ESL/ELA Ms. Mettler Rm 419 ENGLISH	Gym Mr. Reyes/ Mr. Hidalgo ENGLISH	ESL/ELA Ms. Mettler Rm 419 ENGLISH	ESL/ELA Ms. Mettler Rm 419 ENGLISH	Social Studies Mr. Tabares Rm. 419 ENGLISH
<b>8</b> 2:04-2:46	Mathematics Mr. Perez ENGLISH Library	ESL/ELA Ms. Mettler Rm 419 ENGLISH	Social Studies Mr. Tabares Rm 419 ENGLISH	Social Studies Mr. Tabares Rm 419 ENGLISH	Mathematics Mr. Perez Rm. 413 ENGLISH
<b>9</b> 2:49-3:30	Social Studies Mr. Tabares Rm 419 ENGLISH		Mathematics Mr. Perez Rm. 413 ENGLISH	Science Ms. Cruz Rm 418 ENGLISH	ADVISORY ENGLISH

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

**Grade Level(s) 6-8                      Number of Students to be Served: 157 LEP 1 Non-LEP**

**Number of Teachers 12            Other Staff (Specify) Guidance Counselor, Parent Coordinator**

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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While we place a cap on enrollment of students with interrupted formal education (SIFE), we work with many students who have limited background knowledge and skills in all the content areas. A high percentage of our students are two years or more behind grade level in both math and literacy. Our median 6<sup>th</sup> grader enters performing at a 3<sup>rd</sup> grade level in math. Since we take new students each year, we cannot always build upon success from year to year. There will always be a mix of students who were already at Harbor Heights and newcomers each year, requiring alternate educational plans and goals based on each students' educational level when they enter the school.

We provide a transitional program model for incoming SIFE students (our targeted AIS sub-group) with a heavy emphasis on parent support groups and instruction that will include classes in adult ESL and Spanish language book clubs. Our SIFE students will receive all content area instruction in their native language with ESL integrated into the content areas for the amount of time required by the state and each student's English proficiency levels as indicated on the LAB-R exam and NYSESLAT results. All SIFE students will take part in a extended day intervention program which will provide them with focused instruction in small groups on Spanish literacy. As the level of English proficiency raises in students, they will receive more time in their content area in English, with teachers utilizing the ExC-ELL model.

In our transitional bilingual education program, we teach ESL through the content areas using ExC-ELL methodologies. All of our ELL students will receive all content area instruction in their native language, stand-alone ELS/ELA classes and additional ESL integrated into the content areas for the amount of time required by the state and each student's English proficiency levels as indicated on the LAB-R exam and NYSESLAT results. In the ESL/content classes, students are allowed to use their native language in group work and for note taking, while they are expected to produce work in English appropriate to their proficiency levels, based on our language/content performance rubrics. Teachers build background knowledge before delivering mini-lessons within a workshop model. They develop vocabulary using the ExC-ELL 7-step model and scaffold understanding by constantly using graphic organizers, up-to-date word walls, process charts and total physical response techniques. Teachers model the work they expect students to engage in and provide students with clear language and content language objectives and performance expectations, aligned with

state standards and teacher-developed rubrics. Spanish material (such as the IMPACT Math text book) is provided for the students in their native language and students are instructed on how to use the source as a referral for their work in English. All classrooms are supplied with native language books the students are free to use at any time. Each classroom is also supplied with extensive reference materials (such as dictionaries and glossaries) in both languages.

We use the following instructional materials in support of our ELLs: listening centers with books and audio recordings, video and movie presentations in English and in Spanish, content text books in both languages, extensive reference libraries with dictionaries, glossaries, thesauri in both languages, lap top computers and over head projectors, classroom and subject libraries in both languages. We administer standardized examinations in both languages for all of our students, accompanied by Spanish/English glossaries.

