



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE HERITAGE SCHOOL

DBN: 04M680

PRINCIPAL: DYANAND SUGRIM

EMAIL: DSUGRIM2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dyanand Sugrim	*Principal or Designee	
Kenneth Martin	*UFT Chapter Leader or Designee	
Peter Valdes	*PA/PTA President or Designated Co-President	
Rachel Rivera	DC 37 Representative, if applicable	
Nytia Jenkins Negla Attareb Ashia Nagi	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Kecia Hayes	CBO Representative, if applicable	
Amy Liff	Member/Teacher	
Debra Worrell	Member/Parent	
Denise Byfield-Aboagye	Member/Assistant Principal	
Sharmie Middleton	Member/Parent	
Lyndya Lee	Member/Parent	
Andree Edwards	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

According to the 2012 School Quality Review Report, Section II, page 3, the school leaders should provide PD for all teachers that address specific instructional strategies that support the academic progress of ELLs and former ELLs. The school leaders should monitor the use of these strategies through formal observations and walkthroughs.

Based on the 2010- 2011 Quality Review, page 8, Quality Statement 4, indicator 4.1, we received a Proficient. The school used lesson observations and the analysis of learning outcomes to improve school-wide instructional practices and implement strategies to promote professional growth and reflection, with a special focus on new teachers.

According to the 2012 School Quality Review Report, Section II, page 3, the school leaders should provide PD activities that include specific activities where teachers are given guided practice in developing questions and class activities that require students to create new thinking (synthesis), to compare and contrast information (analysis) and use criteria to evaluate.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school leadership will increase the number of classroom observation reports by 50%. We will also develop a formal process for feedback on teacher observations and provide frequent, relevant recommendations to improve instruction on selected competencies of the Danielson's Framework for Teaching. The school will specifically, focus on Designing Coherent Instruction, Using Assessment in Instruction, and Using Questioning and Discussion Techniques. Teacher observation reports will reflect the development and implementation of instructional strategies as it relates to subgroups including ELLs and former ELLs.

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- 1. **Teaching staff will be divided by department/content area for one of the three administrators to lead the classroom observation report process for teachers in that identified department.**
- 2. **Administration will conduct an all-staff pre-observation meeting to highlight three Danielson’s competencies from Domain 1 and Domain 3: 1e. Designing Coherent Instruction, 3b. Using Questioning and Discussion Techniques, 3d. Using Assessment in Instruction.**
- 3. **Professional development time will be allocated weekly to re-visit Danielson’s Framework, Depth of Knowledge, Understanding by Design, and CCLS aligned Bundles.**
- 4. **Administration will conduct several mini-observations using a standard mini-observation form that highlights the identified competencies of the Danielson’s Framework with specific areas of improvement and supports.**
- 5. **Administration will ensure that each classroom observation report includes at least three concrete recommendations that include relevant feedback, and on which future observations are built.**
- 6. **Weekly cabinet meetings will be conducted to discuss progress and adjust supports provided to teachers.**
 - a. **Norm the observation process and check-in**
 - b. **Streamlining and developing coherent feedback provided by administration**
 - c. **Identify teachers based on areas of growth, concerns and challenges**
- 7. **Administration will provide feedback on teacher observation reports that capture student progress. This will be evidenced by student success and improvement monitored by teachers using DataCation, item analysis of regents’ exams, and system school wide marking period exams.**
- 8. **Administrators will provide feedback on teacher observation reports as it relates to instructional strategies for student subgroups including Special Education and ELLs.**

Budget and resource 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 IA Title IIA Title III Set Aside Grants

Other-describe here: _ Title I Priority
ARRA RTTT and Title 1 SINI_
 Title I Priority_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I Priority funds will be used to fund an afterschool program that will serve approximately 250 Level 1 and Level 2 students. 12 teachers will provide after school support for 340 hours in small group settings of 12-14 students.
- Title I Priority funds will be used to fund teacher professional develop relating to the development of CCLS aligned units of study. Teachers will also engage in team meetings 28 hours afterschool focusing on lesson studies and evaluating the CCLS units of study.
- Title I Priority funds will be used to fund teachers meeting in grade teams to collect and analyze data around student performance tasks.
- Title I funds allocated for professional development (10% and possibly the 5% for Highly Qualified Teachers, if available) will be focused on professional development opportunities coordinated with Assistant Principal, Denise Byfield-Aboage.

