



**HARBOR HEIGHTS MIDDLE SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 06M349**  
**ADDRESS: 306 FORT WASHINGTON AVE. NEW YORK, NY 10033**  
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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

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Monica Klehr

**PRINCIPAL:** Monica Klehr

**UFT CHAPTER LEADER:** Alexa Goldstrom

**PARENTS' ASSOCIATION PRESIDENT:** Luz Tejada

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

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

**CFN 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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	On file in school
Alexa Goldstrom	*UFT Chapter Chairperson or Designee	On file in school
Luz Tejada	*PA/PTA President or Designated Co-President	On file in school
Maria Lozada	DC 37 Representative, if applicable	On file in school
Andrea Mercado	Teacher	On file in school
Jose Concepcion	Teacher	On file in school
Silvia de la Rosa	Parent	On file in school
Cesar Gonzalez	Parent	On file in school
Cecilia Gutierrez	Parent	On file in school
Sonia Estrella	Parent	On file in school
Judisa Avalo	Title I Parent	On file in school

### **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 five 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 (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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			
<b>Enrollment</b>					<b>Attendance - % of days students attended :</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			95.5	96.1	TBD
Kindergarten		0	0	0	<b>Student Stability - % of Enrollment :</b>				
Grade 1		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 2		0	0	0			96.0	87.1	TBD
Grade 3		0	0	0	<b>Poverty Rate - % of Enrollment :</b>				
Grade 4		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 5		0	0	0			83.6	85.5	92.4
Grade 6		29	32	44	<b>Students in Temporary Housing - Total Number :</b>				
Grade 7		70	43	45	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 8		80	83	69			3	7	TBD
Grade 9		0	0	0	<b>Recent Immigrants - Total Number :</b>				
Grade 10		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 11		0	0	0			44	48	53
Grade 12		0	0	0	<b>Special Education Enrollment:</b>				
Ungraded		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Total		179	158	158			0	0	0
<b>Special Education Enrollment:</b>					<b>Suspensions (OSYD Reporting) - Total Number:</b>				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	0	Principal Suspensions		4	12	TBD
# in Collaborative Team Teaching (CTT) Classes		0	0	0	Superintendent Suspensions		4	2	TBD
Number all others		0	0	2	<b>Special High School Programs - Total Number:</b>				
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
					CTE Program Participants		0	0	0
					Early College HS Program Participants		0	0	0
<b>English Language Learners (ELL) Enrollment:</b>					<b>Number of Staff - Includes all full-time staff:</b>				
<i>(BESIS Survey)</i>					<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Teachers		14	14	TBD
# in Transitional Bilingual Classes		176	146	152					
# in Dual Lang. Programs		0	0	0					
# receiving ESL services only		0	0	0					

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	2	Number of Administrators and Other Professionals	4	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	6	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	0.0	42.9	TBD
				% more than 5 years teaching anywhere	21.4	7.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	64.0	71.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		76.9	100.0	TBD
Black or African American	0.0	0.0	0.0				
Hispanic or Latino	100.0	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>	52.5	50.0	52.5				
<b>Female</b>	47.5	50.0	47.5				
<b>2009-10 TITLE I STATUS</b>							
√	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
				√	√	√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area AYP Outcomes:</b>			
<b>Elementary/Middle Level</b>		<b>Secondary Level</b>	
ELA:	X	ELA:	
Math:	√	Math:	
Science:	X	Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	X	√	X				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	X	√					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	X	√					
Economically Disadvantaged	X	√					
<b>Student groups making AYP in each subject</b>	0	4	0				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
<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 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	▶
Student Progress:	47.9		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	5.3		

**KEY: AYP STATUS**

√ = Made AYP  
 √<sup>SH</sup> = Made AYP Using Safe Harbor Target  
 X = Did Not Make AYP  
 – = Insufficient Number of Students to Determine AYP Status

**KEY: PROGRESS REPORT DATA**

NR = Data Not Reported

**KEY: QUALITY REVIEW SCORE**

Δ = Underdeveloped  
 ▶ = Underdeveloped with Proficient Features  
 √ = Proficient  
 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.

\*\* [http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **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/Teacher 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 your school's 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?

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### **English Language Arts**

- The school's progress report reflects exemplary proficiency gains 26% for our ELLs. The percentage of students in the lowest third making at least one year of progress is 59% compared to only -7.5% relative to the city horizon and -13% relative to our peer horizon. However with proficiency levels of only 6.7% in English language arts with the median student proficiency being 2.29 shows a need for greater emphasis on ELA performance.
- On our current roster 52 students took the ELA exam last year. 78% scored a Level 1, 18% scored a Level 2. We have no students who scored a Level 3 or 4 currently enrolled.
- It is important to note the Department of Education's change in criteria for what would constitute a Level 1, 2, or 3. This is a contributing factor to the lack of growth in percentage of students scoring Levels 2 or above as the scores being used for comparative analysis are not consist and this is reflected in our negative progress pattern from year to year.
- During the spring 2010 testing period, 95 students at Harbor Heights took the ELA exam last year. 74% scored a level 1, 25% scored a level 2, and 1% scored a Level 3.
  - 2010: 26% of students scored 2 or above; 62% made at least 1 year of progress
  - 2009: 70% of students scored 2 or above; 62% made at least 1 year of progress
- We have 95 students on our roster who took the NYSESLAT last year. 46 of them scored B (beginner), 36 scored I (intermediate), and 13 scored A (advanced). We also have 3 students who have previously scored P (proficient) on NYSESLAT and therefore did take the test.
- Most of our students are making progress on their NYSESLAT from year to year. Students continue to make slow but steady growth. The average student only made 17.5 points of progress. This shows an increase from last year's performance of the average student being 13.5.
- It is important to recognize 15 students taking the NYSESLAT for the first time scored at an intermediate level. It is important to make sure these students are given adequate progress this year.
- The breakdown of student progress from spring 2009 to spring 2010 shows the following:

