



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE HERITAGE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M680

PRINCIPAL: DYANAND SUGRIM **EMAIL:** DSUGRIM2@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR BROWN

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
Dyanand Sugrim	*Principal or Designee	Dyanand Sugrim
Amy Liff	*UFT Chapter Leader or Designee	Amy Liff
Brian Purnell	*PA/PTA President or Designated Co-President	Brian Purnell
Rachel Rivera	DC 37 Representative, if applicable	Rachel Rivera
Wilkiaris Crispin; Giselle Estevez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	Wilkiaris Crispin; Giselle Estevez
Kecia Hayes, Teachers College	CBO Representative, if applicable	Kecia Hayes
Frances Torres	Member/PTA	Frances Torres
Debra Worrell	Member/PTA	Debra Worrell
Yvonne Gomez	Member/PTA	Yvonne Gomez
Peter Valdes	Member/PTA	Peter Valdes
Janel Granum	Member/Teacher	Janel Granum
Sharon Volpe	Member/Teacher	Sharon Volpe

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, increase engagement and academic rigor in 70% of classrooms as evidenced by student work from different subjects and classroom observation reports using the lens of the Danielson teaching framework—especially “using questioning and discussion techniques” and “engaging students in learning through activities, student grouping, instructional materials, and structure and pacing of lessons”.

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 first recommendation in the most recent Quality Review report was that the school needed to, “design curricula and assessments across all subject areas that embed rigorous habits, higher order thinking skills and provide evidence of college ready skills.” The second was to “strengthen classroom practices and routines to reflect levels and learning styles of diverse learners in order to increase engagement and accelerate student learning across the classrooms.” Furthermore, the QR report highlighted evidence of low academic work in student-work samples. All of these needs had been highlighted by a mock Quality Review conducted by CFN network staff, as well as school administrators and Teachers College consultants. In fact, engagement and rigor typically form the basis for what administrators recommend to Heritage teachers in their classroom observation reports.

Similarly, our most recent Progress Report showed that, while 47.3% of the 2010 graduating cohort enrolled in college, only 6.5% were deemed to be prepared by the Regents exams, SAT, and/or course standards at the City University of New York.

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.
- 1. Teacher-led PD Committee plans bimonthly PD sessions to norm Danielson elements—eg, questioning and engagement—using videos and walkthrough data from classrooms observed by administration and teachers. Specific handouts and examples of good questioning will be

shared.

2. A system will be established within departments and GLTs for inter-visitation and peer feedback on Questioning and Discussion techniques and Engaging students in learning through activities based on Danielson elements.
3. Network coaches will help teacher teams apply protocols on looking at student work through the lens of increasing rigor and higher-order critical thinking skills and use a protocol for lesson study that focuses on effective instruction.
4. Classroom observation reports will focus on helping teachers craft rigorous questions, establish clear lesson objectives, and gather evidence relative to the academic growth of students.
5. Teacher teams will develop a skills map that shows the various skills that students should attain in each grade.

In regards to the aspects requested above:

- a) Teachers will receive professional development on the needs of IEP students as well as ESL students. Protocol for classroom observation and teacher inter-visitation will ask observer to focus on needs of these two subgroups in addition to African American students, as identified in the last NYS School Report Card.
- b) PD sessions mentioned above in #1 will focus on the needs of IEP students as well as ESL students. Protocol for classroom observation and teacher inter-visitation will ask observer to focus on needs of these two subgroups in addition to African American students, as identified in the last NYS School Report Card.
- c) All staff, through strategic use of per-session funds, will focus on this issue on Wednesday afternoon time for staff-wide professional development and Grade-Level and Department team meetings. Additional resources will be leveraged through Teachers College coaching, centrally-provided DOE resources for professional development, and CFN network staff to support school administration, GLT leaders, and department representatives to the PD Committee.
- d) Through their departmental representatives in the PD Committee and Grade-Level Team leaders in the cabinet, all teachers are regularly included in decision making around professional development, rolling out of walkthroughs, and creation of assessments.

The timeline for implementation is the following:

1. Norming of Danielson elements mentioned above in #1 to occur in September and October;
2. Inter-visitation and peer feedback to occur in November and December;
3. Network coaches helping teacher teams will use protocols for looking at student work in December;
4. Classroom observations focusing on rigorous questions and engagement from October through June.
5. Department teacher teams will use protocols for lesson study from December through June.

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.
 - Develop a unified school-wide online program which can be accessed by parents to get academic information on their child, and communicate with teachers electronically—after a training program for parents.