- Title 1 and TL Fair Student Funding will be invested in Per-Session and Per-Diem categories, so as to provide teachers with opportunities for doing further lesson study and looking at student work for rigor.
- TL fair student funding HS, ARRA RTTT Citywide Inst Exp and Title I SINI summer PD funds allocated for lead teachers and teacher teams in developing Common Core State Standards and developing two units of study/bundles in all subject areas: English, Math, Social Studies, and Science.

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- **Teachers will use the Danielson’s Framework for Teaching, the Common Core Learning Standards, Universal Design for Learning and Depth of Knowledge to develop Common Core aligned Bundles and lesson plans during our professional development sessions.**
- **Teachers will attend monthly professional development with our community partner, Teachers’ College, Columbia University, to build capacity of teacher leaders. Specifically related to facilitating and structuring the work of teacher teams to meet DOE instructional expectations developing professional learning communities within The Heritage School.**
- **Teachers’ College CPET (Center for the Professional Education of Teachers) staff member will work with teacher leaders in Math, ELA and Social Studies to help develop inquiry based structures and increase assessment literacy.**
- **Teachers will engage in their weekly department meetings to assess the effectiveness of unit plans and lesson plans using specific protocols and modifying lesson plans based on peer recommendations.**
- **Resources and personnel have been reorganized to allow weekly faculty meetings for staff to examine and analyze exemplar units and bundles, develop assessments, create rubrics to norm expectations and to clarify what they want students to know and be able to do.**
- **Administration meets with teacher leaders weekly to plan and deliver teacher led Professional Development. Teacher leaders will develop and conduct intervisitations within and across content areas focusing on the development of lessons that reflect student deficits identified by item analysis of school wide marking period exams, mock regents, regents’ exams, and summative assessments.**
- **Teachers will develop a cohesive and comprehensive curricula, unit plans, and lesson plans that reflect CCLS standards across the grades.**

Budget and resource 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 IA Title IIA Title III Set Aside Grants

Other-describe here: Title I Priority
Title 1 SINI , ARRA RTTT Citywide Inst
Exp _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I Priority funds will be used to fund teacher professional develop relating to the development of CCLS aligned units of study. Teachers will also engage in team meetings 28 hours afterschool focusing on lesson studies and evaluating the CCLS units of study.
- Title I Priority funds will be used to fund teachers meeting in grade teams to collect and analyze data around student performance tasks.
- Title I Priority funds will be used for teacher led professional development team. The 4 member teacher team will meet 2 days weekly for 2 hours each day.
- Priority Title I funds will be used to fund a Saturday Academy and College Readiness program. 9 teachers will provide targeted deficit instruction for 5 hours for 13 Saturdays totaling 650 hours.
- Priority Title I funds will be used to fund a peer tutoring program. The peer tutoring program will serve 30 level 1 and level 2 students. 12 Student mentors will work with a Level 1 and Level 2 students for 15 hours weekly.
- Title I funds allocated for professional development (10% and possibly the 5% for Highly Qualified Teachers, if available) will be focused on professional development opportunities coordinated with Assistant Principal, Denise Byfield-Aboagye.

- Title 1 and TL Fair Student Funding will be invested in Per-Session and Per-Diem categories, so as to provide teachers with opportunities for doing further lesson study and looking at student work for rigor.
- TL fair student funding HS, ARRA RTTT Citywide Inst Exp and Title I SINI summer PD funds allocated for lead teachers and teacher teams in developing Common Core State Standards and developing two units of study/bundles in all subject areas: English, Math, Social Studies, and Science.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

According to the 2012 School Quality Review Report, Section II, page 3, the school should develop and implement curriculum for all courses, aligned to P-12 Common Core Learning Standards. Curriculum maps and pacing calendars should be aligned to the curriculum and be utilized to plan instruction in all classes. School leaders should monitor teacher lesson plans and listed student objectives for congruence to the curriculum.

