



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** HARBOR HEIGHTS MIDDLE SCHOOL

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

**PRINCIPAL:** MONICA KLEHR

**EMAIL:** MKLEHR@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELSA NUNEZ

## **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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Monica Klehr	*Principal or Designee	On file in school
Alexa Goldstrom	*UFT Chapter Leader or Designee	On file in school
Miguelina Rodriguez	*PA/PTA President or Designated Co-President	On file in school
Aydee Cabrera	DC 37 Representative, if applicable	On file in school
Rosanny Cuello Ventura	Member/teacher	On file in school
Urpi Jimenez	Member/teacher	On file in school
Noris Rodriguez	Member/parent	On file in school
Ana Rosario	Member/parent	On file in school
Viena Matos	Member/parent	On file in school
Brigida Peneyro	Member/parent	On file in school

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

*By June 2013, all staff will implement and communicate to students, the revised Language Allocation Policy through the use of a variety of researched instructional strategies to target all students' language development as measured by common language objectives used in all content areas, progress on student reading levels in English proficiency, and periodic informal observations by administration.*

### **Comprehensive needs assessment**

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

*NYSESLAT progress data is used to determine students' language proficiency in order to calculate appropriate amount of time in English in the content areas. The 2012 NYSESLAT Data is:*

*601 (Beginner) - 16 beginners, 6 intermediate, 2 advanced*

*602 (Beginner) – 22 beginners*

*701 (Intermediate) -7 beginners, 13 intermediates, 5 advanced*

*702 (Beginner) - 27 beginners*

*801 (Advanced) – 1 beginner, 8 intermediates, 8 advanced, 3 proficient*

*802 (Low intermediate) - 10 beginners, 12 intermediates*

*803 (Beginner) - 18 beginners*

### **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:
- Strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,
- 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.

### **Activity #1:**

- Gathering NYSESLAT and LAB-R Data: Data specialist and selected team members will collect data on all incoming 2012-2013 students' English language proficiency levels using the 2011-2012 NYSESLAT data and beginning of school year LAB-R results.
- Target Population: All students
- Responsible Staff Members: Data specialist and selected team members.
- Implementation Timeline: June 2012 through October 2012

### **Activity #2:**

- Periodic Informal Observations: Administrators will conduct ongoing periodic informal observations of all staff members' use of common language objectives targeting English language development such as use of academic vocabulary in content areas, use of cognates, etc. They will generate and share their observations at faculty conferences periodically.
- Target Population: All students
- Responsible Staff Members: Teaching staff and administration.
- Implementation Timeline: September 2012 through June 2013

**Activity #3:**

- Content Area allotment of time in English instruction: Administrators will use informal observation data, data on students' English reading levels, and midyear Acuity predictive English exam to determine when each teacher needs to increase the amount of time in English in the content area classes as based on the Language Allocation Policy.
- Target Population: All students
- Responsible Staff Members: Teaching staff and administration.
- Implementation Timeline: September 2012 through June 2013

**Activity #4:**

- Use of English Language BICS: All staff members will use English to communicate with students outside of the classroom for non-academic purposes such as interacting with students in the cafeteria during breakfast and lunch time, in the main office, and in the hallways.
- Target Population: All students
- Responsible Staff Members: Teaching staff and administration.
- Implementation Timeline: September 2012 through June 2013

**Activity #5:**

- Common Language Objectives: During grade team meetings, teachers will share and write common language objectives to be used in all content classrooms..
- Target Population: All students
- Responsible Staff Members: Teaching staff and administration.
- Implementation Timeline: September 2012 through June 2013

**Strategies to increase parental involvement**

Our parent coordinator, in collaboration with our community based organization partner: The Children's Arts and Sciences Workshop will organize parent workshops such as "Introduction to Second Language Learning and Academic Expectations at Harbor Heights"; "Helping Children in Bilingual Homes with Schoolwork"; "Promotional Policies for English Language Learners" and "Helping My Bilingual Child Succeed in School". These workshops will be linked to in-class discussions with students about Second Language Acquisition and BICS and CALP.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy  X  Title I   Title IIA  X  Title III  X  Grants   Other

**Service and program coordination**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- Professional instructional materials to support second language development during the regular school day.
- Teacher per session for 2 days prior to the start of the school year to engage in full day professional development

*Professional development consultant: Harold Asturias, from the University of California Berkley Hall of Science*