We will provide academic intervention with the RIGOR I/II programs and Destination Riverdeep 3 times per week for 20 weeks of the school year. We also provide enrichment programs in the Arts and Physical Education 3 times per week for 38 weeks, ELA and Math test prep sessions 3 times per week for 21 weeks and NYSESLAT test preparation 3 times per week for ten weeks.

Special needs students will be identified and provided with academic intervention services during and after the regular school day using the Destination Riverdeep Math Program and Reading Instructional Goals for Older Readers (RIGOR I and II) program developed by Dr. Margarita Calderon. Only after providing the intervention services within our setting for one year will we seek out a formal evaluation with ensuing appropriate services. Conversely, we provide one-on-one tutoring and small group instruction in the area of ELA for students reaching proficiency on the NYSESLAT.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Our highly-motivated staff is trained to implement scientifically proven, content and language-specific strategies in their classrooms; administrative and supervisory staff will also be engaged in this critical initiative. Teachers will write interdisciplinary project units (using backwards design), plan schedules, share best practices and reflect on and evaluate student work and their own lesson plans in professional learning communities. In order to maintain a coherent and integrated professional development plan the school will provide for common preparation periods and will schedule regular cross-curricular professional development sessions, as well as content-specific sessions.

Our teachers who are not dually certified in content instruction as well as language instruction will enroll in State funded credit-bearing courses that lead to teaching license extensions in ESL or Bilingual education.

To successfully accomplish our objectives, the school leaders, along with network support leaders and teachers conduct ongoing focused learning walks in order to observe instructional practices and plan professional development based on individual and school-wide strengths and needs. Instructional coaches will demonstrate lessons in mathematics that incorporate strategies for English language acquisition and numeracy. Additionally, a math lab site will be identified for teachers to visit and observe exemplary practices, instructional models and methods. These visits will be scheduled bi-monthly.

Harbor Heights teachers engage in professional development during the summer and throughout the year provided by the school, the school’s learning support organization, our professional development consultants and the central office of English Language Learners. Our current professional development menu consists of a minimum of five 50 minute sessions focused on ELL teaching and learning strategies and policy (as required by the city under its recommendations for ELL students), balanced literacy and reading instructional goals for older readers, Impact Mathematics for ELLs, 8<sup>th</sup> grade Science exit project preparation, Social

Studies project-based learning, and data collection and analysis towards school-wide instructional strategy development.

School team members and teachers of ELLs will spend a minimum of 40 hours on planning and ongoing high quality professional development covering strategies and methodologies specifically designed to support the accelerated academic/language learning of ELLs during school year 2009-2010. These professional development activities will include conferences, workshops, study groups (book studies, lesson studies, project design) and classroom observations.

#### Activities

- 2 data specialists attend ten 2-hour sessions of facilitator training to guide and assist inquiry groups in internal and external data collection, analysis and usage by June 2010.
- 3 grade team teacher leaders attend ten 2-hour sessions of facilitator training to lead protocols for looking at English writing samples of targeted student group in professional learning communities by June 2010.
- 4 teachers attend 10 days of mathematic strategies for ELLs to include lab site visits, lesson planning and lesson execution debriefing by June 2010.
- All teachers participate in weekly departmental meetings for the purpose of curricula development and alignment throughout 2009-2010 year.
- All teachers participate in weekly grade team meetings to study targeted student work for the purposes of sharing and improving instructional methodologies for English writing across all content areas throughout 2009-2010 year.

#### Evaluation and Expected Outcomes:

- We expect 85% attendance of 2 data specialists in the complete cycle of facilitator training
- We expect 85% attendance of 3 grade team leaders in the complete cycle of PLC facilitator training
- We expect 90% attendance of 4 math teachers in complete cycle of math for ELLs training
- We expect 95% attendance in regular school-based department and grade team meetings measured by meeting attendance forms and minutes and reviewed at the end of each quarter by supervising administrator

### **Parent and Community Participation**

Parents of ELL students will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning of their children during school year 2009-2010 in our *Curriculum Connections* program.

