



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : HARBOR HEIGHTS MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 06M349

PRINCIPAL: MONICA KLEHR **EMAIL:** MKLEHR@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELSA NUÑEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Monica Klehr	*Principal or Designee	Signature on file
Alexa Goldstrom	*UFT Chapter Leader or Designee	Signature on file
Cesar Gonzalez	*PA/PTA President or Designated Co-President	Signature on file
Maria Lozada	DC 37 Representative, if applicable	Signature on file
Jose Concepción	Member/ teacher	Signature on file
Rosanny Cuello Ventura	Member/ teacher	Signature on file
Ana Camilo	Member/ parent	Signature on file
Noris Rodriguez	Member/ parent	Signature on file
Victor Piña	Member/ parent	Signature on file
Anna Martinez	Member/ parent	Signature on file

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, all teachers will implement and communicate to students, the revised Language Allocation Policy through the use of a variety of researched instructional strategies to target all students' language development as measured by language objectives used in all content areas.

Comprehensive needs assessment

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

We need to have a common research-based understanding of our students' language needs in order to design Performance based Assessments (PBATs) that are tailored to English Language Learners (ELLs). This common understanding comes out of the Language Allocation Policy, which needs to be transparent to all staff members and based on researched methods of language development.

NYSESLAT progress data

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1:

- *Language Allocation Policy (LAP): team of teachers and administrators will attend a professional development session on LAP training provided by DOE-OELLs and conducts research on language instructional strategies in order to develop programming and scheduling, conduct assessment analyses, and rewrite the language allocation policy (LAP 2011-2012)*
- *Target Population(s): all staff and all students*
- *Responsible Staff Members: Language Allocation Policy team (two designated teachers and administration)*
- *Implementation Timeline: October 2011 through November 2011*

Activity #2:

- *Professional Development: all teachers will attend professional development sessions on English Language Development in order to make agreements about what, how and when to implement the Language Allocation Policy provided by the LAP team and Harold Asturias*
- *Target Populations: all staff*
- *Responsible Staff Members: Language Allocation Policy team and Harold Asturias*
- *Implementation Timeline: September 2011 through June 2012*

Activity #3:

- Language Objectives: teachers will rewrite language objectives to better reflect researched strategies from the Language Allocation Policy. The LAP team will present and guide teachers in forming language objectives that are aligned to strategies such as those in the Sheltered Instruction Observation Protocol (SIOP) as well as lessons in all content areas that instruct students on second language development processes.
- Target Population: all teachers
- Responsible Staff Members: Language Allocation Policy team
- Implementation Timeline: December 2011 through June 2012

Activity #4:

- Analysis of Language Allocation Policy: teachers will evaluate the effectiveness of the new LAP on a bi-monthly basis utilizing classroom anecdotes and student English language progress measured by reading levels and performance on PBATs.
- Target Population: all teachers
- Responsible Staff Members: all teachers
- Implementation Timeline: February 2012- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our parent coordinator, in collaboration with our new community based organization partner: The Children's Arts and Sciences Workshop will organize three parent workshops ("Introduction to Second Language Learning and Academic Expectations at Harbor Heights"; "Helping Children in Bilingual Homes with Schoolwork" and "Promotional Policies for English Language Learners" in a series titled: "Helping My Bilingual Child Succeed in School". Teachers working together in grade teams will plan each workshop using technology to present information in a variety of visual representations for parents. Each workshop will be focused on a specific grade and the three workshops will make chronological sense as they are presented in order as the year progresses. These workshops will be linked to teacher assignments as student advisors to communicate with parents minimally 7 times per year to give written progress reports on student growth in academic as well as social-emotional growth areas.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - *Interview process for new hires involves a panel interview conducted by administrators and teachers, classroom visitations and demo lessons.*
 - *New hires are given weekly mentoring by a tenured teacher in the same content area.*
 - *The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
 - *Non-HQTs are reimbursed for required coursework and exams.*
 - *There are multiple opportunities for teachers to work in collaborative teams.*
 - *Professional feedback and next-steps are well-communicated*
 - *Programming and scheduling are flexible and creative to meet the needs of Teachers and students.*
 - *Professional development is aligned to directly benefit classroom instruction and assist teachers in meeting evaluation requirements.*

- *Per-session is offered to encourage teachers to participate in a variety of school-based activities (after school tutoring, enrichment programs, scheduling collaboration, administrative duties, etc.)*
- *Teachers are given opportunities to help choose, design, and implement a variety of academic programs in the school.*
- *Teacher input is highly valued.*
- *Arts and enrichment are integrated into the curriculum and all teachers are encouraged to participate.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All of our students participate in the following programs, which provide instruction in academic language development in order to improve student performance outcomes.

- *Supplemental Educational Services (SES): Our school has been identified as a School In Need of Improvement and we are receiving funds under NCLB to provide after school test preparation for our students in English. The parents have selected “Learn It Systems”, a curriculum that is targeted, intensive, systematic small group instruction and has a scaffolded instructional model.*
- *People’s Theater Project (PTP): This organization is providing SPARK Shakespeare Residency, which is a 30 week curricular unit that integrates theatrical arts within NYS blueprint and core standards, to transform the learning of students across academic disciplines. The residency explores a work of William Shakespeare in imaginative, innovative and experiential ways to inspire and deepen student understanding across multiple learning modalities. By interpreting, analyzing and making art from the heightened text of William Shakespeare, students will enrich their cognitive, visceral and social learning capacities. Inquiry and assessment based, students explore theatrical concepts and Shakespeare's work with a deeper involvement from their unique perspective, supported by their meta-cognitive learning of, and within the process. It provides meaningful opportunities for students to build their oral language and personal expression skills through theatrical performance tasks.*
- *Children’s Arts and Science Workshops (CASW): CASW is providing “The Services for immigrant Families Program” at Harbor Heights. This program provides educational workshops for families of students enrolled in the school to help parents learn how the school system works, reduce drop out rates, raise academic performance of students, help parents access government benefits. They will also be providing ESL classes for parents and after school homework programs for students.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session (2 days per week)*
- *Professional instructional materials to support second language development during the regular school day.*
- *Teacher per session (2 days per week) for differentiated professional development.*
- *Substitute teachers to cover classes while regular teachers engage in full day professional development*
- *Professional development consultant: Harold Asturias, from the University of California Berkley Hall of Science*

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, all teachers will assist in re-designing curriculum in all the content areas to meet the Common Core State Standards (CCSS) through the use of performance based assessments (PBATs) and collaborative teacher evaluation of student work.