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

- Funded under Title III and the SIFE Grant: People’s Theater Project (PTP) is providing SPARK Shakespeare Residency, which is a 30 week curricular unit that integrates theatrical arts within NYS blueprint and core standards, to transform the learning of students across academic disciplines. The residency explores a work of William Shakespeare in imaginative, innovative and experiential ways to inspire and deepen student understanding across multiple learning modalities. By interpreting, analyzing and making art from the heightened text of William Shakespeare, students will enrich their cognitive, visceral and social learning capacities. Inquiry and assessment based, students explore theatrical concepts and Shakespeare’s work with a deeper involvement from their unique perspective, supported by their meta-cognitive learning of, and within the process. It provides meaningful opportunities for students to build their oral language and personal expression skills through theatrical performance tasks.*
  
- Children’s Arts and Science Workshops (CASW): CASW is providing “The Services for immigrant Families Program” at Harbor Heights. This program provides educational workshops for families of students enrolled in the school to help parents learn how the school system works, reduce drop out rates, raise academic performance of students, help parents access government benefits. They will also be providing ESL classes for parents and after school homework programs for students.*

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

*By June 2013, all teachers will assist in re-designing at least two literacy and two math curriculum units aligned to the Common Core State Standards (CCSS) as measured by culminating assessments and collaborative teacher evaluation of student work.*

### **Comprehensive needs assessment**

*The New York City Department of Education is requiring that the Common Core State Standards (CCSS) must be implemented. All students must be engaged in two literacy units and two math units aligned to the common core state standards. In content and grade teams, teachers will collaboratively re-design units and evaluate the effectiveness of the units through student work on culminating assessments.*

### **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) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1:**

- *Professional Development: teachers will participate in in-house professional development on August 30<sup>th</sup> and 31<sup>st</sup> that focuses on aligning curricula to Common Core State Standards in each content area.*
- *Target Population: All teachers*
- *Responsible Staff Members: All teachers, administrators, and PD consultant*
- *Implementation Timeline: August 2012*

### **Activity #2:**

- *Design of units in Content Teams: in each content team teachers will design two units aligned to the Common Core State Standards. They will differentiate units based on specific language needs of English Language Learners. Grade teams will evaluate culminating unit assessments and rubric to ensure they are aligned to the standards before implementation with students.*
- *Target Population: All teams of teachers*
- *Responsible Staff Members: All teachers*
- *Implementation Timeline: September 2012- June 2013*

### **Activity #3:**

- *Evaluating Student Work (Content Teams and Grade Teams): In the content teams, evaluation of student work will be focused on students' understanding of the content area standards assessed as well as the overall success of the design of the unit and its rigor. In the grade teams, evaluation of student work will be focused on students' language development continuously across all tasks.*
- *Target Population: All teams of teachers*
- *Responsible Staff Members: All teachers*
- *Implementation Timeline: September 2012- June 2013*

### **Activity #4:**

- Curriculum Maps & Units: teachers will post their curriculum maps and at least two units plans aligned to the Common Core State Standards in Atlas Rubicon.
- Target Population: All teachers
- Responsible Staff Members: All teachers
- Implementation Timeline: August 2012- June 2013

**Strategies to increase parental involvement**

*Our parent coordinator, in collaboration with all teachers will send home overviews of unit plans and curriculum changes and expectations to parents on a quarterly basis. Also teachers will lead workshops for parents on helping their students prepare for assessments aligned to the Common Core State Standards in each content area.*

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy    X  Title I   \_\_\_\_\_ Title IIA    X  Title III    X  Grants   \_\_\_\_\_ Other

**Service and program coordination**

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from August 2012-June 2013 as indicated below:*

- Supervisor per session
- Professional instructional materials to support second language curriculum development during the regular school day.
- Teacher per session for differentiated professional development including full day professional development prior to the school year

*Professional development consultant: Harold Asturias, from the University of California Berkley Hall of Science*

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

*By June 2013, systems will be developed and established to enhance communication among staff members and between the school and families in order to improve our abilities to (a) record, share, and utilize relevant student data to inform instruction and intervention for all students, (b) communicate to families the learning standards, expectations, and ways they can academically support their children, and (c) keep all staff informed of all relevant activities and adjustments on a daily basis as measured by the results of the 2012-2013 NYC Schools Survey Report.*