#### Evaluation and Expected Outcomes:

- We expect 50% attendance of parents in the *Curriculum Connections* sessions by June 2010.
- 85% of all participating parents will express satisfaction and applicability in the program documented in surveys administered at mid-year and end of program year
- We expect 50% of all targeted students in these programs to make at least one year of progress on the state Math and ELA examinations (measured 1 time per year)
- We expect 90 % of all targeted students in these programs to log 90% attendance in regular school day as well as extended day programs (measured at the end of 4 quarters)

**Form TIII – A (1)(b)**

**School: Harbor Heights Middle School BEDS Code: 06M349**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"><li>- Per session</li><li>- Per diem</li></ul>	\$24, 096.87	<b>483 hours of per session for ESL and General Ed bilingual teachers to support ELL Students in extended day programs: 200 483 hours x \$49.89 (current teacher per session rate with fringe) = \$24, 100</b>
<b>Purchased services</b> <ul style="list-style-type: none"><li>- High quality staff and curriculum development contracts.</li></ul>	\$ 0	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"><li>- Must be supplemental.</li><li>- Additional curricula, instructional materials.</li><li>- Must be clearly listed.</li></ul>	\$ 0	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	\$ 0	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	24, 096. 87	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

Our principal and Parent Coordinator reviewed our 2009 school environmental surveys.

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

Parents and guardians of 155 Spanish-speaking students are very satisfied with our translation services and verbal and written communication in Spanish (per 2009 environmental survey). 100% of our parents require written and oral interpretations from English to Spanish for school-home communications. These findings were shared with the Parent Association during the September 2009 Back-to-School Night and with the SLT at the October SLT meeting.

#### **Part B: Strategies and Activities**

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

All school documents are translated in school and distributed to parents in Spanish at origination point of communication by in-house school staff.

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

All of our support staff are bilingual English/Spanish speakers.

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

We post translation service posters in the main office as well as in the main hallway

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$ 139,976	\$ 36,217	\$ 143,603
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1, 400		\$ 1,400
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 362	\$ 362
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 6,999		\$ 6,99
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1, 811	\$ 1,811
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 13, 998		\$ 13, 998
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 3,622	\$ 3,622

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

#### **06M349 HARBOR HEIGHTS MIDDLE SCHOOL**

#### **SCHOOL PARENTAL INVOLVEMENT POLICY 2009-2010**

Department of Education of the City of New York  
Harbor Heights Middle School  
Monica Klehr, Principal

### **PART I GENERAL EXPECTATIONS**

NOTE: Each school level Parental Involvement Policy must establish the school’s expectation for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA]

Harbor Heights Middle School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.

- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

## **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement (a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a "sample template" as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. Harbor Heights Middle School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Involve parents in discussions regarding the District Parental Involvement Plan at all PTA meetings
- PTA Executive Board members will be involved with Community School District Six personnel

2. Harbor Heights Middle School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

- Parent members of the school leadership team will participate in regular school Learning Walks
- Parents will be interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process

3. Harbor Heights Middle School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

- Dancing Classrooms Inc.
- Washington Heights/Inwood Coalition Program

4. Harbor Heights Middle School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.

5. Harbor Heights Middle School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph the State's academic content standards; the State's student academic achievement standards; the State's and local academic assessments including alternate assessments;

the requirements of Title I, Part A, how to monitor their child's progress and how to work with educators.

- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: providing Parent workshops and courses dealing with computer training. Special meetings with all staff designed to meet the specific literacy needs of parents of English Language Learners

- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:

Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations.

Involving parents in the regular activities of the school

Involving parents in the Student of the Month assemblies

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand: School letters are translated and ELL students are provided with native language letters of school events. Translation services information are posted in the school lobby in the appropriate native languages

### **Part III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conference at school; This is accomplished by offering guidance services to parents during evening hours.
- The school is developing appropriate roles for community-based organizations through a number of involvement

activities. These activities will bring together members of the local community in order to address the needs of individual students.