Comprehensive needs assessment

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

The New York City Department of Education is requiring that the Common Core State Standards (CCSS) must be implemented. All students must be engaged in one literacy performance based assessment and one mathematics performance based assessment aligned strategically to selected common core state standards. In content and grade teams, teacher teams will look closely at resulting student work. We believe that this will improve student performance outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1:

- Professional Development: *teachers will participate in in-house professional development on November 21st, October 6th, January 24th and March 14th that focuses on aligning curricula to Common Core State Standards, develop performance based assessment tasks (PBATS) in each content area, study resulting student work from PBATS to evaluate strategies for effectiveness and adjust PBATs accordingly in an on-going cycle of continuous improvement analyzing student work and designed curriculum.*
- Target Population: *all teachers*
- Responsible Staff Members: *all teachers*
- Implementation Timeline: *September 2011- June 2012*

Activity #2:

- Design of PBATS in Content Teams: *teachers will design PBATs according to the particular learning standards of the Common Core State Standards. They will differentiate PBATs based on specific language needs of English Language Learners. Grade teams will evaluate task and rubric before implementation with students.*
- Target Population: *all teams of teachers*
- Responsible Staff Members: *all teachers*
- Implementation Timeline: *September 2011- June 2012*

Activity #3:

- Design of Rubrics: teachers will design rubrics that are aligned to the newly created performance based assessments in the content areas. The teachers will use the rubrics in grade teams to assess lesson planning and design and in content teams to assess student work products and language development.
- Target Population: all teams of teachers
- Responsible Staff Members: all teachers
- Implementation Timeline: September 2011- June 2012

Activity #4:

- Evaluating Student Work (Content Teams and Grade Teams): In the content teams, evaluation of student work will be focused on students' understanding of the content area standards assessed as well as the overall success of the design of the task and its rigor. In the grade teams, evaluation of student work will be focused on students' language development continuously across all tasks.
- Target Population: all teams of teachers
- Responsible Staff Members: all teachers
- Implementation Timeline: September 2011- June 2012

Activity 5:

- Curriculum Maps: develop at least one curriculum unit map based on the performance based assessment task and student products using the Understanding by Design (UbD) model.
- Target Population: all teachers
- Responsible Staff Members: all teachers
- Implementation Timeline: September 2011- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Our parent coordinator, in collaboration with our new community based organization partner: The Children's Arts and Sciences Workshop will organize three parent workshops ("Introduction to Second Language Learning and Academic Expectations at Harbor Heights"; "Helping Children in Bilingual Homes with Schoolwork" and "Promotional Policies for English Language Learners" in a series titled: "Helping My Bilingual Child Succeed in School". Teachers working together in grade teams will plan each workshop using technology to present information in a variety of visual representations for parents. Each workshop will be focused on a specific grade and the three workshops will make chronological sense as they are presented in order as the year progresses. These workshops will be linked to teacher assignments as student advisors to communicate with parents minimally 7 times per year to give written progress reports on student growth in academic as well as social-emotional growth areas.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Interview process for new hires involves a panel interview conducted by administrators and teachers, classroom visitations and demo lessons.
 - New hires are given weekly mentoring by a tenured teacher in the same content area.

- *The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Non-HQTs are reimbursed for required coursework and exams.*
- *There are multiple opportunities for teachers to work in collaborative teams.*
- *Professional feedback and next-steps are well-communicated*
- *Programming and scheduling are flexible and creative to meet the needs of Teachers and students.*
- *Professional development is aligned to directly benefit classroom instruction and assist teachers in meeting evaluation requirements.*
- *Per-session is offered to encourage teachers to participate in a variety of school-based activities (after school tutoring, enrichment programs, scheduling collaboration, administrative duties, etc.)*
- *Teachers are given opportunities to help choose, design, and implement a variety of academic programs in the school.*
- *Teacher input is highly valued.*
- *Arts and enrichment are integrated into the curriculum and all teachers are encouraged to participate.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All of our students participate in the following programs, which provide interdisciplinary curriculum support and academic language development.

- *Supplemental Educational Services (SES): Our school has been identified as a School In Need of Improvement and we are receiving funds under NCLB to provide after school test preparation for our students in English. The parents have selected “Learn It Systems”, a curriculum that is targeted, intensive, systematic small group instruction and has a scaffolded instructional model.*
- *People’s Theater Project (PTP): This organization is providing SPARK Shakespeare Residency, which is a 30 week curricular unit that integrates theatrical arts within NYS blueprint and core standards, to transform the learning of students across academic disciplines. The residency explores a work of William Shakespeare in imaginative, innovative and experiential ways to inspire and deepen student understanding across multiple learning modalities. By interpreting, analyzing and making art from the heightened text of William Shakespeare, students will enrich their cognitive, visceral and social learning capacities. Inquiry and assessment based, students explore theatrical concepts and Shakespeare’s work with a deeper involvement from their unique perspective, supported by their meta-cognitive learning of, and within the process. It provides meaningful opportunities for students to build their oral language and personal expression skills through theatrical performance tasks.*
- *Children’s Arts and Science Workshops (CASW): CASW is providing “The Services for immigrant Families Program” at Harbor Heights. This program provides educational workshops for families of students enrolled in the school to help parents learn how the school system works, reduce drop out rates, raise academic performance of students, help parents access government benefits. They will also be providing ESL classes for parents and after school homework programs for students.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session (2 days per week)*
- *Professional instructional materials to support second language curriculum development during the regular school day.*
- *Teacher per session (2 days per week) for differentiated professional development.*
- *Substitute teachers to cover classes while regular teachers engage in full day professional development*
- *Professional development consultant: Harold Asturias, from the University of California Berkley Hall of Science*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, a system will be developed and established to record, share, and utilize relevant student data periodically to inform instruction and intervention for all students.