### **Comprehensive needs assessment**

*Last year a few changes were made to improve the communication among staff members. Teachers and administrators used the ARIS platform to post meeting agendas and notes and share documents that they were using for their teaching. However, there was a lack of sharing of relevant student diagnostic and progress data (running records, reading levels, math levels, etc.). The principal began to email weekly news updates to all staff to help keep everyone informed and on the same page about important events. However, without a calendar that can be accessed quickly and updated easily it is still challenging to communicate when there are sudden changes in the weekly events or any issues that all staff should be notified about ASAP or when all staff input is necessary to complete a task.*

*According to our 2011-2012 NYC School Survey report, our average communication score was the lowest out of all categories, which is a 7.2 out of 10. Scores allotted to communication include an 8.8 from parents, 5.0 from teachers, and a 7.9 from students. According to the teacher survey, 59% agreed that the administration was effective in communicating whereas 41% disagreed. The area of greatest need for improvement is "the principal is an effective manager who makes the school run smoothly". Therefore, this goal is an attempt to find and create better forums for communication and sharing that the administration can monitor that will make the school run more smoothly.*

*According to our 2011-2012 NYC School Survey report, 54% percent of parents answered that they received information on what the child is studying at school on more than a monthly basis while only 10% of teachers sent parents written information on a monthly basis on what they are teaching and what students are expected to learn. Based on this data, administrators, teachers and parents need forums in which to communicate on important issues such as scheduling of activities, sharing of student data, learning standards and expectations for students, and current units of study.*

### **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) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1:**

- Parent Communication: *The administration will organize and manage the participation of teachers in creating a quarterly newsletter, using online applications that inform parents on the topics and units covered in classes along with school activities and special events.*
- Target Population: *All teachers.*
- Responsible Staff Members: *Administrators*
- Implementation Timeline: *September 2012- June 2013.*

**Activity #2:**

- Use of Google Documents: designated teacher(s) will work with administration to use Google Documents to (1) share and organize data, (2) create and edit shared documents, and (3) receive immediate feedback.
- Target Population: all teachers
- Responsible Staff Members: designated teacher(s), administrators
- Implementation Timeline: September 2012- June 2013

**Activity #3:**

- Find a Calendar Sharing Application: designated teacher(s) and administrators will work on finding a calendar sharing application that can be updated on an on-going basis to schedule school activities, special events and notify all staff of daily schedule changes.
- Target Population: all staff
- Responsible Staff Members: designated teacher(s) and administrators
- Implementation Timeline: January 2012- June 2013

**Activity #4:**

- Sharing of student data: research and utilize an effective platform (Jupiter grades, ARIS, engrades, Google Docs, endnote) for tracking and uploading pertinent student diagnostic data on a regular basis, such as running records, reading levels, math levels, etc.
- Target Population: all teachers
- Responsible Staff Members: designated teachers and administrators
- Implementation Timeline: January 2012- June 2012

**Activity #5:**

- Research and Create School Website: designated teachers will work with the administration to find a platform to create a school website where staff, current families, perspective families and interested community members can access pertinent school information and data.
- Target Population: staff, current families, perspective families and interested community members
- Responsible Staff Members: designated teachers and administrators
- Implementation Timeline: December 2012- June 2013

**Strategies to increase parental involvement**

Parents can be surveyed to gather information about what information and data they would like to receive, how frequently, and through what platform (website, mailed newsletter, phone calls, etc.). The Parent Association president and the SLT elected members will coordinate all surveys and communicate results to the staff and help facilitate the platform(s) designs.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy  Title I  Title IIA  Title III  Grants  Other

**Service and program coordination**

- *Supervisor per session*
- *Teacher per session for differentiated professional development and data systems development*
- *The data platform, ARIS, that we are using is provided by and supported by the NYC Department of Data Information and Integration Technology (DIIT).*

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA <b>ELA:</b> RIGOR (Reading Instructional Goals for Older Readers)	The RIGOR program addresses English language acquisition with a focus on reading and writing for students with below grade-level English literacy abilities.	Groups of 10-14 students	2 days a week in extended day programs.
Read 180	The Read 180 is a technology-based program focusing on reading and writing through centers, including listening, reading, and writing activities.	Groups of 5-7 students engage in the program	During regular class periods.
System 44/Raz-Kids	System 44 and Raz-Kids are software and instructional programs that are used for reading intervention and with small group	small group	During ESL/ELA class and pull-out during the school day.
ELA Test Prep	ESL/ELA teachers prepare students for the ELA test.	Full class and small group	During the months of February through April
Lower class-size	Students are placed in classes of 20-25 students in all subject areas	Lower class size	Regular school day
Extended day	Students receive 36.5 extra		

	minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.	Lower class size	Regular school day
Mathematics Small Group Remedial Math	This program focuses on basic math skills for students who are 3-5 years below grade-level.	Small Groups of 3-10 students	3 periods per week.
Math Test Prep	Math teachers prepare students for the Math exam	Full class and small group	During the months of February through May,
Lower class-size	Students are placed in classes of 20-25 students in all subject areas	Lower class size	Regular school day
Extended day	Students receive 36.5 extra minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.	Lower class size	Regular school day
Science Lower class-size	Students are placed in classes of 20-25 students in all subject areas	Lower class size	Regular school day
Extended day	Students receive 36.5 extra minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.	Lower class size	Regular school day
Social Studies Lower class-size	Students are placed in classes of 20-25 students in all subject areas	Lower class size	Regular school day
Extended day	Students receive 36.5 extra	Lower class size	

	minutes of instruction per day with an additional 4 minutes of class time allotted to each subject area.		Regular school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Counseling for personal family matters, classroom behavior, inappropriate peer interactions (Name-calling, bullying, fighting) attendance and academic concerns.</p> <p>Group counseling for conflict resolution, social support and high school application process.</p> <p>Advisory curriculum provided daily.</p>	<p>One-to-one</p> <p>Small group</p> <p>Whole class</p>	Regular school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

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

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## **PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 1<sup>st</sup> 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 1<sup>st</sup> 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 will 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;

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

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

- Monitoring attendance;
- Making sure homework is completed;
- Recognizing the negative effects of television and video games on our children and setting limits;
- Participating, as appropriate, in decisions relating to our children's education;
- Participating as far as we are able in the fundraising efforts of the Parent Association;
- Promoting positive use of my child's extracurricular time;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- Serving, to the extent possible, on policy advisory groups, such as the Parent Association Executive Committee, the School Leadership Team or other school advisory or policy groups.
- As members of the policy advisory groups, develop a plan for increased parent involvement for the upcoming school year in a variety of school activities such as adult workshops, P/T conferences, volunteer opportunities in the classrooms and on field trips, fundraising events, etc.

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

Monica R. Klehr  
School Principal

**Monica R. Klehr**  
01/14/13  
Date

Miguelina Rodriguez  
Parent Association President

**Miguelina Rodriguez**  
01/14/13  
Date

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Chris Groll/Gillian Smith</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>349</b>
School Name <b>Harbor Heights Middle School</b>			

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>155</b>	Total Number of ELLs	<b>149</b>	ELLs as share of total student population (%)	<b>96.13%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Our admissions process is conducted by a designated team consisting of: Bilingual (Spanish/English) Parent Coordinator (Jacqueline Brito) Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), Bilingual (Spanish/English) Assessment Coordinator (Maria Lozada) and the Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) and Bilingual (Spanish/English) Principal (Monica Klehr). When new students arrive at our school, our Bilingual (Spanish/English) Parent Coordinator (Jacqueline Brito) and Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), first conduct an informal interview and administer the Home Language Identification Survey (HLIS). When the HLIS indicates Spanish as the main language spoken by the student with the family in the home, the LAB-R is administered within ten days of admission into the school. Our Bilingual (Spanish/English) Assessment Coordinator, Maria Lozada is responsible for administering the LAB-R and Spanish LAB to new students within ten days of arrival and our Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) analyzes the results to determine program placement. If, during the informal interview process we are provided information that the student has previously attended school in the US, we conduct a test history search to determine whether or not the student has been administered the LAB-R or NYSESLAT exam in order to identify our new student as an ELL or EP student and whether or not we should administer the LAB-R and Spanish LAB. During the initial admission process we also administer a SIFE student questionnaire and informal assessment if the family informs us the student is over-age for the grade. All ELL students in our school regularly take the annual NYSESLAT exam in the Spring of each year if their admission date falls before the NYSESLAT administration date and the results of the NYSESLAT are analyzed by our data specialist, (pedagogue) Erika Klein.

2. Parents are shown the ELL orientation DVD in their native language about the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL) during the initial interview process described above. The parents are also provided with the information in the brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language by our Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) and Bilingual (Spanish/English) Principal (Monica Klehr). As this school only provides transitional bilingual classes, parents are informed that their child will be placed in a transitional bilingual program and that their choice of other than such will be noted so that when more than 15 parents in two consecutive grades chose a different option, their program of choice will be established. These choices are also discussed with the parents in their native language.