- 2 students made negative progress (their scores went down by only 1 point)
  - 2 students made no progress (scores remained the same)
  - 19 students made less than average positive progress (they improved 0-16 points)
  - 15 students made above average progress (17-25 points)
  - 10 students made significant progress (more than 26 points)
- Our students have higher skills in listening and speaking than in reading and writing.
    - 36 students scored higher in listening and speaking than in reading and writing.
    - 1 student scored the same level on both subsections
    - 12 students 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.
  - Our most significant barrier to improvement on the ELA and the NYSESLAT exam continues to be writing section. Last year's Inquiry Team therefore focused on writing school-wide. However, since reading proficiency correlates to student vocabulary and writing skills, teachers did not find the results of the inquiry work to be as successful as anticipated. The results of the inquiry teams shed light on the fact that our students need stronger literacy before their writing can reflect desired growth. Therefore, a decision was made by the Inquiry Team to move the focus to reading assessment and instruction to increase literacy skills.

### **Math**

- The school's progress report reflects exemplary proficiency gains of just about 26% for our ELLs. The percentage of students in the lowest third making at least one year of progress is 83% compared to only 85% relative to the city horizon and 82% relative to our peer horizon. Our students demonstrated proficiency levels (Level 3 or 4) of 51% in math with the median student proficiency being 3.02.
- Last year, of our current roster 97 students took the state math test; 48% of them scored at Level 2, 26% on Level 3, 4% on Level 4, which is an aggregate 78% at Level 2 or above and 30% at Level 3 or 4. The median student school-wide scored a 2.53 on the test.
- 90% of students school-wide made at least one year of progress on state math test; levels of improvement remained consistent with the previous year:
  - average Level 1 or 2 student improved 0.66
  - average Level 3 or 4 student improved 0.41
- Our proficiency rating on the math test has improved greatly over the past 3 years (considering the change in scale for rating students' proficiency levels):
  - 2010: 51% of students scored 3 or 4; 90% made at least 1 year of progress
  - 2009: 51% of students scored 3 or 4; 90% made at least 1 year of progress
  - 2008: 26% of students scored 3 or 4; 58% made at least 1 year of progress
- Our current breakdown shows our greatest potential for improvement is with students in the 6<sup>th</sup> and 7<sup>th</sup> grades. Right now, our incoming 6<sup>th</sup> graders have a median proficiency of 2.24 and the 7<sup>th</sup> graders have a median proficiency of 2.26 on the 2010 test. By contrast, the 8<sup>th</sup> graders have a median proficiency of 2.65 on the 2010 state math test.

### **Spanish Literacy**

- Although our students L1 Spanish literacy levels are higher than previous years, most of our students are at least 2 years below grade level. Our students' lack of reading and writing skills in their L1 interfere with the transitioning of these skills to L2 as evidenced by our students lack of ability to perform well on state assessments in English reading and writing. It is imperative

that we look closely at closing this literacy gap in their native language if we hope to improve performance in ELA.

- We continue to move toward the implementation of Spanish literacy assessments. Our school-wide EDL assessment for all students was organized at the beginning of the year in order to provide data for teachers across content areas for instruction. This was a positive move for creating a baseline for growth comparison for each student. However, we did not have the time or resources to complete the assessment at the end of the year due the time restraints brought on by state testing.
- We need to implement an efficient yet effective assessment system to identify students' current L1 literacy levels in order to provide them with increased guided reading instruction. For those students who are 3 or more years behind grade level in their L1, intervention programs must be put in place. Moreover, a consistent and comprehensive qualitative system for tracking students' progress in literacy must be put in place in order to assist with L2 learning targets.

### **Accomplishments**

- Exemplary attendance; rate was 96% for SY09-10.
- Exemplary scores on School Survey. All results for parents and students were ranked highest citywide. Teacher results ranged from average to high. We had 100% participation from parents, compared to city average of 49%. Our response rates continue to increase each year. Satisfaction rates for parents and students improved in most categories from last 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 and experienced English teachers continues to improve our students' ELA experience and enables 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 gold in the finals.
- Our school continues to foster partnerships with organizations such as People's Theatre Project (an ELA enrichment program) and Leave It Better (an environmental education program in science).
- There is a strong sense of teamwork, mutual respect, and collaboration among staff.
- Staff are encouraged to take leadership roles and continue to strive for improvement.
- With the help of a grant written last year, 4 classrooms have received Promethean boards for instructional use.
- Highly qualified and collegial staff.