Comprehensive needs assessment

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

Based on the teacher portion of the NYC Schools Survey 2010-2011 Report, all teachers used student achievement data to improve instructional decisions. However, 33% of teachers did not receive helpful training on the use of student achievement data to improve teaching and learning practices. Even though the majority of teachers feel they have time and are encouraged to communicate openly, there is a lack of a system of sharing student achievement data that is consistent and ongoing. ARIS is used to access students' standardized state testing data and report card grades and also allows for sharing daily anecdotes, content area mastery, disciplinary actions, intervention strategies and grading data. Nationally, there is an initiative to get educators to know their students holistically. Therefore, the use of data sharing through the ARIS platform is essential for evidence based learning and teaching.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Activity #1:

- *Exploring Data Platforms: designated teachers research and explore a variety of data platforms including ARIS, wikispaces, Jupiter grades, etc.*
- *Target Population: all teachers*
- *Responsible Staff Members: designated teachers and administrators*
- *Implementation Timeline: September 2011- November 2011*

Activity #2:

- *Design and Setup of Data Platform: designated teacher(s) will work with administration and ARIS trainer to design and setup ARIS for data sharing among teachers. Decisions regarding what data to share, how best to share it and how to organize it on ARIS will be made.*
- *Target Population: all teachers*
- *Responsible Staff Members: designed teacher(s), administrators and trainer*
- *Implementation Timeline: December 2011- January 2012*

Activity #3:

- Professional Development: teachers will participate in in-house professional development on ARIS, how to create student groups and upload all pertinent data.
- Target Population: all teachers
- Responsible Staff Members: all teachers
- Implementation Timeline: January 2012- June 2012

Activity #4:

- Uploading Data onto ARIS: teachers will be responsible for uploading pertinent data on a regular basis.
- Target Population: all teachers
- Responsible Staff Members: all teachers
- Implementation Timeline: January 2012- June 2012

Activity #5:

- Analysis of Data Platform: data will be kept on whether or not teachers are uploading data, how useful the data sharing was, and what (if any) challenges/difficulties were encountered.
- Target Population: all teachers
- Responsible Staff Members: designated teachers and administrators
- Implementation Timeline: May 2012- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
Our parent coordinator, in collaboration with our new community based organization partner: The Children's Arts and Sciences Workshop will organize three parent workshops ("Introduction to Second Language Learning and Academic Expectations at Harbor Heights"; "Helping Children in Bilingual Homes with Schoolwork" and "Promotional Policies for English Language Learners" in a series titled: "Helping My Bilingual Child Succeed in School". Teachers working together in grade teams will plan each workshop using technology to present information in a variety of visual representations for parents. Each workshop will be focused on a specific grade and the three workshops will make chronological sense as they are presented in order as the year progresses. These workshops will be linked to teacher assignments as student advisors to communicate with parents minimally 7 times per year to give written progress reports on student growth in academic as well as social-emotional growth areas.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Interview process for new hires involves a panel interview conducted by administrators and teachers, classroom visitations and demo lessons.
 - New hires are given weekly mentoring by a tenured teacher in the same content area.
 - The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
 - Non-HQTs are reimbursed for required coursework and exams.
 - There are multiple opportunities for teachers to work in collaborative teams.

- Professional feedback and next-steps are well-communicated
- Programming and scheduling are flexible and creative to meet the needs of Teachers and students.
- Professional development is aligned to directly benefit classroom instruction and assist teachers in meeting evaluation requirements.
- Per-session is offered to encourage teachers to participate in a variety of school-based activities (after school tutoring, enrichment programs, scheduling collaboration, administrative duties, etc.)
- Teachers are given opportunities to help choose, design, and implement a variety of academic programs in the school.
- Teacher input is highly valued.
- Arts and enrichment are integrated into the curriculum and all teachers are encouraged to participate.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The data platform, ARIS, that we are using is provided by and supported by the NYC Department of Data Information and Integration Technology (DIIT).
 - *Supplemental Educational Services (SES): Our school has been identified as a School In Need of Improvement and we are receiving funds under NCLB to provide after school test preparation for our students in English. The parents have selected “Learn It Systems”, a curriculum that is targeted, intensive, systematic small group instruction and has a scaffolded instructional model. “Learn It Systems” assess the students and provides us with the data that they gather throughout the program to include in our data sharing platform.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session (2 days per week)*
- *Teacher per session (2 days per week) for differentiated professional development and data systems development*
- *Substitute teachers to cover classes while regular teachers engage in professional development related to data systems*

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	38	38	38	38	10			
7	54	54	54	54	10			
8	57	57	57	57	10			
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA: RIGOR (Reading Instructional Goals for Older Readers)</p> <p>Read 180</p> <p>System 44/Raz-Kids</p> <p>Reading Buddy Program</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 2 days 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.</p> <p>System 44 and Raz-Kids are software and instructional programs that are used for small group reading intervention during ESL/ELA class and with small group pull-out during the school day.</p> <p>All students receive weekly instruction on oral reading skills and read aloud with a buddy once a month. Student groups range from 8-16 students. This takes place during advisory instruction time during the school day.</p> <p>During the months of February through 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 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>Mathematics</p> <p>Small Group Remedial Math</p> <p>Math Test Prep (Learn-It)</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 February through May, there will be after school programs to help prepare students for the math test. Groups will be 10-14 in size.</p>

Lower class-size	Students are placed in classes of 20-25 students in all subject areas
Extended day	Students receive 36.5 extra minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.
Native Language Arts: RIGOR (Reading Instructional Goals for Older Readers)	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.
Lower class-size	Students are placed in classes of 20-25 students in all subject areas.
Extended day	Students receive 36.5 extra minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.
Science	
Lower class-size	Students are placed in classes of 20-25 students in all subject areas
Extended day	Students receive 36.5 extra minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.
Social Studies	
Lower class-size	Students are placed in classes of 20-25 students in all subject areas
Extended day	Students receive 36.5 extra minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.
At-risk Services provided by the Guidance Counselor	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.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

**06M349 HARBOR HEIGHTS MIDDLE SCHOOL
SCHOOL PARENTAL INVOLVEMENT POLICY 2011-2012**

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

PART I GENERAL EXPECTATIONS

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

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

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

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including

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

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

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

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

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

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

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

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

- Childrens Arts and Sciences Workshop
- 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:

Our parent coordinator, in collaboration with our new community based organization partner: The Children's Arts and Sciences Workshop will organize three parent workshops in a series titled: *Helping My Child Succeed in School*. Teachers working together in grade teams will plan each workshop using technology to present information in a variety of visual representations for parents. Each workshop will be focused on a specific grade and the three workshops will make chronological sense as they are presented in order as the year progresses. These workshops will be linked to teacher assignments as student advisors to communicate with parents minimally 7 times per year to give written progress reports on student growth in academic as well as social-emotional growth areas.