- Host a Curriculum Night where teachers will explain to parents the ways in which they will engage their students with rigor in each class.
- Host a PTA meeting reviewing Common Core Learning Standards and test-taking strategies for students.

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 becomes highly qualified, in order to achieve this goal.
 - Continually inform teachers of any opportunities for outside professional development.
 - Work with partnering Teachers College to encourage non-highly-qualified teachers to pursue further studies with them.
 - Participate in CFN network-wide activities where we can interact with, and possibly recruit, other highly-qualified teachers with strengths in engagement and rigor.

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.
 - N/A

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.
 - Title I funds allocated for professional development (10% of total, and even possibly the 5% for highly qualified teachers, if available) will be focused on professional-development opportunities coordinated with Assistant Principal Denise Byfield-Aboagye.
 - Title I and FSF tax-levy funds will be invested in per-session and per-diem categories, so as to provide teachers opportunities for doing further lesson study and looking at student work for rigor, with teacher teams.

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, 80% of students in each official grade will accumulate enough credits to be promoted to the next grade, a measure that includes credit accumulation in specific academic fields, as well as passing certain Regents exams before they are promoted.

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 last Progress Report revealed that 88% of first-year students, and 74% of second-year students, accumulated 10 or more credits at Heritage last year. However, about 47 first-year students repeated their ninth grade, and 52 students repeated the tenth grade, due to a combination of not passing enough of the classes they needed. Our current official 11th and 12th grade classes only have 22 and 17 students respectively, and this does not bode well for graduation rates-an area where we scored a C in our Progress Report.

Moreover, in one of its recommendations, the Quality Review mentions that “a significant number of students are failing one or more classes, despite the goal related to credit accumulation.”

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.
1. Grade level teams will identify the 80% *students in each official grade* who will accumulate enough credits to be promoted to the next grade. The 9th grade teachers have identified students who have failed two or more classes and have each taken responsibility for several students and are working with these students after school including extended day.
 2. Department teacher teams will use analysis of Regents items to inform instructional decisions they make about content and pedagogy they use in their classes.
 3. Scholarship Report data will be analyzed by GLTs every marking period with a protocol that includes discussion of next steps in the classroom to ensure that UDL elements are implemented to give points of entry to students who are failing specific classes.
 4. Administration and testing coordinator will facilitate the sharing of periodic-assessment results and item analysis with department teams for further inquiry into areas of struggle for their students.

5. Throughout cycles of feedback from classroom observations, school administrators will ensure that teachers are closely monitoring what struggling students in their classroom need in order to be academically successful by looking at student data. Students will be monitored and tracked through formative assessments which will provide timely information to teachers on student progress and understanding of the content. Outcomes will be used to make timely adjustments to lesson planning and assessments where necessary.
6. PD Committee will facilitate protocols for teacher teams to develop assessment practices across departments—for example, checking for understanding and exit slips could be adopted by all members of a department or team in a consistent way.
7. A school leader will lead a discussion with each department once a marking period about how a particular grading policy may be affecting course passing rates.

The timeline for implementation is the following:

1. Grade level teams will identify the 80% *students in each official grade who will accumulate enough credits to be promoted to the next grade* September to December.
2. Department teacher teams will use analysis of Regents items to inform instructional decisions they make about content and pedagogy they use in their classes on going throughout the year.
3. Scholarship Report data will be analyzed by GLTs every marking period with a protocol December and every six weeks thereafter.
4. Cycles of feedback from classroom observations ongoing from September, 2011 to June, 2012.
5. PD Committee will facilitate protocols for teacher teams to develop assessment practices across departments from December to June, 2012.
6. A school leader will lead a discussion with each department once a marking period about how a particular grading policy may be affecting course passing rates once very semester.

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.
 - Create a common format for teachers to share with parents on student performance data—academic, attendance, and behavioral.
 - Create a school wide online program which can be accessed by parents to get academic information on their child, and communicate with teachers electronically—after a training program for parents.
 - Host a Curriculum Night where teachers will explain to parents the ways in which they will engage their students with rigor in each class.
 - Host a PTA meeting reviewing Common Core Learning Standards and test-taking strategies for students.

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 becomes highly qualified, in order to achieve this goal.
 - Continually inform teachers of any opportunities for outside professional development.
 - Work with partnering Teachers College to encourage non-highly-qualified teachers to pursue further studies with them.
 - Participate in CFN network-wide activities where we can interact with, and possibly recruit, other highly-qualified teachers with strengths in engagement and rigor.

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.