**PART IV ADOPTION**

Department of Education of the City of New York  
Harbor Heights Middle School

Monica Klehr, Principal

This policy was adopted by Harbor Heights Middle School on 10/28/09 and will be in effect for the period of 2009-2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2009.

**Monica R. Klehr**

Monica R. Klehr  
Principal

October 28, 2009

**2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**06M349 Harbor Heights Middle School-Parent Compact 2009-2010**

**School Responsibilities**

Harbor Heights will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: providing opportunities for all students to successfully meet the intellectual, social, technological and emotional challenges of our global society and through quality, standards driven instruction.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: September- "Back to School Night"; Fall Parent-Teacher Conferences; Spring Parent-Teacher Conferences, and fall and spring Parent Association meetings
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: the school will provide parents with quarterly report cards, that will be made available in Spanish, Further communication will include progress reports, parent conference and calls at the discretion of the teacher.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: the staff will be available for conferencing with parents during scheduled conference times and meetings. Parents may call and make appointments with staff and leave messages for the school after hours, through our school messaging system.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: through activities sponsored by the PA, and with the help of the Parent Coordinator parents have the opportunity to participate in class field trips other such activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involvement of parents in the School Leadership Team; PA Meetings ; Parent News Letter, School bulletins and calendars for school review and improvement meetings and activities, translated into Spanish; collaboration with the Parent Coordinator and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

8. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
9. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
10. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
11. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
12. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
13. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and ESL.
14. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

## **Harbor Heights Middle School-Parent Compact Parent Responsibilities**

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Leadership Team or other school advisory or policy groups.

**WE AGREE TO WORK TOGETHER , TO THE BEST OF OUR ABILITIE, AS EDUCATORS AND PARENTS TO FULFILL OUR COMMON GOAL OF PROVIDING FOR THE SUCCESSFUL EDUCATION OF OUR CHILDREN.**

Monica R. Klehr  
School Principal

Luz Tejada  
Parent Association President

10/28/09  
Date

10/28/09  
Date

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**In the process of developing the 200-2010 CEP, our SLT faculty members performed a complete needs assessment based on data from our progress report, acuity exams and quality review**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.  
**See page 50 of 2009-2010 CEP**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.  
**See pages 36-37 of 2009-2010 CEP**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**Our personnel committee is assembled every spring in order to assist principal and assistant principal in recruitment and hiring efforts.**

6. Strategies to increase parental involvement through means such as family literacy services.

**See pages 42-46 of 2009-2010 CEP**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**N/A**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**All of our teachers are involved in the Inquiry Team process as they serve in professional learning communities that meet weekly. Our inquiry teams are supported by 2 data specialists and 3 lead teachers.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**See pages 13-20 of 2009-2010 CEP**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Our budget consists of money from federal and state sources in support of ELL and SIFE students. We use these funds in combination with our fair student funding for all school-wide programming including violence prevention programs (conflict management and peer mediation).**

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** School in Good Standing      **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

### **Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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<sup>1</sup> School Under Registration Review (SURR)

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School Leadership Team determined that the language arts team which focuses on ESL through the ELA standards is in the beginning stages of utilizing a common curriculum. The School Leadership Team has also analyzed the results of the ELA exam in order to evaluate the number of students that are meeting the standards and those who are far below or approaching the standard.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Of our students who took the ELA exam last year (which was only 36% of our student population, as we serve newcomers and the rest had been in the country less than a year and not required to take the exam), 99% are ELLs, and 93% performed below grade level in ELA.**

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**- We will build classroom libraries with culturally relevant and age appropriate high interest books representing a wide variety of genres and reading levels.**  
**- We need help from central Professional Development on aligning our curriculum to state standards taking into account not only ELA but ESL standards as our English classes are ESL.**