- 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 11/21/2011 and will be in effect for the period of 2011-2012. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2011.

Monica R. Klehr

Monica R. Klehr
Principal

06M349 Harbor Heights Middle School-Parent Compact 2011-2012

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 ABILITIES, 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

Cesar Gonzalez
Parent Association President
Cesar Gonzalez

11/21/2011
Date

11/21/2011
Date

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 06M349 **School Name:** Harbor Heights Middle School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school met zero of four accountability measures on Adequate Yearly Progress in the area of English Language Arts in 2010-2011. Our SINI Year 1 External Curriculum Audit found that: "There is not a consistently high level of instructional rigor; rather, most observations indicate a low- to mid-range rating for instructional rigor." And, "There was no evidence to suggest a consistent or systemic means of sharing student data. Similarly, monitoring of student progress is accomplished through multiple sources of information, but there was no evidence of a systemic approach to monitoring student progress." Our 2011-2012 CEP Needs Assessment states: "Even though the majority of teachers feel they have time and are encouraged to communicate openly, there is a lack of a system of sharing student achievement data that is consistent and ongoing," and "We need to have a common research-based understanding of our students' language needs in order to design Performance based Assessments (PBATs) that are tailored to English Language Learners (ELLs). This common understanding comes out of the Language Allocation Policy, which needs to be transparent to all members of the community and based on researched methods of language development."

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Our students are recent newcomers to the country. These ELL students are placed in ESL classes, yet are required to perform at a level two on the NY State English Language Arts exam after being in the country one year. They are, therefore, considered "struggling students" at risk of failing the ELA exam. In addition to providing our struggling students with ESL services, we must also assure that rigor in our lessons are high when we are using English for instruction in all content areas. We must establish a shared data system amongst all teaching staff so that teachers in subjects areas other than ESL/ELA are aware of the English literacy levels of their students in order to design the rigor of their writing assignments to appropriately high cognitive demands on the students. We will, therefore, provide teachers of these students with an "F" status literacy assist teacher who will administer literacy progress exams, analyze data, share data for lesson design with the literacy team, identify

and purchase appropriately leveled library books and assist our assigned data specialist in establishment of an on-line data sharing system using the ARIS platform.

This “F” status Literacy Assist Teacher will work during the April Spring Break for four days in order to assist classroom literacy teachers level their classroom libraries

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Our SINI Year 1 External Curriculum Audit found that: “There is not a consistently high level of instructional rigor; rather, most observations indicate a low- to mid-range rating for instructional rigor.” Therefore, four professional development days will be scheduled throughout the school year in a comprehensive plan to establish PLCs as a processing tool to move forward our goals to meet the city-wide instructional expectations. We will look closely at student work; then we will engage all students in at least one literacy task and one mathematics task aligned to the Common Core Standards in English; finally, we will look closely at the rigor in the resulting student work and establish processes to keep this cycle revolving. This work will be led by Harold Asturias of the University of California at Berkley Hall of Science.

Part C: Community Engagement

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

We do not have any new teachers on our staff this year. All teachers have been at our school for a minimum of two years. As part of the Professional Learning Communities, our newer teachers are mentored by experienced teachers in the development of the performance tasks during weekly grade and content team meetings of teachers.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will hold a parent meeting in the fall at which time the SINI status is described in the parent’s native language of Spanish, as identified on the Home Language Information Survey (HLIS) administered to all students upon entry into the school. The presentation of the information will be shown in a power point presentation with graphic visuals to explain the NYC DOE Progress Report as well as the New York State accountability status under No Child Left Behind regulations.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/Gillian Smith	District 06	Borough Manhattan	School Number 349
School Name Harbor Heights Middle School			

B. Language Allocation Policy Team Composition [?](#)

Principal Monica Klehr	Assistant Principal Edgar Reyes
Coach N/A	Coach N/A
ESL Teacher Urpi Jimenez	Guidance Counselor Miguelina Trujillo
Teacher/Subject Area Alexa Goldstrom/Mathematics	Parent Cesar Gonzales
Teacher/Subject Area	Parent Coordinator Jacqueline Brito
Related Service Provider Margarita Modesto	Other
Network Leader Gillian Smith	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	3
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	155	Total Number of ELLs	149	ELLs as share of total student population (%)	96.13%
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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 (Spanish/English) Parent Coordinator (Jacqueline Brito) Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), Bilingual (Spanish/English) Assessment Coordinator (Maria Lozada) and the Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) and Bilingual (Spanish/English) Principal (Monica Klehr). When new students arrive at our school, our Bilingual (Spanish/English) Parent Coordinator (Jacqueline Brito) and Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), 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. Our Bilingual (Spanish/English) Assessment Coordinator, Maria Lozada is responsible for administering the LAB-R and Spanish LAB to new students within ten days of arrival and our Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) analyzes the results to determine program placement. 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 an ELL or EP student and whether or not we should administer the LAB-R and Spanish LAB. 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 NYSESLAT administration date and the results of the NYSESLAT are analyzed by our data specialist, (pedagogue) Erika Klein.

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) during the initial interview process described above. The parents are also provided with the information in the 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 by our Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) and Bilingual (Spanish/English) Principal (Monica Klehr). As this school only provides transitional bilingual classes, parents are informed that their child will be placed in a transitional bilingual program and that their choice of other than such will be noted so that when more than 15 parents in two consecutive grades chose a different option, their program of choice will be established. These choices are also discussed with the parents in their native language.