### **Aids**

- Greater emphasis on school-wide goal setting, evaluation, and reflection.
- Initiation of systemic data collection and implementation to improve instruction and student outcomes.
- Half of teachers have at least five years of teaching experience with an emphasis on ELL education.
- We have access to the campus on most Saturdays. Teachers are sharing classrooms and we have limited access to alternate spaces, making it hard to provide intervention services.
- 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 will continue to work with state Title III monies to work on incorporating challenging instruction into the curriculum.
- In addition to daily morning and Friday afternoon advisory where advisors to meet with students and address their social and emotional needs, two teachers have been designated to develop a comprehensive curriculum for uniformity.
- The entire school staff works tirelessly to develop strong and supportive relationships with students and families, which actively supports student learning.
- Professional development such as attendance at local and national conferences.
- Professional development and learning communities led by teachers.

### **Barriers**

- This year we have delayed some projects and school-wide planning/development and initiatives due to lack of meeting time during the summer break and our principal's absence from school during the first two months of the year.
- Summer school planning and scheduling issues did not allow for the school-wide curricula, goals, and assessment planning at the end of year or during the summer that would have aided the teachers starting off the year more efficiently.
- Lack of space for our students continues to be an issue as scheduling of classes forces teachers and students to have inconsistency in classroom placements. The inconsistency in spaces poses a challenge to those students who lack the self discipline and organizational skills to handle this. Particularly for our SIFE students and students with who are potential discipline problems, the lack of structure throughout the day may be a contributing factor in poor performance in the classroom.
- Although our enrollment of new students with interrupted formal education (SIFE) has gone down, we continue to work with many students who are greatly deficient in all areas compared to the majority of their peers. Although they may only constitute a small percentage of the grade level, they are in danger of falling behind because of their class's high numbers in the 7<sup>th</sup> grade. With such a gap in performance levels within one class and limited resources to meet their individual needs, these students are a great challenge. The large 7<sup>th</sup> grade class sizes makes it most difficult to serve these students who may need more individualized or small group instruction, while also impeding the teachers' ability to serve the needs of all students in the class.
- We continue to strive to accommodate our curricular and learning goals for our students. One way we could accomplish this is with the use of technology. Our students should have greater access to computer, internet resources and continuous technology resources that could improve their educational experience and make it more relevant. With the great push for STEM initiatives by the current government, the integration of technology in all areas of the curriculum is an area of great need.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 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. Our students have higher skills in listening and speaking than in reading and writing. This correlates with our ELA scores, which also show that reading and writing are areas of high need. In the past our goals have focused on student growth, however we haven't adopted a way to measure the students' reading abilities consistently. As a result it was difficult to track the amount of growth our students were making and the impact that different curricular interventions had on students. Since reading assessments were not consistent we were unable to provide students with clear guides to accessing appropriately leveled materials. We are moving out of the stage of being a new school and are ready to adopt a more standardized literacy curriculum that targets our student population. As a result, we have set the following goal for the 2010-2011 school year:

**By June 2011, students will move 1 grade level as assessed by the Developmental Reading Assessment (DRA) for formal interim and long-term reading assessment and students will be able to articulate their reading level and access appropriate texts based on the Fountas and Pinnell leveled reading system.**

### **Goal 2:**

After conducting our needs assessment, the SLT found that 78% of students school-wide scored a Level 2 or above on state math test; and the median school-wide score was a 2.53. As a result, we have set the following goal for the 2010-2011 school year:

**By June 2011, 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 the *Professional Learning Communities* provided great opportunities to evaluate student work, but they did not provide sufficient time or structure to improve teaching practices. Therefore our school will focus on grade-wide language objectives, goal setting, evaluation, and reflection. To facilitate this our administration has decided to adopt SIOP to incorporate consistent integration of interdisciplinary language objectives to improve instruction and student outcomes. As a result, we have set the following goal for the 2010-2011 school year:

**By June 2011, all teachers will develop and incorporate interdisciplinary language objectives into lesson delivery in preparation to adopt the New York State Common Core Curriculum Standards into curriculum design supported by professional development in Sheltered Instruction Observation Protocol (SIOP) and Professional Learning Communities (PLC).**

**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, some students each year have reading levels that are 4 or more years behind. Successful acquisition of L2 requires literacy in their L1 and successful acquisition of content-area knowledge requires academic proficiency in L1. Therefore, before many of our students can become fully literate in English, they have to become literate in Spanish and while they are learning English we want to continue their academic content-area growth. Last year a variety of strategies were implemented. This year we want to establish a systematic approach to identifying, accessing, and assessing all students' growth in their L1. As a result, we have set the following goal for the 2010-2011 school year:

**By June 2011, the school will develop instruction to target growth in academic native language proficiency as measured by portfolio assessments and formal reading assessments in the NLA and content classes.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, 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.