N/A

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.
 - Title 1 SWP for supplemental instructional needs/resources & professional development.
 - Contract For Excellence for per session instructional activities, individualized tutoring, teacher/principal professional development.
 - ARRA RTTT Data Specialist funds for the ongoing running of reports on students & school data.
 - NYSTL funding for the purchase of library books, textbooks, software with DOE contracted vendors for NYSTL approved items.
 - TL Fair Student funding are the most flexible dollars. These funds can be used for almost everything. It serves all student population.

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, 65% of the ELL and special-education students will accumulate at least 13 credits, as measured by passing most of their classes with a grade of 65 or above.

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 Progress Report for 2010- 2011 indicates that the school gained additional credit for the weighted graduation rates of IEP students. In addition, data from the IEP and ELL students who were currently at the school show that only 43.9% of them obtained 13 or more credits last year. This corresponds to the current observations from Scholarship Reports throughout the marking periods, showing that sections with IEP and ELL students typically have higher failure rates than the rest. These areas of improvements were confirmed by our 2010-2011 Quality Review in which the reviewer wrote, "In classrooms where students are repeating or need to retake Regents, there was no evidence of differentiation or specific plans about students' needs in order to be academically successful, thus impacting closing the achievement gap."

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) time-line for implementation.
 1. Change school program/schedule and create longer blocks that will allow for more time spent for general education teachers to meet and plan with SE teachers.
 2. Scholarship Report data will be analyzed by CTT every marking period with a protocol that includes discussion of next steps in the classroom to ensure differentiated strategies are implemented to give points of entry to students who are failing specific classes.
 3. Administration and testing coordinator will facilitate the sharing of periodic-assessment results and item analysis with department teams for further inquiry into areas of struggle for their students.
 4. Professional Development on strategies to work with ELL students in all subject areas such as QTEL.

5. Engage Teachers College—our partner and founding institution—to provide support with coaches and workshops.
6. Use of online credit recovery program, Plato to help struggling students earn credits.

The timeline for implementation is the following:

1. Change school program/schedule and create longer blocks in September, 2011
2. Scholarship Report data will be analyzed by CTT every marking period October, December, February, April and June
3. Administration and testing coordinator will facilitate the sharing of periodic-assessment December, April and June
4. Professional Development on strategies to work with ELL students in all subject areas for example QTEL ongoing throughout the school year.
5. Engage Teachers College—our partner and founding institution—to provide support with coaches and workshops on going from September – June, 2012.
6. Use of online credit recovery program, Plato to help struggling students earn credits ongoing from September to 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.
 - Create a common format for teachers to share with parents on student performance data—academic, attendance, and behavioral.
 - Create a school wide online program which can be accessed by parents to get academic information on their child, and communicate with teachers electronically—after a training program for parents.
 - Host a Curriculum Night where teachers will explain to parents the ways in which they will engage their students with rigor in each class.
 - Host a PTA meeting reviewing Common Core Learning Standards and test-taking strategies for students.
 - Create a common format for teachers to share with parents and student on performance data—academic, attendance, and behavioral.

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.
 - Continually inform teachers of any opportunities for outside professional development.
 - Work with partnering Teachers College to encourage non-highly-qualified teachers to pursue further studies with them.
 - Participate in CFN network-wide activities where we can interact with, and possibly recruit, other highly-qualified teachers with strengths in engagement and rigor.

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.

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.
 - Title 1 SWP for supplemental instructional needs/resources & professional development.
 - Contract For Excellence as it targets ELLs & students with low academic achievement among other sub populations It can be used for per session instructional activities, individualized tutoring, teacher/principal professional development.
 - ARRA RTTT Data Specialist funds for the ongoing running of reports on students & school data.
 - NYSTL funding for the purchase of library books, textbooks, software with DOE contracted vendors for NYSTL approved items.
 - TL Fair Student funding are the most flexible dollars. These funds can be used for almost everything. It serves all student population.

ANNUAL GOAL #4 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 #4

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

By June 2012, there will be a 15% increase in the amount of parental communication with school staff about their students' progress, as measured by meetings or electronic communication with school staff. The school will show an increase from a 5.9 to 6.2 in the area of Communication on the Learning Environment Survey, which will result in a 3 point increase in Communication.

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 2010-2011 Learning Environment Survey indicates that although we increased in communication from 2009- 2010 we are still below the Citywide Average for all High Schools. The schools overall score for Communication was below average at 5.9. Parents in the category averaged 7.0 and Teachers averaged 4.7. In addition, 50% of the parents completed the 2010-2011 Learning Environment survey which totaled 141 parents. More than half of parents surveyed indicated on the survey that they do not receive information on about what their child is studying in school and the services available for their child such as tutoring, after school programs, or workshops.