3. Entitlement letters and parent survey and program selection forms are distributed and collected 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. Once Parent Survey and Program Selection Forms are collected, they are maintained in our ELL Compliance Binder in the principal's office.

4. All ELL students are placed into our Transitional Bilingual Education (TBE) program once the parents are aware of the program our school provides. Once the placement letters are given to parents, the placement letter records are maintained in our ELL

Compliance Binder in the principals' office. As this school only provides transitional bilingual classes, Bilingual (Spanish/English) Assistant Principal or Bilingual (Spanish/English) Principal, Monica Klehr, communicate to parents, verbally, that their children will be placed in a transitional bilingual program and that their choice of other than such will be noted so that when more than 15 parents in two consecutive grades chose a different option, their program of choice will be established. These choices are also discussed with the parents in their native language, with no translation services required. Continued entitlement letters are mailed to returning students and continued entitlement letters are maintained in our ELL Compliance Binder in the principal's office.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							2	2	3					7
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	2	2	3	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	149	Newcomers (ELLs receiving service 0-3 years)	143	Special Education	2
SIFE	34	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	

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. [i](#)

ELLs by Subgroups										
	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	Total
TBE	34	33	1	6	1	1				40
Dual Language										0
ESL										0
Total	34	33	1	6	1	1	0	0	0	40
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

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							38	54	57					149
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
TOTAL	0	0	0	0	0	0	38	54	57	0	0	0	0	149

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Part IV: ELL Programming

A. Programming and Scheduling Information

1. Our 6-8th grade students travel together as groups in classes of 16-29 students to receive instruction from content area teachers in the following subject areas: Native Language Arts (NLA), English as a Second Language (ESL), English Language Arts (ELA), Math, Science, Social Studies, Advisory 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 both Spanish and English. The exception is that Physical Education is taught exclusively in English and Advisory is taught exclusively in Spanish to support the TBE mandated minutes. 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 100% in the language of instruction as regular content classes by certified ESL or NLA teachers. Our beginning and intermediate level classes receive ESL instruction 100% of the time to support ELA content standards. Our advanced class receives 50% ESL and 50% ELA instruction. All NLA classes are delivered 100% in Spanish (NL) and the instructional units are aligned to the NYS grade level standards.
 3. Math, Social Studies, and Science are taught in both Spanish and English. According to a breakdown of our instructional minutes per week (and using the TBE suggested time allotments table in CR Part 154) for each leveled class for the school year 2011-2012, the following are the percentages that each class receives in their content area courses: The beginning classes receive 80% native language content instruction and 20% English language content instruction. The intermediate classes receive 60% native language content instruction and 40% English language content instruction. Our advanced class receives 5% native language content instruction and 95% English language content instruction. All class levels receive Physical Education in 100% English language instruction and they receive Advisory in 100% native language instruction.
- All content area teachers have been trained and use the Sheltered Instructional Observation Protocol (SIOP) approach. In the SIOP approach, instruction consists of eight components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery and review/assessment. In the SIOP approach, materials are provided such as graphic organizers (for contextualizing key vocabulary, diagramming problems, writing procedures, tree map for classifying and grouping, webs, t-charts, Venn Diagrams, brace map for analyzing whole objects and parts, etc.), grouping strategies, note-taking methods, guidelines for writing content and language objectives, etc. In mathematics teachers use various materials such as Impact Math, Coach, Buckle Down, NYS Test Preparation materials, Math Navigator, and nonfiction literacy. The science material used are: FOSS, SEPUP, GLENCOE textbook, Access Science: Building through Learning textbook, Visual Learning Co. Instructional DVDs, free online resources, concept maps, Planting Science, Disney's Planet Challenge, GLOBE program, and Leave-it-better program. For social studies the content materials

A. Programming and Scheduling Information

consist of: Student Atlas, GLENCOE Spanish history textbooks for 6-8th grades, internet resources such as New York Historical Society (nyhs.org), Gilder Lehrman Society (gilderlehrman.org), Library of Congress (lc.gov), and Digital History (digitalhistory.org).

In all content areas, each class period begins with instruction in English (based on the above percentages) to enable students to determine key technical vocabulary, concept words, and other words needed to read or write about the topic of the lesson. As the English level abilities of each class progresses throughout the year, the time allocation transitions towards a higher percentage of English language instruction during the class period.

4. Native language evaluation occurs during NLA instruction time through informal assessments such as portfolios and teacher anecdotes. Our combined ELA and NLA content team of teachers is currently researching and planning future appropriate school-wide assessments to measure NLA student progress.

5.

a. 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 pull-out small group instruction with teachers that have been trained in the use of RIGOR (Reading Instructional Goals for Older Readers) in Spanish and are assigned for this work during their regular instructional periods. These teachers are also researching other assessment and Spanish literacy tools for use with our SIFE students.

b. 96% of our students are newcomers receiving our regular instructional program as described above. Each student is placed into a class based on their level (beginning, intermediate, or advanced). All students are given phonemic awareness, phonics, fluency, comprehension, and vocabulary instruction through the use of Words Their Way to enhance their English instruction outside of the ESL class and through small group instruction within the ESL class. In addition, small group pull-out instruction is provided to meet the needs of homogeneous groups within a class using programs such as English Rigor and System 44 components (other than technology). In class, beginning level ELLs use computerized reading programs to support their English reading instruction through the use of Raz-Kids and/or System 44. In addition, an allotted amount of time throughout the school year which is used to do test preparation prior to the state exams as well as year round instruction in reading strategies.

All students participate in extended day programs that target their proficiency development in English and Native language arts. The students who have been in the country between 1-3 years and are taking the ELA exam are identified and take part in test preparation courses during Supplemental Educational Services (SES) extended day programs under the NCLB policy.

c. 4% of our students are ELLs receiving services for 4-6 years through our regular instructional program as described above. In addition they take part in academic intervention and/or enrichment courses during extended day programs and in small group pull-out sessions with teachers assigned for this work during their regular professional periods. Teachers use The Comprehension Toolkit by Stephanie Harvey & Anne Goudvis to engage students in active literacy discussions during pull-out enrichment groups.

d. We currently don't have any long-term ELLs. In the case that we were to enroll a long-term ELL, this student would be included in the SIFE intervention plan. They would also be given small group or one-to-one pull-out intervention services which will include NYSESLAT test preparation and reading strategy instruction at their grade level.