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

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal 1:</b> By June 2011, students will move 1 grade level as assessed by the Developmental Reading Assessment (DRA) for formal interim and long-term reading assessment and students will be able to articulate their reading level and access appropriate texts based on the Fountas and Pinnell leveled reading system.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b><u>Level classroom resources:</u></b></p> <ul style="list-style-type: none"> <li>• Level libraries using Fountas and Pinnell A-Z system</li> </ul> <p><b><u>Select appropriate assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Use Running Records for interim assessments within the classroom</li> <li>• Use the DRA for long-term assessment to be administered:             <ul style="list-style-type: none"> <li>- Beginning (Oct-Nov)</li> <li>- Middle (Dec-March)</li> <li>- End (May-June)</li> </ul> </li> </ul> <p><b><u>Administering diagnostics:</u></b></p> <ul style="list-style-type: none"> <li>• Designate central storage area for diagnostic materials</li> <li>• Ms. Maturen (literacy support teacher) to copy materials</li> <li>• Ms. Maturen will lead administration of DRA</li> <li>• After completing assessments, teachers record students' levels and store completed diagnostics with DRA material (reading binder)</li> </ul> <p><b><u>Classroom materials and resources:</u></b></p> <ul style="list-style-type: none"> <li>• Order appropriate resources based on diagnostic levels</li> <li>• Based on student levels, differentiate instruction and distribute resources to each class</li> <li>• Appropriate technology resources will be implemented throughout curriculum</li> <li>• Designate an accessible area for guided reading materials</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop a system for organization of materials</li> <li>• Identify students to be serviced by small-group intervention</li> <li>• Assign varied materials to advisory teachers for buddy reading group program that correlates with ELA curriculum</li> </ul> <p><b>Target population:</b> 601, 701, &amp; 801 classes, &amp; advisory classes  <b>Responsible staff members:</b> ELA teachers, administration, small-group teachers, literacy support teacher, advisory teachers</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Staffing:</b></p> <ul style="list-style-type: none"> <li>• F status position established and funded in budget for literacy support teacher utilizing TL FSF and Title I monies</li> </ul> <p><b>Scheduling &amp; Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Literacy support teacher will: <ul style="list-style-type: none"> <li>○ administer DRA</li> <li>○ order materials and resources</li> <li>○ assist with leveling classroom libraries</li> <li>○ work with small-group instruction</li> </ul> </li> </ul> <p><b>Funding:</b>  Title I SWP and Title I ARRA</p>
<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>• Formal Assessments: Three (<b>Fall 2010, Winter 2011, Spring 2011</b>)</li> <li>• Reading Binder</li> <li>• Students know their reading level</li> <li>• Order appropriate resources</li> <li>• Leveled libraries</li> <li>• Designated weekly advisory reading buddy sessions</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 2011, 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 2010)</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 2010)</b></li> <li>• Based on diagnostics and assessments, students will be selected to participate in after school intervention programs and small-group pull-out</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 2011)</b></li> <li>• Math teachers will receive professional development provided by consultants to continue their work in incorporating challenging math prompts and instruction into the curriculum. <b>(Sept. – June 2011)</b></li> <li>• Elevate use of flash cards, fast facts, TAI, Mammoth Mathematics, and 24 in the classroom to improve arithmetic skills <b>(Sept. – June 2010)</b></li> <li>• Implement math extended-day test preparation for State Math Exam. <b>(Feb. – May 2011)</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</li> <li>• After-school and weekend math planning</li> <li>• Extended-day math intervention program <b>(Title III)</b></li> <li>• Teacher-led staff development on TAI and Standards-based tracker</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 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:**

- 0.3 point increase in the median performance for all grades

**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 2011, all teachers will develop and incorporate interdisciplinary language objectives into lesson delivery in preparation to adopt the New York State Common Core Curriculum Standards into curriculum design supported by professional development in Sheltered Instruction Observation Protocol (SIOP) and Professional Learning Communities (PLC).</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>• One teacher assigned as data specialist three professional periods per week by September 2010 and disseminates relevant qualitative and quantitative data to PLC (<b>ongoing</b>).</li> <li>• Three teachers assigned as PLC lead teachers to facilitate protocols and procedures during team meetings (<b>ongoing</b>)</li> <li>• All teaching staff receive external professional development in SIOP (<b>fall 2010</b>)</li> <li>• PLC lead teacher receive external professional development in PLC protocols (<b>ongoing</b>)</li> <li>• PLC teams meet bi-monthly to implement SIOP protocols and procedures to write and evaluate language objectives, teaching strategies, interdisciplinary projects, and student achievement (<b>ongoing</b>).</li> <li>• Teams of teachers follow PLC protocols to analyze internal and external data to observe patterns and trends to set goals and inform language objectives (<b>ongoing</b>).</li> <li>• Teams of teachers observe each other during the implementation of successful language objectives 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><u>Staffing:</u></b></p> <ul style="list-style-type: none"> <li>• The data specialist 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><u>Training:</u></b></p> <ul style="list-style-type: none"> <li>• Data specialist and PLC lead teachers receive professional development.</li> <li>• All teachers receive professional development on SIOP</li> <li>• Weekly grade team meetings provide professional development for all teachers on interdisciplinary language objectives.</li> </ul> <p><b><u>Scheduling:</u></b></p> <ul style="list-style-type: none"> <li>• Grade teams 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>	<p><b><u>Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• School wide budget, SIOP PD plan, PLC schedules</li> <li>• Agendas</li> <li>• Curriculum unit maps and plans</li> <li>• Lesson plans</li> <li>• Mid-year PLC evaluation</li> </ul> <p><b><u>Projected gains:</u></b></p> <ul style="list-style-type: none"> <li>• 80% of teachers will use interdisciplinary language objectives 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 2011, the school will develop instruction to target growth in academic native language proficiency as measured by portfolio assessments and formal reading assessments in the NLA and content classes.</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 need remedial L1 instruction</u></b></p> <ul style="list-style-type: none"> <li>• During grade team meetings, teachers identify students who need remedial L1 literacy instruction (<b>Sept. 2010</b>)</li> <li>• These students are targeted during pull-out and after school intervention services (<b>ongoing</b>)</li> <li>• Information is inputted into reading trackers and used to assess individual growth (<b>On-going</b>)</li> </ul> <p><b><u>Pull-out Instruction</u></b></p> <ul style="list-style-type: none"> <li>• <i>RIGOR</i> and books such as <i>Cancionero</i> and <i>Tio Nacho</i> and are used to target students who are 4 or more years behind grade level</li> <li>• Focus is on phonics and word recognition strategies</li> </ul> <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>Oct. 2010</b>)</li> <li>• Parents are notified about before and after school programs for students who are in need of remedial literacy skills. (<b>Oct. 2010</b>)</li> <li>• <i>Rigor</i> used for instruction (<b>On-going</b>).</li> </ul> <p><b>Responsible staff members:</b> Grade teams, small-group teachers, and after school teachers as assigned by Administration</p> <p><b><u>NLA Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum is organized into thematic units (<b>Sept. 2010</b>)</li> <li>• Students academic level is targeted by leveled reading, oral language, and writing assignments within each thematic unit (<b>ongoing</b>)</li> <li>• Assignments are grading using school-wide rubric and included in portfolio (<b>ongoing</b>)</li> <li>• Teachers gather interdisciplinary vocabulary to make connections so that students will develop a common academic native language vocabulary (<b>ongoing</b>)</li> <li>• Teachers will use <i>Cancionero</i>, <i>Nacho</i>, <i>Reading A-Z</i>, and/or <i>Rigor</i> to guide instruction in Spanish reading. (<b>On-going</b>)</li> </ul>