3. Entitlement letters and parent survey and program selection forms are distributed and collected during the initial admission process with our designated team assisting families on a case-by-case basis in a private setting (for the newcomers) and during specially designated Parent Association meetings for the general population of returning students. The letters, survey and forms are also mailed to homes for returning students. Once Parent Survey and Program Selection Forms are collected, they are maintained in our ELL Compliance Binder in the principal's office.

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

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

5. 100% of our parents choose the TBE program for their students in our school.
6. Our program model is in alignment with the parents' choice.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							2	2	3					7
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	2	2	3	0	0	0	0	7

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	34	33	1	6	1	1				40
Dual Language										0
ESL										0
Total	34	33	1	6	1	1	0	0	0	40

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							38	54	57					149
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>54</b>	<b>57</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>149</b>

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
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### Part IV: ELL Programming

#### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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

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

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

5.

a. Our SIFE students are integrated into regular TBE classes and receive differentiated instruction along with their classmates. In addition, SIFE students take part in academic intervention classes during extended day programs and in pull-out small group instruction with teachers that have been trained in the use of RIGOR (Reading Instructional Goals for Older Readers) in Spanish and are assigned for this work during their regular instructional periods. These teachers are also researching other assessment and Spanish literacy tools for use with our SIFE students.

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

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

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

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

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

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

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

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

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

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

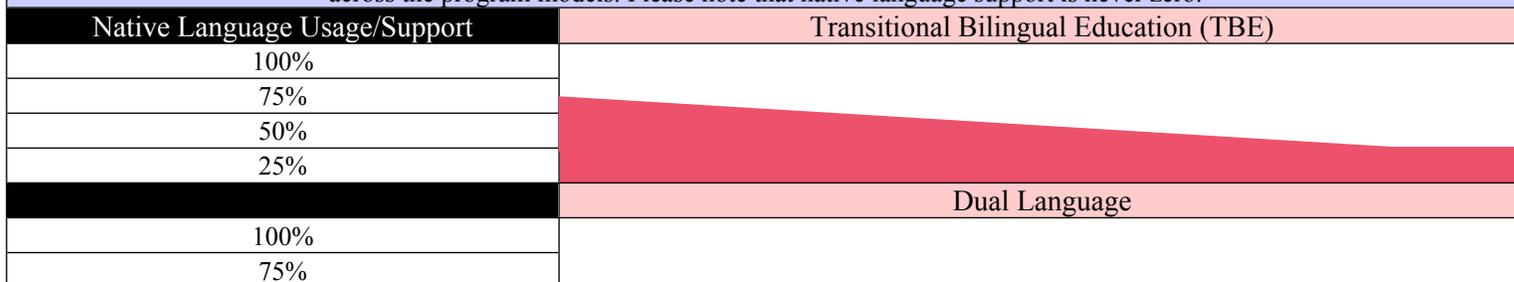
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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

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

#### Part IV: ELL Programming

##### B. Programming and Scheduling Information—Continued

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

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

English language arts. The goal is to assist students in raising their performance on ELA and NYSESLAT exams.

13. We have computer-based software to target balanced literacy skills to support all ELL subgroups such as System 44 and Raz-kids. These are tailored to our ELLs' individual needs in literacy skills. Words Their Way is an instructional material to support ELLs' second-language acquisition by reinforcing phonics, phonemic awareness, vocabulary development, and fluency. There are four levels which we use to differentiate instruction according to students' English language levels. Every classroom equipped with a bilingual library and reference materials. The following technology enhancements are used to support instruction of ELLs by building background knowledge (ie. using smartboards to show images and create graphic organizers); teaching learning strategies (ie. using overhead projectors or document projectors to model notetaking skills); interacting with our beginning ELL subgroups (ie. projecting visuals and providing access to interactive websites and applications on laptops and iPads); providing predictable routines and uniform visuals that support all ELL subgroups in content areas (ie. poster maker to create visual resources posted in every classroom such as THINK-PAIR-SHARE), and differentiating assessments (ie. Zip cameras used to record presentations and projects as alternative assessments). The NLA materials used are Selecciones Literarias, RIGOR, SENDAS and Tio Nacho phonics and phonemic awareness curriculum.

14. All students receive NLA content classes. Based on each class's proficiency level they receive a percentage of their other content classes in their native language. Extended day programs and pull-out groups are conducted bilingually based on students' proficiency levels. Our goal is for each class to move one proficiency level by the end of the year.

15. Required services and support corresponds to the age, grade level and language specified in for all ELL students. All new materials added to our program this year have been carefully selected to best meet the instruction at each proficiency level for all subgroups.