Although, the 2010-2011 Quality Review states that we are proficient in communicating high expectations to families and engaging them in decision-making, we were underdeveloped in Quality Statement 5 (Monitor and Revise) which includes evaluating systems for assessing students, organizing data and sharing information with families.

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,

Timeline for implementation is the following:

1. The school will use Global Connect to inform parents about attendance, lateness, and other school wide events including parent-teacher conference and important mailings ongoing from November, 2011 to June, 2012

2. Create a common format for teachers to share with parents student performance data—academic, attendance, and behavioral in December.
3. Organize events for parents to participate such as Back to School Night, Award Assemblies, musical and theatrical performances and parenting classes on going from September, 2010 to June, 2012.
4. Host a Curriculum Night where teachers will explain to parents the ways in which they will engage their students with rigor in each class in September, 2011.
5. Host a PTA meeting reviewing Common Core Learning Standards and test-taking strategies for students in January, 2012.
6. Create a school-wide online program which can be accessed by parents to get academic information on their child, and communicate with teachers electronically—after a training program for parents by February, 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.
 - Create a school-wide online program which can be accessed by parents to get academic information on their child, and communicate with teachers electronically—after a training program for parents.
 - Host a Curriculum Night where teachers will explain to parents the ways in which they will engage their students with rigor in each class.
 - Host a PTA meeting reviewing Common Core Learning Standards and test-taking strategies for students.

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.
 - Continually inform teachers of any opportunities for outside professional development.
 - Work with partnering Teachers College to encourage non-highly-qualified teachers to pursue further studies with them.
 - Participate in CFN network-wide activities where we can interact with, and possibly recruit, other highly-qualified teachers with strengths in engagement and rigor.

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.

N/A

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.
 - Title I SWP for supplemental instructional needs/resources such as the school wide online program school would like to implement & professional development.
 - 1% Title I funds - for parent mailing, parent conferences, parent outreach as long as it is agreed by the parents that this is how they would like to spend their funds.
 - ARRA RTTT Data Specialist funds for the ongoing running of reports on students & school data.
 - TL Fair Student funding are the most flexible dollars. These funds can be used for almost everything. It serves all student population.

- Title 1 Translation SWP & TL Translation Services - for parent incentives or translation of documents for those non-english speaking parents.
- ARRA RTTT Citywide Inst Expectation allocated only for per session and prep period coverage for staff to work collaboratively to implement the instructional expectation using inquiry approach. This includes analyzing student work & data, determining gaps between current work and Common Core aligned work, and engaging all students in Common Core aligned curriculum.

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								
7								
8								
9	68	51	49	23	30	5	n/a	90
10				38				
11								

12								
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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
ELA	<input type="checkbox"/> Support services are implemented in several different ways that include differentiated instruction in English. Additional support (group and individual tutorial) are provided during the extended day to students at risk. Through frequent and content and skills based assessment (periodic) the effectiveness of the intervention is reviewed and modified for individual needs.
Mathematics	<input type="checkbox"/> Support services are implemented in several different ways that include differentiated instruction in Mathematics and collaboration with Teachers College in a peer tutoring program. Additional support (group and individual tutorial) are provided during the extended day to students at risk. Through frequent and content and skills based assessment (periodic) the effectiveness of the intervention is reviewed and modified for individual needs.
Science	<input type="checkbox"/> Support services are implemented in several different ways that include differentiated instruction in Science. Additional support (group and individual tutorial) are provided during the extended day to students at risk. Through frequent and content and skills based assessment (periodic) the effectiveness of the intervention is reviewed and modified for individual needs.
Social Studies	<input type="checkbox"/> Support services are implemented in several different ways that include differentiated instruction in Social Studies. Additional support (group and individual tutorial) are provided during the extended day to students at risk. Through frequent and content and skills based assessment (periodic) the effectiveness of the intervention is reviewed and modified for individual needs.
At-risk Services provided by the Guidance Counselor	<input type="checkbox"/> School counselors provide guidance and crisis counseling services (one-on-one or group) periodically during the school day, or more frequently depending on individual and group needs. The guidance counselor establishes regularly scheduled appointments with students that are “at risk” or students that need to receive mandated counseling as stated in their individualized educational plan. Support services offered include: the