	<p><b>Responsible staff members:</b> NLA and content area teachers</p> <p><b><u>Content Class Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Teachers develop writing or oral language assignments that are aligned with content standards and NLA themes (<b>ongoing</b>)</li> <li>• Assignments are grading using school-wide rubric and included in portfolio (<b>ongoing</b>)</li> </ul> <p><b><u>End-of-Year Assessment</u></b></p> <ul style="list-style-type: none"> <li>• Portfolio evaluations and oral presentations are gathered from all classes (<b>May, 2011</b>)</li> <li>• Formal reading assessment results are inputted into reading trackers to evaluate growth (<b>June, 2011</b>)</li> </ul>
<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>Nacho, Cancionero, Reading A-Z</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>Rigor</i></li> <li>• <i>Tio Nacho</i></li> <li>• <i>Cancionero</i></li> <li>• <i>Reading A-Z</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 will advance at least 1 grade level in native language proficiency</p> <p><b><u>Instruments of Measure</u></b></p> <ul style="list-style-type: none"> <li>• Reading Levels inputted into reading tracker using RIGOR <i>and Tio Nacho</i></li> <li>• On-going interim reading and writing assessments</li> <li>• Final portfolio and oral evaluations administrated in NLA and content classes</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	44	44	44	44				
7	45	45	45	45				
8	69	69	69	69	1			
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></p> <p>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></p> <p>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)

### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

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**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **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 will review our 2010 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 2010 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 2010 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 hallways.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	155,029	31,877	186,906
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,550	318	1,868
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	7,751	*	
4. Enter the anticipated 10% set-aside for Professional Development:	15,503	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

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

#### **SCHOOL PARENTAL INVOLVEMENT POLICY 2010-2011**

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 1111-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 and 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 INVOLEMENT 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 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2010.

**Monica R. Klehr**

*Monica R. Klehr*

Principal

## 06M349 Harbor Heights Middle School-Parent Compact 2010-2011

### 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: October- "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, which 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

*Monica R. Klehr*

11/01/2010

Date

Luz Tejada  
Parent Association President

*Luz Tejada*

11/01/2010

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 2010-2011 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 07 of 2010-2011 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 page 29 of 2010-2011 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 34-40 of 2010-2011 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 1 data specialist 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 24-26 of 2010-2011 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).**

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which

program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used  
**TEMPLATE - MAY 2010**

	<i>or Local)</i>	<b>in the Schoolwide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>the school has met the intent and purposes<sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	X			1555,029	X	24
Title I, Part A (ARRA)	Federal	X			31, 887	X	24
Title II, Part A	Federal			X	N/A	N/A	N/A
Title III, Part A	Federal	X			22,840	X	27
Title IV	Federal			X	N/A	N/A	N/A
IDEA	Federal	X			976	X	24
Tax Levy	Local	X			130,412	X	27

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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.