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

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

### **C. Schools with Dual Language Programs**

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

N/A

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

<ol style="list-style-type: none"> <li>1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)</li> <li>2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?</li> <li>3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.</li> </ol>
<ol style="list-style-type: none"> <li>1. Our common branch, subject area teachers, assistant principal, guidance counselor, parent coordinator and secretary (we do not have a biligual/ESL coordinator, paraprofessionals, special ed. teachers, psychologist and occupational therapist) all engage in a wide variety of differentiated professional development actives throughout the school year provided by a combination of CFN network support, NYCDOE Division of Students with Disabilities and ELLs, professional consultants and in-house teaching staff to include the following: <ol style="list-style-type: none"> <li>a. All teachers and Assistant Principal receive training on 10/6/11, 11/21/11, 1/24/12 and 3/14/12 provided by professional staff developer, Harold Asturias, from the University of California, Berkeley Hall of Science. This training consists of PLC understanding and commitments to a school-wide language developmet policy; theory of action for language learning; the development and execution of language appropriate PBATS; analysis of student work produced as a result of PBATS and systemization of PLC work cycle towards continuous improvement.</li> <li>b. Professional Learning Communities (Common Core State Standards (CCSS) curriculum development with focus on Performance Based Assessment Tasks (PBATS) in Literacy and Mathematics) that meet once a week for 45 minutes throughout the entire school year.</li> <li>c. Professional Learning Communities (Looking at Student Work as a result of PBATS in alignment with the NY State CCSS) that meet once a week for 45 minutes throughout the entire school year.</li> <li>d. Data Specialist training on data collection and analysis for formal and informal data collection once a month for three hours.</li> <li>e. DOE source systems (ATS and STARS) training every other month for 7 hours for secretary.</li> </ol> </li> <li>2. We provide specific advisory curriculum training during faculty conference meetings for all of our teachers and our biligual guidance counselor at least every other month for 1-2 hours because the advisory program they instruct guides students in orientation to middle school procedures, expectations and protocols as well as high school expectations, requirements and choices. Teachers are trained in strategies and methodologies for individual student academic and social affective goal setting.</li> <li>3. The two teachers who do not yet hold an ESL or binlingual license attend 4 days (a minimum of 24 hours) of training on 10/6/11, 11/21/11, 1/24/12 and 3/14/12 provided by professional staff developer, Harold Asturias, from the University of California, Berkeley Hall of Science. This training consists of PLC understanding and commitments to a school-wide language developmet policy; theory of action for language learning; the development and execution of language appropriate PBATS; analysis of student work produced as a result of PBATS and systemization of PLC work cycle towards continuous improvement. Records of meeting the 7.5 hours of ELL training for these two teachers are maintained in our ELL Compliance Binder in the principal's office.</li> </ol>

**E. Parental Involvement**

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

1. Parent Involvement in our school consists of a wide variety of activities including the following. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary:
  - a. Parent members of the school leadership team participate in school Learning Walks. Parents are interviewed as part of the school's Quality Review and parent surveys are a vital part of the School's Progress Report process.
  - b. Parents take part in on-going workshop series on the following topics, that are provided by our own teaching staff: Second Language Learning; Content area support at home; internet usage and ARIS system orientation and usage.
  - c. An evaluation is conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey is the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PA Executive board organizes the parent feedback and presents the findings to the principal for review and consideration. Parents have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.
  - d. The school, with the assistance of the district and parents, educates its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in ways to implement and coordinate parent programs and build ties between parents and the schools by: providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations; involving parents in the regular activities of the school and involving parents in the Student of the Month assemblies.

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

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

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

3. An evaluation is conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey is the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board organizes the parent feedback and presents the findings to the principal for review and consideration. Parents have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							15	22	13					50
Intermediate(I)							2	8	19					29
Advanced (A)							1	5	8					14
Total	0	0	0	0	0	0	18	35	40	0	0	0	0	93

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	1			3
7	12	1	2		15
8	21	12	1		34
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6		9		5		3			17
7		12		16		5		4	37
8		7		16		20		2	45
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	18	22	22	35				
Chinese Reading Test								