According to the 2012 School Quality Review Report, Section II, page 4, teachers should reference specific instructional needs of students and provide different entry points and instructional strategies that are scaffolded to meet the academic needs of individual students.

According to the 2010-2011 Quality Review, page 7, Quality Statement 1, indicator 1.1 we received an Underdeveloped in designing engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and that are aligned to key State standards. In addition, we received a Developing in Quality Review, page 7, Quality Statement 2, indicator 2.2, as it relates to aligning assessments to curriculum and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom level.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 75% of teachers will have engaged in developing and implementing a Common Core Learning Standards aligned curricula that incorporate Depth of Knowledge and Universal Design for Learning. These curricula will differentiate strategies to target subgroups of students and student work products will be examined to further optimize teacher practice. Teachers will use data from predetermined summative assessments to consistently develop and implement lessons leading to high levels of achievement.

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

- **Teachers will be trained in an online program, DataCation, where they are able to identify specific subgroups of students within their classes. This identification will enable teachers to differentiate lessons and create entry points for all learners.**
- **Teachers will administer standardized marking period exams and two rounds of MOCK Regents exams where data is collected and analyzed to identify trends and patterns of learning to increase student achievement outcomes.**
- **Using protocols teachers will examine students' work samples to identify skill deficits and modify lessons to address skill gaps and misconceptions.**
- **Teachers will be trained in Universal Design for Learning to provide students with multiple points of access to achieve targeted goals. These strategies will also be included in the unit plans developed by teachers.**
- **Administration will monitor and evaluate the progress and effectiveness of instructional practice through cycles of mini-observations using teacher self-assessment and evidence of student work product.**
- **Teachers will conduct intervisitations with a lens on identified teacher strengths and areas of growth to strengthen their own practice. Intervisitations will be conducted within and across content areas where teachers will develop lessons that reflect the professional development provided in addition to the analysis of formative and summative assessments.**
- **Teachers will use data provided by the analysis of predetermined marking period exams, mock regents exams, and regents exams to develop lessons to address students' learning gaps and deficits.**
- **Teachers will use a standard lesson plan format that allows sufficient time for in depth assessments.**

Budget and resource 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 IA Title IIA Title III Set Aside Grants

Other-describe here: Title I Priority
ARRA RTTT Data Specialist, Contract For
Excellence, NYSTL_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I Priority funds will be used to fund teacher professional develop relating to the development of CCLS aligned units of study. Teachers will also engage in team meetings 28 hours afterschool focusing on lesson studies and evaluating the CCLS units of study.
- Title I Priority funds will be used to fund teachers meeting in grade teams to collect and analyze data around student performance tasks.
- Title I Priority funds will be used for teacher led professional development team. The 4 member teacher team will meet 2 days weekly for 2 hours each day.
- Priority Title I funds will be used to fund a Saturday Academy and College Readiness program. 9 teachers will provide targeted deficit instruction for 5 hours for 13 Saturdays totaling 650 hours.
- Priority Title I funds will be used to fund a Saturday Academy and College Readiness program. 9 teachers will provide targeted deficit instruction for 5 hours for 13 Saturdays totaling 650 hours.

- Priority Title I funds will be used to fund a peer tutoring program. The peer tutoring program will serve 30 level 1 and level 2 students. 12 Student mentors will work with a Level 1 and Level 2 students for 15 hours weekly.
- Title 1 SWP allocated for supplemental instructional needs/resources and teacher salaries
- Contract For Excellence allocated for teacher salary and Instructional practice as outlined by Citywide Instructional Expectations
- ARRA RTTT Data Specialist Fund allocated for ongoing analysis of student progress and whole school data
- NYSTL Funds allocated for Library books, textbooks, and software with Department of Education vendor in providing tools and resources for success.
- TL Fair Student Funding allocated to fund afterschool and Saturday Academy for tutoring services

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

According to the 2012 School Quality Review Report, Section IV, page 5, the principal should develop guidelines with targeted expectations for “kid talk” discussions. A process for ongoing monitoring, such as decisions sheet, should be used to track responsibilities, interventions, follow up, and progress.