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## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**We have surveyed the math department to assess whether this is relevant, looking at current instructional practices and outcomes. We have determined that last year's curriculum was closer to alignment with New York State standards.**

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At our school, we find it difficult to employ Impact Math for three reasons:

- 1) **It builds on Everyday Math, but as our students are newcomers we cannot assume that they have an elementary foundation. In fact, the median 6<sup>th</sup> grader came into our school this year around a 4<sup>th</sup> grade level in math. We therefore need a curriculum that works with remedial standards in a more comprehensive way.**
- 2) **Most of our students are not reading on grade level and therefore the writing of Impact Math is too challenging for them. To employ the textbooks, we would need a version of the books at a lower reading level.**
- 3) **As noted by the key findings, Impact Math is not completely aligned to state standards at the middle school level.**

**We agree that there is a lack of depth in mathematics instruction, especially at the 6<sup>th</sup> grade level. This is due to our need to quickly catch newcomers up so they can access grade level material. Given that the school is 33% SIFE, this is a challenging task.**

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**We want to address all these issues to continue development of a Harbor Heights math curriculum in March and April 2010 to be implemented in 2010-2011. The goal would be to teach four years of math in three years. Many relevant 5<sup>th</sup> grade standards would be taught during 6<sup>th</sup> and 7<sup>th</sup> grade as needed, allowing for exploration of math in more depth during 8<sup>th</sup> grade. Additionally, grouping standards into cohesive units (not necessarily based on the order Impact Math advocates) would be designed to add unit projects, intended for exploration in depth. We could use feedback from either our network or central to oversee this curriculum process.**

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Principal and Assistant Principal perform frequent on-going informal and formal classroom observations with feedback for teachers. Teachers engage in intervisitations and share findings at grade team meetings. All staff in school will participate in learning walks to see trends in ELA classrooms.**

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Observation reports show a high level of student engagement. All teachers are gradually using more differentiated instruction to engage groups of students during all points of lesson.**

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12

mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Principal and Assistant Principal perform frequent on-going informal and formal classroom observations with feedback for teachers. Teachers engage in intervisitations and share findings at grade team meetings. All staff in school will participate in learning walks to see trends in Math classrooms.**

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**All of our math classes meet weekly in our computer lab for access to technology-based individualized instruction.**

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The School Leadership team reviewed new teacher data.**

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

From the 2008-2009 to the 2009-2010 school year the teacher turnover rate was 30%.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- **We have provided in house mentoring in addition to traditional mentoring for new teachers this year to acclimate them into the school culture and expectations.**
- **We have increased differentiated forms of professional development for all teachers.**
- **Administration has provided opportunities for increased teacher leadership.**
- **Administration engaged in more thoughtful hiring and orientation to school culture this year.**

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**Our school targets ELL students, 97% of our population are ELLs, so professional development in all content areas regarding ELLs is a focus for our staff.**

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

**The School Leadership Team has performed a needs assessment using various types of internal and external data. Again, as our school is almost entirely composed of ELLs, use of appropriate testing data to inform teacher instruction that addresses our population was a priority in our goals for this year.**

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

There is only one student with an IEP at our school currently, which is specifically for occupational therapy. However there are 6 students who are currently undergoing the evaluation process to receive an IEP. The process of identifying students in need of special education services at our school has been slow because of the nature of our population (newcomer ELLs, a population that in the past was over diagnosed as special education). To determine if this finding was relevant to our school, we reviewed professional development offered and advertised to our teachers.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

**Teachers have not received formal professional development on special education and the IEP process, although the guidance counselor has briefed teachers on the general process.**

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**- School will encourage teachers servicing classes with students under evaluation for an IEP to attend professional development that will help them become more familiar with the IEP, accommodations that support these students in the classroom, and especially behavioral support plans for these students.**

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We only have one student who currently has an IEP, and that is specifically for occupational therapy.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.