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

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

### Part V: Assessment Analysis

#### B. After reviewing and analyzing the assessment data:

- Our school uses the Fountas and Pinnell, DRA and EDL to assess the early literacy skills of our students. Most of our students are at least 2 years below grade level. Our students' lack of reading and writing skills in their L1 interfere with the transitioning of these skills to L2 as evidenced by our students lack of ability to perform well on state assessments in English reading and writing. It is imperative that we look closely at closing this literacy gap in their native language if we hope to improve performance in ELA.
- We have 93 students on our roster (out of 155) who took the NYSESLAT last school year (2010-2011). 50 students scored B (beginner) which is 54% of our test-takers, 29 scored I (intermediate) which is 31%, and 14 scored A (advanced) which is 15%. We also have 6 students who have previously scored P (proficient) on NYSESLAT and therefore did not take the test. Most of our students are making progress on their NYSESLAT from year to year. Students continue to make slow but steady growth. It is important to make sure these students are given adequate progress this year. 85% of our 6th graders were at a beginner level, 11% intermediate, and 6% advanced. Therefore both of our 6th grade classes are considered beginner classes. 63% of our 7th graders were at a beginner level, 23% intermediate, and 14% advanced. Therefore we have one beginner and one intermediate 7th grade class. 33% of our 8th graders were at a beginner level, 48% intermediate, and 19% advanced. Therefore we have one beginner, one intermediate, and one advanced 8th grade class. The results of the LABR for the remaining 56 students, which is 36% of our school population are at beginner level and therefore placed in the beginner classes at their appropriate grade level.
- Across all grade levels, our students have higher skills in listening and speaking than in reading and writing. This correlates with our ELA scores, which also show that reading and writing are areas of high need. 9% of our students were proficient in reading in writing and 6% were proficient in listening and speaking. 9% of our students were advanced in reading and writing and 28% were advanced in listening and speaking. 30% of our students were intermediate in reading and writing and 31% were intermediate in listening and speaking. 52% of our students were beginner in reading and writing and 35% were beginner in listening and speaking. We selected the reader's workshop model for the advanced and proficient students to focus on their reading and writing needs. The ELA teacher for these classes is Ms. Valerie Mettler. Our small-group pull-out intervention will focus on our beginner students, first in listening and speaking and later in reading and writing. The teachers assigned to small-group pull-out are Ms. Urpi Jimenez, Mr. Carlos Tabares, Ms. Erika Klein, Mr. José Concepción, Ms. Rosanny Ventura, Ms. Patricia Pineda, Ms. Valerie Mettler, and Mr. Erick Perez. In addition, based on the data content area teachers (Ms. Alexa Goldstrom, Ms. Erika Klein, Ms. Rosanny Ventura, Ms. Andrea Mercado, Ms. Rosangela Cruz, Mr. Carlos Tabares, Mr. Erick Perez) will focus their English language instruction of ELLs on oral language (speaking and listening) modalities.
- All of our students received the TBE instructional program.
- Across all grade levels, our students have higher skills in listening and speaking than in reading and writing. Overall our students

show more growth on the Math test than the ELA exam. The Math assessment is given in both languages (an ELL accomodation) which illustrates that our ELL students are faring better on the tests taken in their native language than in English. This analysis was completed by Ms. Erika Klein, the data specialist.

4b. Our students take the NYSESLAT predictive exam. The results are used to group students (beginner, intermediate, and advanced) for extended day academic support programs. These groupings are determined by Mr. Edgar Reyes, the assistant principal, in conjunction with Ms. Erika Klein, the data specialist. Furthermore, these results allows us to identify and target beginner students who will be taking the ELA exam and therefore need extra intervention. The ESL/ELA teachers (Ms. Valerie Mettler, Ms. Urpi Jimenez, and Ms. Andrea Mercado) assist the administration and the data specialist in identifying and grouping for intervention.

c. The Periodic Assessments show that our ELLs are making slow growth. The native language is used as a support in content areas to target the CALP (Cognitive Academic Language Proficiency) so that students are receiving grade level instruction while acquiring English as a Second Language.

5. N/A

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

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Harbor Heights Middle School

**School DBN:** 06M349

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monica Klehr	Principal		11/17/11
Edgar Reyes	Assistant Principal		11/17/11
Jacqueline Brito	Parent Coordinator		11/17/11
Urpi Jimenez	ESL Teacher		11/17/11
	Parent		
ALexa Goldstrom	Teacher/Subject Area		11/17/11
	Teacher/Subject Area		
	Coach		
	Coach		

**School Name: Harbor Heights Middle School**

**School DBN: 06M349**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miguelina Trujillo	Guidance Counselor		11/17/11
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** Groll      **Network:** CFN 403

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

**Part A: Needs Assessment Findings**

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

1. Our admissions process is conducted by a designated team consisting of: Bilingual (Spanish/English) Parent Coordinator (Jacqueline Brito) Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), Bilingual (Spanish/English) Assessment Coordinator (Maria Lozada) and the Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) and Bilingual (Spanish/English) Principal (Monica Klehr). When new students arrive at our school, our Bilingual (Spanish/English) Parent Coordinator (Jacqueline Brito) and Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), first conduct an informal interview and administer the Home Language Identification Survey (HLIS). When the HLIS indicates Spanish as the main language spoken by the student with the family in the home we prepare all communications in the native language of the home.