**N/A**

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conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** School in Good Standing      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**APPENDIX 7: 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.) 0
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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Harbor Heights					
<b>District:</b>	6	<b>DBN:</b>	06M349	<b>School</b>		310600010349

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		95.5	96.1	96.0
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		96.0	87.1	92.9
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	32	44	42	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	43	45	52		83.6	92.4	96.8
Grade 8	83	69	70				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	7	53
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	158	158	164	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					44	48	53

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	4	12	20
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	4	2	0
Number all others	0	2	6				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	146	152	TBD	Number of Teachers	14	14	12
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	4
# receiving ESL services only	0	0	TBD				
# ELLs with IEPs	0	2	TBD	Number of Educational Paraprofessionals	0	0	0

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	6	13	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	42.9	41.7
				% more than 5 years teaching anywhere	21.4	7.1	25.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	64.0	71.0	83.3
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	76.9	100.0	100.0
Black or African American	0.0	0.0	0.0				
Hispanic or Latino	100.0	100.0	100.0				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.0	0.0	0.0				
<b>Male</b>	50.0	52.5	54.3				
<b>Female</b>	50.0	47.5	45.7				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	X	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	X	v	X				
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	X	v					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	X	v					
Economically Disadvantaged	X	v					
<b>Student groups making</b>	0	4	0				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				P	
<b>Overall Score:</b>	80.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data				UPF	
School Environment:	13.3	Quality Statement 2: Plan and Set Goals				P	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				P	
School Performance:	4	Quality Statement 4: Align Capacity Building to Goals				P	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				P	
Student Progress:	57.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 403</b>	District <b>06</b>	School Number <b>349</b>	School Name <b>HARBOR HEIGHTS MS</b>
Principal <b>Monica Klehr</b>		Assistant Principal <b>Edgar Reyes</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Alexa Goldstrom</b>		Guidance Counselor <b>Miguelina Trujillo</b>	
Teacher/Subject Area <b>Andrea Mercado</b>		Parent <b>Luz Tejada</b>	
Teacher/Subject Area		Parent Coordinator <b>Jacqueline Brito</b>	
Related Service Provider		Other	
Network Leader <b>Marisol Bradbury</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>4</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>3</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>2</b>

### C. School Demographics

Total Number of Students in School	<b>164</b>	Total Number of ELLs	<b>162</b>	ELLs as Share of Total Student Population (%)	<b>98.78%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. Our admissions process is conducted by a designated team consisting of: Bilingual Parent Coordinator, Bilingual Pupil Accounting Secretary and the Bilingual Assessment Coordinator (teacher). When new students arrive at our school we first conduct an informal interview and administer the Home Language Identification Survey (HLIS). When the HLIS indicates Spanish as the main language spoken by the student with the family in the home, the LAB-R is administered within ten days of admission into the school. If, during the informal interview process we are provided information that the student has previously attended school in the US, we conduct a test history search to determine whether or not the student has been administered the LAB-R or NYSESLAT exam in order to identify our new student as on ELL or EP student. During the initial admission process we also administer a SIFE student questionnaire and informal assessment if the family informs us the student is over-age for the grade. All ELL students in our school regularly take the annual NYSESLAT exam in the Spring of each year if their admission date falls before the NYSELAT administration date.
  2. Parents are shown the ELL orientation DVD in their native language about the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides transitional bilingual classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents in their native language.
  3. Entitlement letters and parent survey and program selection forms are completed during the initial admission process with our designated team assisting families on a case-by-case basis in a private setting (for the newcomers) and during specially designated Parent Association meetings for the general population of returning students. The letters, survey and forms are also mailed to homes for returning students.
  4. All ELL students are placed into our Transitional Bilingual Education (TBE) program once the parents are aware of the program our school provides. As this school only provides transitional bilingual classes, parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here.
  5. 100% of our parents choose the TBE program for their students in our school.
  6. Our program model is in alignment with the parents' choice.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**  
 Check all that apply

K	1	2	3	4	5	
6	7	8	9	10	11	12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown													
K	1	2	3	4	5	6	7	8	9	10	11	12	Tot

															#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							42	52	70						164
<b>Dual Language</b> (50%:50%)															0
<b>Freestanding ESL</b>															
<b>Self-Contained</b>															0
<b>Push-In</b>															0
<b>Total</b>	0	0	0	0	0	0	42	52	70	0	0	0	0	0	164

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	162	Newcomers (ELLs receiving service 0-3 years)	156	Special Education	5
SIFE	22	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	156	22	4	6	0	1				162
Dual Language										0
ESL										0
<b>Total</b>	<b>156</b>	<b>22</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>162</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							42	52	70					164
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0



## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1. Our 6-8th grade students travel together as groups in classes of 18-27 students to receive instruction from content areas teachers in the following subject areas: Native Language Arts (NLA), English as a Second Language (ESL), English Language Arts (ELA), Math, Science, Social Studies and Physical Education. The classes on each grade are grouped homogeneously by English Language abilities as determined on the LAB-R and NYSESLAT examinations.