6. Our ELL-SWDs receive all services mandated in Individual Education Plans (IEPs) including counseling, speech and hearing and SETTs services in Spanish. Built into our regular programming is the use of SIOP that provides multiple strategies for ELL-SWDs in the regular classroom. Classroom teachers also use small group instruction within the classroom to assist ELL-SWDs in their content areas and in learning to use the learning strategies. Teachers must explicitly teach learning strategies to enhance access to content, academic, and life-skills proficiency (Echevarria & Graves, 2007, p. 101) such as the use of cognates, the writing process, finding the main idea, steps for an experiment, procedures for solving a math problem, etc. As part of our regular programming, direct instruction about the process of second language acquisition is provided to all students to enhance thinking and listening skills and is supported throughout the year. ELL-SWDs are given explicit instruction in these skills during multiple lessons to enhance their understanding in language development.

7. Our ELL-SWDs are integrated into regular TBE classes to maximize their time with the general population and they receive differentiated instruction along with their classmates. ELL-SWDs receive IEP services through pull-out and extended day intervention. ELL-SWDs are given explicit instruction and modified assignments (such as reduce the amount of work, extra time to complete assignments, adjust the pace of instruction, direct positive reinforcement, alternative activities, abundant guided practice, etc.). Depending on the student's individual needs, they are given opportunities to work independently, in cooperative learning groups and/or in small group instruction.

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			
Advisory	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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

B. Programming and Scheduling Information--Continued

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

Part IV: ELL Programming

B. Programming and Scheduling Information—Continued

8. We provide instruction in Reading Instructional Goals for Older Readers (RIGOR) in both Spanish and English to SIFE and newcomer ELL subgroups. Each class receives 3 instruction periods per week in Words Their Way to support English language development in phonemic awareness, phonics, fluency, comprehension, and vocabulary. System 44 and Raz-Kids are used for small group reading intervention within the ESL/ELA block according to the students' proficiency levels in literacy and the highest needs subgroup receives extra practice during small-group pull-out. ESL/ELA alternative assessments include portfolios of student writing samples and reflections on learning. In math all students receive remedial intervention in the classroom through the use of TAI (Teacher Assisted Instruction) in order to develop their basic operation and computation skills at their own pace. The highest needs subgroup receives extra TAI and Mammoth Math intervention through small-group pull-out instruction to monitor their independent progress and give immediate feedback. The highest needs subgroups in science and social studies also receive small-group pull-out intervention using graphic organizers to target contextualized key vocabulary and concepts. Targeted intervention in science and social studies consists of small group or one-to-one instruction to frontload key terms and essential vocabulary. In addition, they offer alternative assessments.
9. 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.
10. Multiple improvements have been made to our regular schedule this year to incorporate targeted pull-out intervention for SIFE and high needs subgroups in all content areas. New programming added to our curriculum this year are Words Their Way, System 44, Raz-Kids, Math Navigator. New technology in the classroom includes iPads, smartboards, document projectors, poster-maker, Zip cameras, and student laptops.
11. We do not plan to discontinue any programs/services this year.
12. Our school recruits ELL students during registration fairs and middle school fairs in the Washington Heights and Inwood areas to come to our Middle School Transitional Bilingual program. Our Parent Association and school staff meet with Harbor Heights parents and students throughout the year to inform them of our assemblies and workshops that provide community services and educational programs that support our ELLs and their transitioning needs. These include the Children's Arts & Science Workshops provides access to free ESL classes for family members of our students, Alianza Dominicana provides access to housing and nutrition assistance and family counseling, People's Theater Project is an organization that supports the use of theater to raise awareness of the urgent issues impacting the community and advocates for social justice, and Dancing Classrooms works with our 8th graders and their parents to build social awareness, confidence and self-esteem in children through the practice of social dance. Other curricular and extracurricular programs that all of our students have access to include: Leave-It-Better, a program integrated into the science curriculum about environmental issues, Learn-It after school that targets ESL development and ELA and Math test preparation, soccer which enables team building and conflict resolution skills development, and student council which consists of 7 ELL students representing all classes and grade levels in developing plans to improve the school.

The supplemental services offered is the SES (Supplemental Education Services) program, which is funded with Title I to fulfill NCLB requirements. All of our students are eligible and receive the SES services. They meet after school and on Saturday mornings throughout most of the year. We are receiving this service because our school was identified as a School in Need of Improvement (SINI) in

B. Programming and Scheduling Information--Continued

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Part IV: ELL Programming

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12. Our school recruits ELL students during registration fairs and middle school fairs in the Washington Heights and Inwood areas to come to our Middle School Transitional Bilingual program. Our Parent Association and school staff meet with Harbor Heights parents and students throughout the year to inform them of our assemblies and workshops that provide community services and educational programs that support our ELLs and their transitioning needs. These include the Children's Arts & Science Workshops provides access to free ESL classes for family members of our students, Alianza Dominicana provides access to housing and nutrition assistance and family counseling, People's Theater Project is an organization that supports the use of theater to raise awareness of the urgent issues impacting the community and advocates for social justice, and Dancing Classrooms works with our 8th graders and their parents to build social awareness, confidence and self-esteem in children through the practice of social dance. Other curricular and extracurricular programs that all of our students have access to include: Leave-It-Better, a program integrated into the science curriculum about environmental issues, Learn-It after school that targets ESL development and ELA and Math test preparation, soccer which enables team building and conflict resolution skills development, and student council which consists of 7 ELL students representing all classes and grade levels in developing plans to improve the school.

The supplemental services offered is the SES (Supplemental Education Services) program, which is funded with Title I to fulfill NCLB requirements. All of our students are eligible and receive the SES services. They meet after school and on Saturday mornings throughout most of the year. We are receiving this service because our school was identified as a School in Need of Improvement (SINI) in English language arts. The goal is to assist students in raising their performance on ELA and NYSESLAT exams.