	<p>establishment of School Intervention Team (SIT) specific cases are conferenced and target interventions planned; Mentorship program (Davis and Polack—Law Firm), student council, and College Summit. Services are provided in English and Spanish. Guidance Counselors meet with students exhibiting “at risk” behaviors (socially and academically). Often these students are referred by teachers and Grade Level Team members during “kid Talk” sessions. During the extended day students have the opportunity to participate in a small group and/or individual conferences to review, discuss and map out promotional advancements and graduation needs i.e. participation in the community choice program ,credit recovery, arts integration, and extracurricular activities</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>□ The school psychologist offers clinical services, periodic testing and evaluation, agency referrals, and educational, social and personal services during the school day, once a week. Referrals and recommendations are then made to the school psychologist to determine proper services required. Services may include identifying emotional, social, neurological factors that impede student outcome. Based on the identification, prescriptive measures and copying mechanisms are provided to address student needs i.e. referrals to outside services for additional resources.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>N/A</p>
<p>At-risk Health-related Services</p>	<p>□ School psychologist, guidance counselors, nurse, and health aide are our trained, designated health resource coordinators that give health related information to students in regard to HIV and AIDS, STD’s and STI’s, and safe sex through our condom availability program. In addition, through Peer Health Exchange 9th grade students receive a comprehensive health curriculum during a 14 week span (Fall/Spring). As a result of Peer Health Exchange all grades meet their health requirements by the end of the 9th grade. Supplementary health education is provided through AIDS Awareness performance and other health related activities.</p>

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 04m680 **School Name:** HERITAGE SCHOOL (THE)

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.

The Heritage school has been newly identified for year 1 improvement in graduation rate. An analysis of our 2010-2011 progress report indicates that more than 80% of our first and second year students are accumulating 10+ credits. However, there is also evidence of a decline in overall credit accumulation as the students move into their 3rd year. In addition, our Regents passing rates in ELA, Science, and US history are not showing enough progress and are below our peer schools with a similar demographics.

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.

The school community will meet regularly in various inquiry teams focused on examining data provided by ARIS, scholarship reports, and Regents results. The review of this data will identify target populations and graduating seniors who are at risk of failure and will help develop specific instructional strategies and action plans to meet the needs of all identified students. Using The Danielson's Framework for teaching and the CCLS, our goal is to increase student engagement and academic rigor in classrooms by focusing on the elements of questioning and critical thinking. In teacher inquiry teams, we will use the evidence of student work to further develop practice and instruction. In addition, we aim to create a Saturday academy to strengthen student knowledge and provide opportunities for struggling students to make up work, prepare for exams, and earn passing grades and credits.

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.

The 10 percent Title I funds will be allocated to partially fund the salary of Assistant Principal of Instruction who will work with teacher teams, specifically the professional development committee, to align instruction to the CCLS. The

focus of the Assistant Principal along with the PD committee will identify staff needs and provide professional development. The focus of the professional develop will be determined by formal classroom observations, teacher intervisitations, Administrative and teacher walkthroughs and data. These identified funds will also be used to fund the work of teacher teams to align their curriculum to the CCLS.

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

As a part of our strategy for providing high quality professional develop we will continually inform teachers of any opportunities for outside professional development. They will be encouraged to participate in CFN network-wide activities where we can interact with, and possibly recruit, other highly-qualified teachers with strengths in engagement and rigor. In addition, we will work with our founding partners, Teachers College to encourage non-highly-qualified teachers to pursue further studies with them. Finally, a mentor will be assigned to support struggling and not highly qualified 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.

All parents will be notified by mail about our SINI status. This letter will be translated in the various languages of our student body as determined by the home language survey. Parents will also be invited to attend a meeting with school staff and administration to discuss strategies for progress and to address questions parents may have. Additional copies will be distributed to students through our official attendance period and backpacked home.

**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 04	Borough Manhattan	School Number 680
School Name The Heritage School			

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

Principal Dyanand Sugrim	Assistant Principal Denise Byfield-Aboagye;
Coach N/A	Coach N/A
ESL Teacher Addis Rojas/ESL	Guidance Counselor Klarissa Rodriguez
Teacher/Subject Area Zorida Estevez, Spanish	Parent Joseph Pascal Biaou
Teacher/Subject Area N/A	Parent Coordinator N/A
Related Service Provider Maria Crespo	Other N/A
Network Leader Gillian Smith	Other N/A

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
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	297	Total Number of ELLs	21	ELLs as share of total student population (%)	7.07%
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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. Identification of ELLs begins with the HLIS for new incoming students to the NYC public school system. Students are also identified by accessing the ATS NYSESLAT EXAM HISTORY REPORT (RLAT) to determine students' NYSESLAT eligibility. Students who are new to the New York City school system are offered the home language survey and interviewed by the certified ESL teacher Addis Rojas Marin or an administrator. Once determined to be eligible, students are administered the Lab R exam within 10 days of enrollment. The ESL teacher is informed if there is an indication that a student has a native language other than English. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the LAB-R is then administered within the first 10 days of the student's admission. The School will offer the Spanish LAB-R only to the students who are new and speak Spanish.