According to the 2012 School Quality Review Report, Section IV, page 5, the school leaders should complete an analysis of attendance trends and develop a comprehensive, school wide plan to improve attendance.

Based on the 2010- 2011 Quality Review, Quality Statement 1, and indicator 1.4 we received a developing as it related to maintaining a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, there will be a .5 percent increase from 6.9 to 7.4 percent, in the Learning Environment Survey, specifically relating to Safety and Respect. The Heritage School will make gains in this area from Below Average to match the 2011-2012 school year Citywide Average for all High Schools.

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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

- **Teachers will meet in September 2013 to develop a unified definition of community respect and appropriate behavior. They will norm the expectations of appropriate behavior and create the Road Map to Success and the Community of Respect posters that will be displayed in all classrooms. These norms will be referred to by teachers throughout the year.**
- **The Principal will create and implement a referral system by September 2012 for teachers to records interventions and interactions with parents regarding student behavior and referring students to support staff, counselors, deans, and administration when necessary.**
- **By February 2013, staff will use an online system, DataCation, to record interactions with students and parents that will be shared and accessible to the school community. Teachers will also use the online system to communicate with parents as it regards to positive behavior management, guidance interventions, and progress reports with the intention to improve social and academic success.**
- **Deans will create a detention system that is coupled with academic intervention services. Students who need additional support to be successful will be referred by teachers to the Deans who will arrange after-school tutoring in the subject areas as necessary.**
- **School staff will conduct bi-monthly assemblies informing students of academic expectations, classroom and school procedures. Specifically they will be informed about cyber interactions and its implications, bullying, school safety, and its procedures.**
- **Teachers will conduct lessons informing students of the Discipline Code, Bill of Rights, and Responsibilities as outlined in the Citywide Standards of Intervention and Discipline Measures booklet. Teachers and students will be engaged in conversation focusing on infractions of student behavior, guidance interventions, and range of possible disciplinary responses.**
- **Teachers will conduct lessons on General Response Protocols in all classrooms and students will engage in creation of pamphlets and diagrams mapping appropriate response during emergency situations.**

Budget and resource 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 IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: Title I Priority
 TL Fair Student Funding and TL Parent
 Coordinator HS, AIDP Funds_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I Priority funds will be used to fund teacher professional develop relating to the development of CCLS aligned units of study. Teachers will also engage in team meetings 28 hours afterschool focusing on lesson studies and evaluating the CCLS units of study.
- Title I Priority funds will be used to fund teachers meeting in grade teams to collect and analyze data around student performance tasks.
- Title I Priority funds will be used for teacher led professional development team. The 4 member teacher team will meet 2 days weekly for 2 hours each day.
- Priority Title I funds will be used to fund a Saturday Academy and College Readiness program. 9 teachers will provide targeted deficit instruction for 5 hours for 13 Saturdays totaling 650 hours.
- Priority Title I funds will be used to fund a peer tutoring program. The peer tutoring program will serve 30 level 1 and level 2 students. 12 Student mentors will

work with a Level 1 and Level 2 students for 15 hours weekly.

- TL Parent Coordinator HS funds allocated to increase communication between parents, students, school, and community
- TL Fair Student Funding allocated to fund Dean and support staff salaries in creating a learning environment
- AIDP allocated to support attendance improvement plan

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The Quality Review 2010-2011, page 8, Quality Statement 4, indicator 4.4, we received a Developing as it relates to integrating child/youth development, support services and partnerships to families, and outside organizations with the school wide goals to accelerate the academic and personal growth of students. In addition, the Quality Review 2010-2011, page 7, Quality Statement 2, indicator 2.4, we received a Developing in the area of engaging in an open exchange of information with students and families regarding students learning needs and outcomes.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will engage at least 50% of the parent community where they are an active and vibrant partner with the school community to promote student learning. Parents will be engaged with members of the school community to support student learning and growth.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **By September 2012 a Parent Coordinator will be hired to enhance the partnership within the school community and the parent community and to support students' achievement by strengthening parent involvement.**
- **The Parent Coordinator will develop a relationship with Metropolitan Hospital to provide free health screenings to educate our parent community and create a culture of health awareness.**
- **Guidance Counselor will build and develop relationships with institutions of higher learning and professional organizations. Starting in February**

2013 selected third year students will attend Hunter College, College Now program.