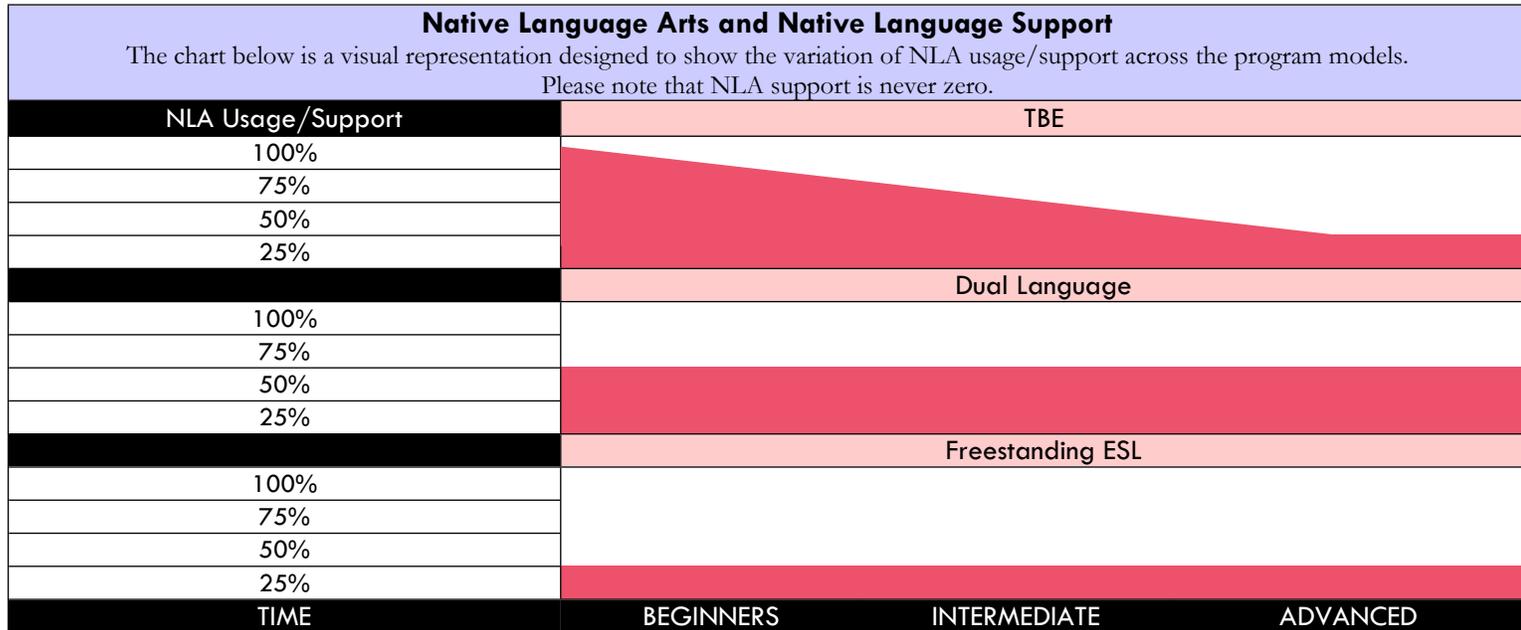
2. Each content teacher is specifically assigned to teach each class in each grade in either Spanish or English. In this way we are able to assure that each homogeneous language class receives the mandated number of minutes for the TBE model in each language in all content areas. Explicit ESL, ELA and NLA mandated instructional minutes are delivered as regular content classes.

3. Math, Social Studies, Science and Physical Education are taught in either Spanish or English using a Sheltered ESL (Sheltered Instructional Observation Protocol SIOP) approach depending on the number of minutes in each language required for each class's NYS CR Part 154. In the SIOP approach, instruction consists of eight components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery and review/assessment.

4. Our SIFE students are integrated into regular TBE classes and receive differentiated instruction along with their classmates. In addition, SIFE students take part in academic intervention classes during extended day programs and in small group or one-on-one pull-out sessions with teachers assigned for this work during their regular professional periods. 96% of our students are newcomers receiving our regular instructional program described above. 4% are receiving services from 4-6 years and take part in academic intervention classes during extended day programs and in small group or one-on-one pull-out sessions with teachers assigned for this work during their regular professional periods. Our special needs ELLs receive all services mandated in Individual Education Plans (IEPs) including counseling, speech and hearing and SETTs services in Spanish.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. We have several targeted intervention programs. We have lower class sizes than mandated by New York State and we provide instruction in Reading Instructional Goals for Older Readers (RIGOR) in both Spanish and English and Destination Riverdeep Math in extended day programs.

6. We provide transitional support for ELLs reaching proficiency on the NYSESLAT by maintaining these students in all our regular TBE program upon parents' consent. Students who have reached the level of proficiency on the NYSESLAT continue to receive testing accommodations such as extra time, separate location and use of glossaries and dictionaries. This will continue as long the students need such accommodations but not for more than two years.

7. We are planning to schedule a mid-winter break and spring break test preparation program for our newcomer students required to sit for the NY State ELA exam.

8. We do not plan to discontinue any programs/services this year.

9. All ELLs in our school have access to all programs.

10. Our classrooms all have the following materials which are used on a daily basis: bilingual libraries and reference materials (including smaller ones in the content areas); overhead projectors; and LCD projectors. Smartboards or Promethean Boards will be in 5 of 8 classrooms this year.

11. All students receive NLA content classes as well as the majority of their other content classes in the students' native language.

12. Required services and support corresponds to the age, grade level and language specified in each student IEP.

13. Every new student to the school undergoes an orientation session with their parents, provided by our admissions team (see above) that includes orientation to our school's mission and philosophy, rules of conduct, Comprehensive Education Plan (CEP) goals, uniform policy, advisory program and extended day program opportunities.