Each spring, ELL students take the NYSESLAT exam to determine English proficiency. After we obtain those results, a letter is sent to the parents informing them of the child's ESL identification and enrolment in the relevant program. The Home Language identification and the the LAB- R are administered by the pedagogues Zoraida Estevez (Spanish teacher) and Addis Rojas Marin (ESL teacher).

2. We do a parent orientation in the fall semester, where the three delivery models are reviewed. During this time, assisted by the ESL teacher and supported by the network, parents view the DVD on program choices and they hear about their options. Parents are shown the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate or have their child attend The Heritage School. These choices are also discussed with the parents in their native language, where possible. In case the parents choose a TBE/DL program which it is not in this school, we will notify the parents if such a program becomes available in our school.

3. This year, in the absence of a Parent Coordinator, the ESL teacher sends entitlement letters as well as Parent Survey and Program Selection forms to families. The ESL teacher collaborates with the Principal to ensure that Parent Survey and Program Selection forms are returned. A record of these letters are kept on file.

4. The criteria used by the ESL teacher to place students in the ESL program includes parents' preferences and the NYSESLAT scores. At the parent orientation meeting in November, all program options are reviewed with them in their native language; the Principal is present and can communicate the information in both Spanish and French, which are the first languages of our ESL students. Placement letters are distributed to the parents and the school keeps a record of these letters.

5. The trend with ELL families is to choose freestanding ESL as the majority of ELL families have long term ELL children. 100% of our parents have chosen freestanding ESL. Program models which are aligned with parental requests.

6. Each year ELL student demographics are carefully reviewed as well as the parent selection and survey documents. As of 2011-2012, parents have consistently chosen the free standing ESL program as their model of choice. If parents were to choose TBE as a program of choice, that choice would be honored. As the majority of our ELLs are long-term ELLs and are spread throughout the four grades, we do not anticipate this for 2011

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):
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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	1			2
Push-In														0
Total	0	0	0	0	0	0	0	0	0	1	1	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	7
SIFE	3	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	11

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

ELLs by Subgroups		
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										0
Dual Language										0
ESL	4	0	2	6	1	2	11	2	3	21
Total	4	0	2	6	1	2	11	2	3	21

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

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														0
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													

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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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										10	8			18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	2			3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	11	10	0	0	21								

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?

Pates Response to questions 1-7 here

1.
 - a. The organizational model is freestanding, and the two ESL classes are ungraded.
 - b. The program model is a partial-block schedule model in the ninth grade. In the tenth, eleventh and twelfth grades, the students are programmed according to course requirements.
2. The number of ELL students is relatively small (20 students ranging from Grade 9 through Grade 12). We believe that the freestanding model is fundamental in providing support for the ELL population at our school. This allows for better modified instruction within regular education classrooms as well as better support for these students. ELL students in the intermediate and advanced levels receive the mandated number of instructional minutes through a self-contained ESL class, in addition to their ELA instruction. Students are grouped in learning stations designed to improve the different language skills, according to their needs. Spanish is offered to Spanish speaking students as a native language support.
3. Our school's ESL program uses a variety of ESL strategies including scaffolds to support ELLs subject areas. Some examples of these scaffolds are: modeling, bridging, contextualizing, schema building, text re-presentation, and meta-cognition. Graphic organizers and other differentiated learning strategies are used by certified teachers in content classes. Students are provided with native language dictionaries and books to assist them in their content-area classes. Technology is used for all Heritage students. The content of the ESL classes supports what the students are studying in their other subjects. The ESL curriculum supports mainly the ELA curriculum.
4. Students are interviewed by the ESL Teacher. We offer Exams in the languages that our students are proficient.
5. Instruction is differentiated for ELL subgroups, including SIFE, newcomers, former ELLs, special needs ELLs, and long-term ELLs as follows:
 - a) Although we have no SIFE students, if we did, we would increase our emphasis on literacy and we would carefully ensure that their prior knowledge and experiences were integrated into the curriculum. Guidance counselors would be employed as well to ensure support these students.
 - b) ELLs who are newcomers receive support through the ESL teacher who introduces the ELLs to the school community. They are paired with their higher-performing ELL peers and also receive native language support. All ELLs are prepared for the Regents through extensive tutoring.
 - c) ELLs receiving service 4 to 6 years receive self-contained ESL as determined by the needs disaggregated by listening/speaking,

A. Programming and Scheduling Information

reading/writing, and in addition, receive ELA tutoring. A focused effort is being made by the ESL teacher to ensure they prepare well for the NYSESLAT and other high stakes exams.

d) Our long-term ELLs are the majority of our students and they present several challenges. We meet their needs by supporting their literacy skills and introducing them to high interest-low vocabulary literature. They work in learning stations to improve reading fluency, vocabulary and comprehension. They also receive native-language support.