- **Guidance Counselor will further develop the mentoring relationship between the Davis Polk Law Firm and expose Heritage students to career readiness.**
- **Parent Coordinator and the PTA will Host financial aid workshops for third and fourth year students and parents as it relates to grants, loans and other financial opportunities such as, HEOP, EOP, SEEK, etc.**
- **The school community will host a curriculum night where teachers will explain to parents the ways in which they will engage their students with rigor in each class.**
- **The Heritage School will use a school online program, DataCation, which can be accessed by parents to acquire academic information on their child and communicate with faculty.**
- **The Parent Coordinator will host Parent Teacher Association meetings that focus on reviewing Common Core Learning Standards and acquaint parents with test-taking strategies for students.**
- **Administration will reorganize resources and personnel to provide additional opportunities for parents to attend meetings. These opportunities will include opening the school on weekends and extending the school day.**
- **The school community will host an annual Thanksgiving luncheon that includes parents, students, faculty, and community organizations, to bridge the gap between school and community.**

Budget and resource 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.

Other-describe here: Title I Priority
TL Parent Coordinator HS, Title 1 SWP
Translation Services, Title 1 Priority/Focus
SWP Parent

- Tax Levy Title IA Title IIA Title III Set Aside Grants Engagement_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I Priority funds will be used to fund teacher professional develop relating to the development of CCLS aligned units of study. Teachers will also engage in team meetings 28 hours afterschool focusing on lesson studies and evaluating the CCLS units of study.
- Title I Priority funds will be used to fund teachers meeting in grade teams to collect and analyze data around student performance tasks.
- Title I Priority funds will be used for teacher led professional development team. The 4 member teacher team will meet 2 days weekly for 2 hours each day.
- Priority Title I funds will be used to fund a Saturday Academy and College Readiness program. 9 teachers will provide targeted deficit instruction for 5 hours for 13 Saturdays totaling 650 hours.
- Priority Title I funds will be used to fund a peer tutoring program. The peer tutoring program will serve 30 level 1 and level 2 students. 12 Student mentors will work with a Level 1 and Level 2 students for 15 hours weekly.
- TL Parent Coordinator HS funds allocated to increase communication between parents, students, school, and community
- Title 1 Priority/Focus SWP Parents Engagement allocated to provide parent workshops and training
- Title 1 (1%) funds allocated for parent conferences, outreach, workshops, trainings, and incentives in creating an involved parent community

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	<ol style="list-style-type: none"> 1. An additional period of writing and skill building in English Language Arts is provided for students identified as level one and level two on the eighth grade ELA assessment. 	<ol style="list-style-type: none"> 1. Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated strategies. 	<ol style="list-style-type: none"> 1. Service will be provided in a forty-five period within the school day.
Mathematics	<ol style="list-style-type: none"> 1. An additional period of skill and concept building in Integrated Algebra is provided for all students identified as level one and two on the eighth grade Mathematics assessment. 2. Students will receive support through a peer-tutoring program. At risk students will be identified by scholarship reports, marking period grades, and teacher referrals. 	<ol style="list-style-type: none"> 1. Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated strategies. 2. Students will receive tutoring in small group sessions one to one tutoring. 	<ol style="list-style-type: none"> 1. Service will be provided in a forty-five period within the school day. 2. Service will be provided during the school day, after school hours, and during our Saturday Academy.
Science	<ol style="list-style-type: none"> 1. Students will receive an additional Earth Science and Living Environment Lab period in conjunction with five instructional periods and the required 	<ol style="list-style-type: none"> 1. Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated strategies. 	<ol style="list-style-type: none"> 1. Service will be provided in a forty-five period within the school day.