14. We do not offer other language electives at this time.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Our teachers engage in a wide variety of differentiated professional development activities throughout the school year provided by a combination of CFN network support, NYCDOE Division of Students with Disabilities and ELLs, professional consultants and in-house teaching staff to include the following:

- a. Professional Learning Communities (UBD curricula design based on new NY State Common Core Curriculum and SLOP methodologies)
- b. 4-day SLOP training
- c. Data Specialist training on data collection and analysis for formal and informal data collection
- d. School Quality Review analysis, school learning walks and SQR self-evaluation
- e. RIGOR and Destination Riverdeep Math Intervention Program training
- f. Attendance and presentations at local and national professional education meetings and conferences such as TESOL, NYSABE, NABE, AERA and Nat. Science Teachers Association
- g. Smartboard and Promethean Board digital lesson development
- h. Advisory Program curriculum development and instruction training
- i. Classroom management training

2. We provide specific advisory curriculum training for all of our teachers at least every other month for 1-2 hours because the advisory program they instruct guides students in orientation to middle school procedures, expectations and protocols as well as high school expectations, requirements and choices. Teachers are trained in strategies and methodologies for individual student academic and social affective goal setting.

3. All teachers attend 4 days (a minimum of 24 hours) of SLOP training on Nov. 2, 11 and 12, 2010 and June 12, 2011 provided by professional staff developers from the Center for Applied Linguistics (CAL). This training consists of: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery and review/assessment.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parent Involvement in our school consists of a wide variety of activities including the following:

- a. Parent members of the school leadership team participate in regular school Learning Walks. Parents are interviewed as part of the school's Quality Review and parent surveys are a vital part of the School's Progress Report process.
- b. Parents take part in on-going workshop series on the following topics, that are provided by our own teaching staff: Second Language Learning; Content area support at home; internet usage and ARIS system orientation and usage
- c. An evaluation is conducted at 2 spring PTA meetings providing opportunity for parents to give feedback and suggestions on school

improvement strategies. The survey is the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board organizes the parent feedback and presents the findings to the principal for review and consideration. Parents have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.

d. The school, with the assistance of the district and parents, educates 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 and involving parents in the Student of the Month assemblies

Parents support their children’s learning in our school in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in their child’s classroom.
- Participating, as appropriate, in decisions relating to their children’s education.
- Promoting positive use of their child’s extracurricular time.
- Staying informed about child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by 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.

2. Our school partners with the Columbia Presbyterian Hospital School of Social Work and the Washington Heights/Inwood Coalition to provide educational workshops for parents on a variety of topics

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

4. Our parents have communicated to the school that they need instruction in ways to support their students’ academic learning. To this end, we provide the workshop series described above.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							39	32	45					116
Intermediate(I)							3	15	17					35
Advanced (A)							0	5	8					13
Total	0	0	0	0	0	0	42	52	70	0	0	0	0	164

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B							15	12	5				
	I							4	14	10				
	A							0	7	20				
	P							0	1	7				
READING/ WRITING	B							11	11	17				
	I							7	18	17				
	A							1	4	8				
	P							0	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	0	0	0	5
7	17	2	0	0	19
8	21	7	0	0	28
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		8		8		1		1	18
7									0
8		5		20		16		2	43
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8		17		35		18		1	71
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8		55		8		8		0	71
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	22	17	27	33				
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the DRA and EDL to assess the early literacy skills of our students. Although our students L1 Spanish literacy levels are higher than previous years, most of our students are at least 2 years below grade level. Our students' lack of reading and writing skills in their L1 interfere with the transitioning of these skills to L2 as evidenced by our students lack of ability to perform well on state assessments in English reading and writing. It is imperative that we look closely at closing this literacy gap in their native language if we hope to improve performance in ELA.

2.– 4.

- We have 95 students on our roster who took the NYSESLAT last year. 46 of them scored B (beginner), 36 scored I (intermediate), and 13 scored A (advanced). We also have 3 students who have previously scored P (proficient) on NYSESLAT and therefore did not take the test. Most of our students are making progress on their NYSESLAT from year to year. Students continue to make slow but steady growth. The average student only made 17.5 points of progress. This shows an increase from last year's performance of the average student being 13.5. It is important to recognize 15 students taking the NYSESLAT for the first time scored at an intermediate level. It is important to make sure these students are given adequate progress this year.

- The breakdown of student progress from spring 2009 to spring 2010 shows the following: 2 students made negative progress (their scores went down by only 1 point); 2 students made no progress (scores remained the same); 19 students made less than average positive progress (they improved 0-16 points); 15 students made above average progress (17-25 points); 10 students made significant progress (more than 26 points).

- Our students have higher skills in listening and speaking than in reading and writing. 36 students scored higher in listening and speaking than in reading and writing. 1 student scored the same level on both subsections. 12 students 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.

- Our most significant barrier to improvement on the ELA and the NYSESLAT exam continues to be the writing section. Last year's Inquiry Team therefore focused on writing school-wide. However, since reading proficiency correlates to student vocabulary and writing skills, teachers did not find the results of the inquiry work to be as successful as anticipated. The results of the inquiry teams shed light on the fact that our students need stronger literacy before their writing can reflect desired growth. Therefore, a decision was made by the Inquiry Team to move the focus to reading assessment and instruction to increase literacy skills.

5. N/A

6. We evaluate the success of our programs for ELLs using the following tools: The Principal Performance Review, the School Progress Report, the School Quality Review and the SIFE Grant Program evaluation.

### Additional Information

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

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		