6. SWD who have IEPs are assigned to Collaborative Team Teaching and /or SETTS classes. Our School 's ESL program uses a variety of ESL materials specially the EDGE program that is organized in levels and assigned to students based on their abilities. Also, various readings and grammar exercises are assigned according to the student's level. Besides this, students are provided with extended time for tests and receive glossaries to help them in their classes. These are some of the ways we support our ELL-SWD.

7. We accomodate our ELL-SWD students in hour long blocks in ESL and other classes. Students are placed in CTT or SETTS classes based on their IEPs and are provided the support of two teachers, a certified Special Education Teacher and a content-area Teacher. CTT teachers are provided time weekly to plan together to insure that instruction is differentiated and scaffolded to meet the needs of all students in CTT classes. Also, ELL-SWD have opportunities to practice and work with their peers, in classrooms that are non-restrictive, to correct the English language. Students also have the chance to meet with their teachers during extended time to get any extra help they may need.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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
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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%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. In terms of targeted intervention programs, the extended-day program is offered for ELL students to review and strengthen their skills in their content areas with the support of the ESL teacher. The math department offers a peer-tutoring program supervised in conjunction with Teachers College, where many ELL students tutor each other in that subject area. The ELA department offers the literary magazine and theater class as an after-school activity and electives. Students who are ELLs have access to the following technology: smart boards,

B. Programming and Scheduling Information--Continued

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9. Students who are ELL and reach proficiency on the NYSESLAT continue to receive support in the form of tutoring them and consulting with the ESL Teacher about their progress and language proficiency.
10. We will be extending the implementation of the Edge Language program, increasing the exposure of ELL students to Spanish, strengthening the data analysis of students' language skills to inform the differentiation of teaching, and augmenting the professional-development opportunities of our ESL teacher.
11. In terms of discontinuing programs for ELLs, we found that the push-in model we had last year in the ninth-grade Social Studies classes was not the best use of the time of our ESL teacher. This year, her time is being used so that we can have several sections of native-language Spanish instead.
12. ELL students are offered equal access to all school programs. ELL students participate in all academic experiences, school wide assemblies, activities sponsored by the Student Council, and field trips. They are regularly advised by their ESL and other teachers as to opportunities for extended-day help, peer tutoring in math, credit-recovery opportunities, and after-school activities. In fact, our official Community Choices this year (Urban Dance, Latin Dance, Literary Magazine, and sports) have an over-representation of ELL students.
13. The following instructional materials are used to support ELLs
 - a) Students participate in a technology-based program called Edge which enables students to improve their literacy skills, practice pronunciation and increase fluency.
 - b) Teachers use themed units which include various types of fiction and nonfiction texts, such as short stories, folktales, memoirs and articles.
 - c) Teachers emphasize the Writing Process with all ELL students.
 - d) Students read high-interest, low-difficulty literature during independent reading.
14. The ESL Free Standing program model allows the ELL students to receive native language instruction based on their proficiency levels. ELL students are allowed to take exams whenever possible in their native language. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state exams as well as English for basic everyday communication and interaction in society at large.

The instruction and distribution of time for compliance to CR Part 154 for ELL students will be achieved in the following ways:

- Regular conferencing between ESL and Content Area teachers on challenging material, especially in Math and Science, and how we may simplify concepts to increase comprehension.

B. Programming and Scheduling Information--Continued

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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?
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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?