13. We have computer-based software to target balanced literacy skills to support all ELL subgroups such as System 44 and Raz-kids. These are tailored to our ELLs' individual needs in literacy skills. Words Their Way is an instructional material to support ELLs' second-

B. Programming and Scheduling Information--Continued

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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. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary:
 - a. Parent members of the school leadership team participate in 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 two 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 PA 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 ways 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 Childrens Arts and Science Workshop to provide educational workshops for parents on a variety of topics addressing adolescent socio-emotional needs and the instructional workshops described in 1b. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

3. An evaluation is conducted at two 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. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

4. Our parents have communicated to the school that they need instruction in ways to support their students' academic learning at home and in guidance to high school and beyond. To this end, we provide the workshop series described above in 1b. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

E. Parental Involvement

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

Language Learning; Content area support at home; internet usage and ARIS system orientation and usage.

c. An evaluation is conducted at two 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 PA 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 ways 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 Childrens Arts and Science Workshop to provide educational workshops for parents on a variety of topics addressing adolescent socio-emotional needs and the instructional workshops described in 1b. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

3. An evaluation is conducted at two 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. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

4. Our parents have communicated to the school that they need instruction in ways to support their students' academic learning at home and in guidance to high school and beyond.. To this end, we provide the workshop series described above in 1b. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

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 common branch, subject area teachers, assistant principal, guidance counselor, parent coordinator and secretary (we do not have a bilingual/ESL coordinator, paraprofessionals, special ed. teachers, psychologist and occupational therapist) all 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. All teachers and Assistant Principal receive training on 10/6/11, 11/21/11, 1/24/12 and 3/14/12 provided by professional staff developer, Harold Asturias, from the University of California, Berkeley Hall of Science. This training consists of PLC understanding and commitments to a school-wide language development policy; theory of action for language learning; the development and execution of language appropriate PBATS; analysis of student work produced as a result of PBATS and systemization of PLC work cycle towards continuous improvement.
 - b. Professional Learning Communities (Common Core State Standards (CCSS) curriculum development with focus on Performance Based Assessment Tasks (PBATS) in Literacy and Mathematics) that meet once a week for 45 minutes throughout the entire school year.
 - c. Professional Learning Communities (Looking at Student Work as a result of PBATS in alignment with the NY State CCSS) that meet once a week for 45 minutes throughout the entire school year.
 - d. Data Specialist training on data collection and analysis for formal and informal data collection once a month for three hours.
 - e. DOE source systems (ATS and STARS) training every other month for 7 hours for secretary.
2. We provide specific advisory curriculum training during faculty conference meetings for all of our teachers and our bilingual guidance counselor 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. The two teachers who do not yet hold an ESL or binlingual license attend 4 days (a minimum of 24 hours) of training on 10/6/11, 11/21/11, 1/24/12 and 3/14/12 provided by professional staff developer, Harold Asturias, from the University of California, Berkeley Hall of Science. This training consists of PLC understanding and commitments to a school-wide language development policy; theory of action for language learning; the development and execution of language appropriate PBATS; analysis of student work produced as a result of PBATS and systemization of PLC work cycle towards continuous improvement. Records of meeting the 7.5 hours of ELL training for these two teachers are maintained in our ELL Compliance Binder in the principal's office.

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. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary:
 - a. Parent members of the school leadership team participate in 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 two 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 PA 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 ways 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.

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

- Monitoring attendance.
- Making sure that homework is completed.
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- 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.
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4. Our parents have communicated to the school that they need instruction in ways to support their students' academic learning at home and in guidance to high school and beyond. To this end, we provide the workshop series described above in 1b. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

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4. All of our students received the TBE instructional program.
 - 4a. Across all grade levels, our students have higher skills in listening and speaking than in reading and writing. Overall our students show more growth on the Math test than the ELA exam. The Math assessment is given in both languages (an ELL accomodation) which illustrates that our ELL students are faring better on the tests taken in their native language than in English. This analysis was completed by Ms. Erika Klein, the data specialist.

Additional Information

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

Paste additional information here

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)							15	22	13					50
Intermediate(I)							2	8	19					29
Advanced (A)							1	5	8					14
Total	0	0	0	0	0	0	18	35	40	0	0	0	0	93

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							11	17	5				
	I							5	12	12				
	A							2	6	19				
	P							0	1	5				
READING/ WRITING	B							15	22	13				
	I							3	8	18				
	A							1	2	6				
	P							0	4	5				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	1			3
7	12	1	2		15

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
8	21		12		1				34
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		9		5		3			17
7		12		16		5		4	37
8		7		16		20		2	45
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									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	18	22	22	35				
Chinese Reading Test								

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

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

Part V: Assessment Analysis

B. After reviewing and analyzing the assessment data:

1. Our school uses the Fountas and Pinnell, DRA and EDL to assess the early literacy skills of our students. 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. We have 93 students on our roster (out of 155) who took the NYSESLAT last school year (2010-2011). 50 students scored B (beginner) which is 54% of our test-takers, 29 scored I (intermediate) which is 31%, and 14 scored A (advanced) which is 15%. We also have 6 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. It is important to make sure these students are given adequate progress this year. 85% of our 6th graders were at a beginner level, 11% intermediate, and 6% advanced. Therefore both of our 6th grade classes are considered beginner classes. 63% of our 7th graders were at a beginner level, 23% intermediate, and 14% advanced. Therefore we have one beginner and one intermediate 7th grade class. 33% of our 8th graders were at a beginner level, 48% intermediate, and 19% advanced. Therefore we have one beginner, one intermediate, and one advanced 8th grade class. The results of the LABR for the remaining 56 students, which is 36% of our school population are at beginner level and therefore placed in the beginner classes at their appropriate grade level.