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Harbor Heights Middle School	DBN: 06M349
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Every ELL student in our school will participate in a 26 week curricular unit of two 45 minute sessions per week called the SPARK Shakespeare Residency that integrates theatrical arts within NYS blueprint and core standards, to transform the learning of students across academic disciplines. The residency explores a work of William Shakespeare in imaginative, innovative and experiential ways to inspire and deepen student understanding across multiple learning modalities. By interpreting, analyzing and making art from the heightened text of William Shakespeare, students will enrich their cognitive, visceral and social learning capacities. Inquiry and assessment based, students explore theatrical concepts and Shakespeare's work with a deeper involvement from their unique perspective, supported by their meta-cognitive learning of, and within the process. This work will develop students' social awareness and interpersonal skills through the rich historical and modern themes of his dramas, and the ensemble-building nature of the theatrical work. It provides meaningful opportunities for students to build their oral language and personal expression skills through theatrical performance tasks culminating in mid-year and final festival productions of the play. In summary, the unit will develop their ability to problem solve, imagine, critically think, community build, and better understand themselves and their potential to positively impact the world. The language of instruction will be English for all classes, staffed by a team of NY State certified teachers and artists in residence. The majority of the service providers involved in the Title III program are certified by New York State in one or two of the following areas: content with bilingual extension or ESL license. Two remaining teachers in the Title III program who do not pose the bilingual extension or ESL license are enrolled in State funded credit-bearing courses that lead to teaching license extensions in ESL or Bilingual Education. The artists in residency for this program are bilingual (English/Spanish).

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

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: Our common branch, subject area teachers, assistant principal, guidance

counselor, parent coordinator and secretary (we do not have a bilingual/ESL coordinator,

paraprofessionals, special ed. teachers, psychologist and occupational therapist) all engage in a wide

variety of differentiated professional development activities throughout the school year provided by a

combination of CFN network support, NYCDOE Division of Students with Disabilities and ELLs,

professional consultants and in-house teaching staff to include the following:

a. All teachers and Assistant Principal will receive training on 08/30/12, 08/31/12, 11/07/12 and 06/07/13 provided by professional staff developer, Harold Asturias, from the University of California,

Berkeley Hall of Science. This training consists of Professional Learning Communities' understanding and

commitments to a school-wide language development policy; theory of action for language learning; the

development and execution of language appropriate Performance Based Assessment Tasks (PBATS);

analysis of student work produced as a result of PBATS and systemization of PLC work cycle towards

continuous improvement.

b. Professional Learning Communities (Common Core State Standards (CCSS) curriculum

development with focus on Performance Based Assessment Tasks (PBATS) in Literacy and Mathematics)

that meet once a week for 45 minutes throughout the entire school year.

c. Professional Learning Communities (Looking at Student Work as a result of PBATS in alignment

with the NY State CCSS) that meet once a week for 45 minutes throughout the entire school year.

### Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

## Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

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

secretary:

a. Parent members of the school leadership team participate in school Learning Walks. Parents are interviewed as part of the school's Quality Review and parent surveys are a vital part of the School's Progress Report process.

b. Parents take part in on-going workshop series on the following topics, that are provided by our own teaching staff: Second Language Learning; Content area support at home; internet usage and ARIS system orientation and usage.

c. The school, with the assistance of the district and parents, educates its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in ways to implement and coordinate parent programs and build ties between parents and the schools by: providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations; involving parents in the regular activities of the school and involving parents in the Student of the Month assemblies.

2. Our school partners with the Columbia Presbyterian Hospital School of Social Work and the Childrens Arts and Science Workshop to provide educational workshops for parents on a variety of topics addressing adolescent socio-emotional needs and the instructional workshops described in 1b.

All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary.

3. An evaluation is conducted at two spring PTA meetings providing opportunity for parents to give

**Part D: Parental Engagement Activities**

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

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		