Paste response to questions 1-4 here

1. In order to maximize parental involvement in our school, The Heritage School will be:

- Involving parents in professional development in Common Core Learning Standards. Parents are also invited to a Curriculum Night where teachers share expectations and an outline of their curriculum. Parents are invited to assemblies for students with excellent attendance, most improved and excellent grades.
 - Providing necessary literacy training for parents from Title 1 Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
 - Pairing reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - Training parents to enhance the involvement of other parents;
 - In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-house conferences between teachers or other educator, who work directly with participating children, with parents who are unable to attend those conferences at school;
 - Adopting and implementing model approaches to improving parental involvement;
 - Participating in a District Parental Advisory Council to provide advice on all matters related to parental involvement in Title 1, Part A program;
 - Developing appropriate roles for community-based organizations and businesses, including faith-based organization, in parental involvement activities; and
 - Providing other reasonable support for parental involvement activities under Section 118-Parental Involvement, as parents may request.
- Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs.
- PTA meetings once a month with outreach to parents of ELLs.
- Through parental contract shared at Parent/Teacher Conferences, parent volunteers are encouraged to spend time and assist in school.
2. We partner with Counseling in Schools through an AIDP United Way grant, where they have two personnel in our school working with our students and parents, including several ELL students. Additionally, we collaborate with the East Harlem Tutorial Project to refer underclassmen there for services including parental support.
3. We evaluate the needs of our parents through creating with our PTA surveys and activities that address these needs.
4. This year without a Parent Coordinator, we have assigned the Principals' secretary to work with the PTA President to ensure that all activities for parents include translation and culturally relevant materials and activities.

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)?

Paste response to questions 1-5 here

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?
2. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Iowa D

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Paste response to questions 1-3 here

1. All teachers working with ELLs have received professional development in differentiated instruction. Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs.
- How to use ARIS
- Item analysis and use of data gained from ARIS and ACUITY to inform instruction.

Also professional development is delivered by Touro College, BETACs, Office of ELLs, the OIT Training Center and the Children First Network. The Assistant Principal will be and has received professional development in supporting ELLs.

Professional Development that will be attended by Ms. Rojas our ESL Teacher are the following:

Understanding Cultural, linguistic and Academic Differences on Thursday, March 1, 2012

ELL and SWDs: Strategies to improve instruction on March 22, 2012

2. As ELL students transition from middle to high school, staff work weekly in small grade-level teams (GLTs) with several purposes, among them doing “kid talk” about specific students’ transitions to high school. Strategies are shared and interventions with parents and administration planned, for many vulnerable students, including ELL students. A member of the Administration is typically present at the GLT meetings, notes are shared with staff, and support provided to teachers in the form of training for the GLT facilitators.

3. The CFN will provide professional development for 7.5 hours as per Jose P.

E. Parental Involvement

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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?
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1. In order to maximize parental involvement in our school, The Heritage School will be:

- Involving parents in professional development in Common Core Learning Standards. Parents are also invited to a Curriculum Night where teachers share expectations and an outline of their curriculum. Parents are invited to assemblies for students with excellent attendance, most improved and excellent grades.
- Providing necessary literacy training for parents from Title 1 Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Pairing reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
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- Adopting and implementing model approaches to improving parental involvement;
- Participating in a District Parental Advisory Council to provide advice on all matters related to parental involvement in Title 1, Part A program;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organization, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under Section 118-Parental Involvement, as parents may request.

Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements

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3. We evaluate the needs of our parents through creating with our PTA surveys and activities that address these needs.
4. This year without a Parent Coordinator, we have assigned the Principals' secretary to work with the PTA President to ensure that all activities for parents include translation and culturally relevant materials and activities.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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

Total	0	0	0	0	0	0	0	0	0	0	12	9	0	0	21
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NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
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									0
7									0
8									0
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	1		0	
Integrated Algebra	6		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	8		1	
Physics				
Global History and Geography	4		2	
US History and Government	1		0	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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?

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Paste additional information here

Part VI: LAP Assurances

School Name: <u>Heritage school</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dyanand Sugrim	Principal		12/16/11
Denise Byfield-Aboagye	Assistant Principal		12/16/11
	Parent Coordinator		1/1/01
Addis Rojas Marin	ESL Teacher		12/16/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04680 **School Name:** The Heritage School

Cluster: Chris Groll **Network:** CFN403

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.

At the beginning of every year, we give a survey to all the families during Welcome-Back Night in September and during Parent-Teacher conference in October. In the survey, parents express what language they prefer to receive letters and notices and in which language they prefer the meeting and teacher parent conferences.

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.

Since over 66 percent of the families are Latino. The majority expressed that they prefer the letters and notices translated into Spanish, half still prefer materials in English. Parents were notified of this during the first Parent-Teacher Association meeting.

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 letters and notices to families generated at the schools level are given to Addis Rojas, ESL Teacher, to be translated into Spanish. Once the document is finished, we reproduce it on one side in Spanish and on the other side, in English before we mail out to all the families.

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.

In The Heritage School we have 9 members of Staff who speaks Spanish and can translate during parent teacher conferences and in teacher and parents' meetings . The two students that speak languages from the Middle East we have parent volunteers to translate to those parents who need traslation.

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

In the fall of 2011 the school will mail the Chancellor's Regulation A-663 as well as a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Heritage will also provide parents with a translation of any document that contains individual, student-specific information regarding, a student's health, safety, or legal or disciplinary matters.