3. Across all grade levels, 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. 9% of our students were proficient in reading in writing and 6% were proficient in listening and speaking. 9% of our students were advanced in reading and writing and 28% were advanced in listening and speaking. 30% of our students were intermediate in reading and writing and 31% were intermediate in listening and speaking.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Harbor Heights Middle School</u>		School DBN: <u>06M349</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monica Klehr	Principal		11/17/11
Edgar Reyes	Assistant Principal		11/17/11
Jacqueline Brito	Parent Coordinator		11/17/11
Urpi Jimenez	ESL Teacher		11/17/11
	Parent		
Alexa Goldstrom	Teacher/Subject Area		11/17/11
	Teacher/Subject Area		
	Coach		
	Coach		
Miguelina Trujillo	Guidance Counselor		11/17/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 06M349 **School Name:** Harbor Heights Middle School

Cluster: Groll **Network:** CFN 403

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

Part A: Needs Assessment Findings

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

1. Our admissions process is conducted by a designated team consisting of: Bilingual (Spanish/English) Parent Coordinator (Jacqueline Brito) Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), Bilingual (Spanish/English) Assessment Coordinator (Maria Lozada) and the Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) and Bilingual (Spanish/English) Principal (Monica Klehr). When new students arrive at our school, our Bilingual (Spanish/English) Parent Coordinator (Jacqueline Brito) and Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), 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 we prepare all communications in the native language of the home.

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.

Analysis of our HLIS indicate that 100% of our parents need to have written and oral interpretation into the Spanish language for all school communication. Our entire teaching and support staff are informed at the first faculty meeting of the year of this need and our School Leadership Team is informed of this finding at the first scheduled meeting of every year.

Part B: Strategies and Activities

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

All of our written translation services are provided by school staff. Our entire staff is fluent in written Spanish and produces all original written communication to parents in Spanish. In addition all parents are provided with a translated Bill of Parents Rights and Responsibilities? All appropriate school signage and forms are in the languages required.

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 oral interpretation services are provided by school staff. Our entire staff is fluent in oral Spanish and is able to communicate at all times in Spanish with parents (including during our School Leadership Team meetings).

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>.

Our parents are informed immediately during initial registration of their children into our school, that the language of communication between our school and parents will be in the parents' native language of Spanish.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Harbor Heights Middle School	DBN: 06M349
Cluster Leader: Christopher Groll	Network Leader: Gillian Smith
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 149 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 11 # of certified ESL/Bilingual teachers: 9 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: In our Title III program we will provide academic intervention, enrichment and test preparation programs for our ELL students Monday-Thursday from 3:30-5:30 pm during 26 weeks of the school year. Title III funds will support per session pay for 11 teachers in this extended day program. From October-March we will provide students with RIGOR I/II intervention classes in Spanish and English and Read 180 in English as well as Math intervention programs. From March-April we will provide ELA test preparation programs using materials from Curriculum Associates. We will also provide all students with Math test preparation programs using Curriculum Associates as well as teacher-designed curriculum and NYSESLAT test preparation programs using the NYSESLAT and Beyond curriculum. We are supplementing the Title III allocations with other funding sources in our budget in order to implement the above described program. The title III allocation will be charged for the following: teacher per session direct instruction of 224 hours. General supplies to support the title III program will be \$1,827. The majority of the service providers involved in the Title III program are certified by New York State in one or two of the following areas: content with bilingual extension or ESL license. Two remaining teachers in the Title III program who do not poses the bilingual extension or ESL license are enrolled in State funded credit-bearing courses that lead to teaching license extensions in ESL or Bilingual Education.

Special needs students will be identified and provided with academic intervention services during and after the regular school day using the Reading Instructional Goals for Older Readers (RIGOR I and II) program developed by Dr. Margarita Calderon. Only after providing the intervention services within our setting for one year will we seek out a formal evaluation with ensuing appropriate services. Conversely, we provide one-on-one tutoring and small group instruction in Read 180 in the area of ELA for students reaching proficiency on the NYSESLAT.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our common branch, subject area teachers, assistant principal, guidance counselor, parent coordinator and secretary (we do not have a bilingual/ESL coordinator, paraprofessionals, special ed. teachers, psychologist and occupational therapist) all engage in a wide variety of differentiated professional development actives throughout the school year provided by a

Part C: Professional Development

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. All teachers and Assistant Principal will receive training on 10/6/11, 11/21/11, 1/24/12 and 3/14/12 provided by professional staff developer, Harold Asturias, from the University of California, Berkeley Hall of Science. This training consists of Professional Learning Communities' understanding and commitments to a school-wide language development policy; theory of action for language learning; the development and execution of language appropriate Performance Based Assessment Tasks (PBATS); analysis of student work produced as a result of PBATS and systemization of PLC work cycle towards continuous improvement.
- b. Professional Learning Communities (Common Core State Standards (CCSS) curriculum development with focus on Performance Based Assessment Tasks (PBATS) in Literacy and Mathematics) that meet once a week for 45 minutes throughout the entire school year.
- c. Professional Learning Communities (Looking at Student Work as a result of PBATS in alignment with the NY State CCSS) that meet once a week for 45 minutes throughout the entire school year.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

1. Parent Involvement in our school consists of a wide variety of activities including the following. All parent activities are conducted in the parents' native language of Spanish by our academic and non-academic staff; written translation services are provided by our bilingual (Spanish/English) school secretary:

- a. Parent members of the school leadership team participate in 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 two spring PTA meetings providing opportunity for parents to give

Part D: Parental Engagement Activities

feedback and suggestions on school improvement strategies. The survey is the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PA 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 ways 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.

2. Our school partners with the Columbia Presbyterian Hospital School of Social Work and the Childrens Arts and Science Workshop to provide educational workshops for parents on a variety of topics addressing adolescent socio-emotional needs and the instructional workshops described in 1b. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

3. An evaluation is conducted at two 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. All parent activities are conducted in the parents' native language of Spanish.

4. Our parents have communicated to the school that they need instruction in ways to support their students' academic learning at home and in guidance to high school and beyond.. To this end, we provide the workshop series described above in 1b. All parent activities are conducted in the parents' native language of Spanish and refreshments are provided as incentives in the evening hours as parents are often attending our events in between child-care and work-related duties.

Part E: Budget

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

Allocation Amount: \$18508

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 		

Part E: Budget

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

Allocation Amount: \$18508

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
TOTAL		