	one period for lab.		
Social Studies	<ol style="list-style-type: none"> 1. Students will receive an additional skill-based Social Studies Elective class to support critical thinking and analytical writing. 2. Students will receive a 9th grade transitions class to help develop the necessary skills for success in high school. 	<ol style="list-style-type: none"> 1. Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated strategies. 2. Students will service using role playing various scenarios, discussions, and using accountable talk in a cooperative environment. 	<ol style="list-style-type: none"> 1. Service will be provided in a forty-five period within the school day. 2. Service will be provided in one hour long period twice a week after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Students will receive emotional, social, and educational services provided by the Guidance Counselor as prescribed by the student's Individual Education Plan. 2. Students will receive a band class provided by the music teacher and our Attendance Intervention Dropout Program counselor. 	<ol style="list-style-type: none"> 1. Students will receive services in small group and one to one sessions. 2. Students will receive services in small group, whole group and one to one sessions. 	<ol style="list-style-type: none"> 1. Service will be provided on an ongoing basis and throughout the school day. 2. Service will be provided in forty-five period during the day, five days a week and afterschool three sessions per week.

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.

- Work with community-based partner, Teachers' College, Columbia University, to encourage non- highly qualified teachers to pursue further studies and become highly qualified. Teachers are eligible for scholarships when they demonstrate and develop a plan contribute to The Heritage School community.
- Participate in the Children's First Network professional development opportunities where teachers can interact with other highly qualified teachers who exhibit strengths in student engagement, discussion and questioning techniques, and effective lesson planning.
- Continually inform teachers of any opportunities for outside professional development to improve their instructional practice and be abreast of current educational research.
- Encourage teachers to take classes as it relates to their licensing and areas of interest. Teachers will be informed of tuition reimbursement at City University of New York's rate using the allocated five percent set aside.
- Identify and encourage teachers to attend Summer Institute and monthly professional development sessions provided by our community-based partner, Columbia University, Teachers' College.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 - Chris Groll/Joshua Good	District 04	Borough Manhattan	School Number 680
School Name The Heritage School			

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

Principal Dyanand Sugrim	Assistant Principal Denise Byfield-Aboagye
Coach N/A	Coach N/A
ESL Teacher Addis Rojas/ESL	Guidance Counselor Klarissa Rodriguez
Teacher/Subject Area Amy Liff, English	Parent Joseph Pascal Biaou
Teacher/Subject Area N/A	Parent Coordinator Jocelyn Bula
Related Service Provider Maria Crespo	Other N/A
Network Leader Joshua Good	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	327	Total Number of ELLs	26	ELLs as share of total student population (%)	7.95%
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Part II: ELL Identification Process

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

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

1. Identification of ELLs begins with the HLIS for new incoming students to the NYC public school system. Students are also identified by accessing the ATS NYSESLAT EXAM HISTORY REPORT (RLAT) to determine students' NYSESLAT eligibility. Students who are new to the New York City school system are offered the home language survey and interviewed by the certified ESL teacher Addis Rojas Marin or an administrator. Once determined to be eligible, students are administered the Lab R exam within 10 days of enrollment. The ESL teacher is informed if there is an indication that a student has a native language other than English. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the LAB-R is then administered within the first 10 days of the student's admission. The School will offer the Spanish LAB-R only to the students who are new and speak Spanish.

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	4
SIFE	6	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	12

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	12	4	2	2	2	1	12	0	2	27
Total	13	4	2	2	2	1	12	0	2	27

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	9	3	2	20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French										3	1		1	5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	10	10	3	3	26								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Pates Response to questions 1-7 here

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

A. Programming and Scheduling Information

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

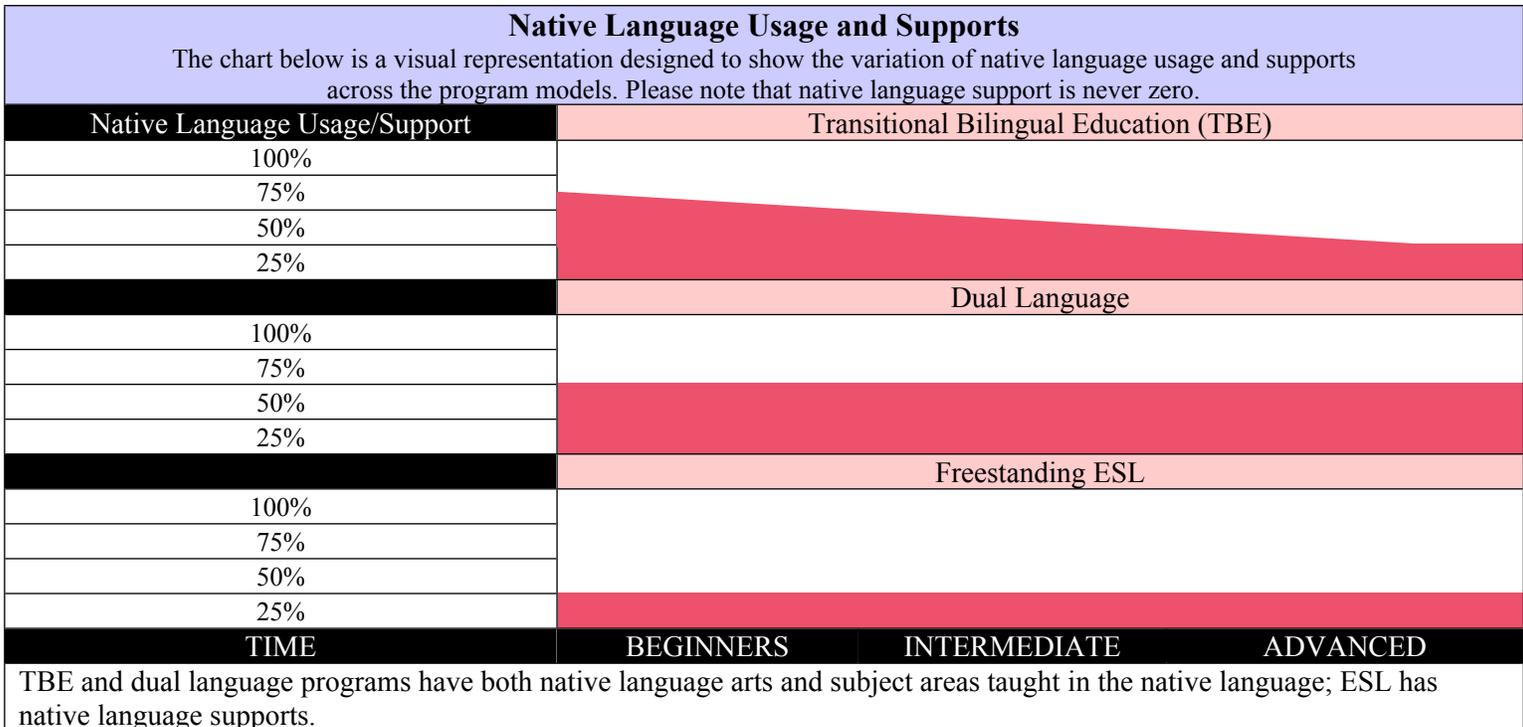
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

Paste response to questions 8-17 here

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

9. Students who are ELL and reach proficiency on the NYSESLAT continue to receive support in the form of tutoring them and consulting with the ESL Teacher about their progress and language proficiency.

10. We will be extending the implementation of the Edge Language program, increasing the exposure of ELL students to Spanish, strengthening the data analysis of students' language skills to inform the differentiation of teaching, and augmenting the professional-development opportunities of our ESL teacher.

11. In terms of discontinuing programs for ELLs, we found that the push-in model we had last year in the ninth-grade Social Studies classes was not the best use of the time of our ESL teacher. This year, her time is being used so that we can have several sections of native-language Spanish instead.

12. ELL students are offered equal access to all school programs. ELL students participate in all academic experiences, school wide assemblies, activities sponsored by the Student Council, and field trips. They are regularly advised by their ESL and other teachers as to opportunities for extended-day help, peer tutoring in math, credit-recovery opportunities, and after-school activities. In fact, our official Community Choices this year (Urban Dance, Latin Dance, Literary Magazine, and sports) have an over-representation of ELL students.

13. The following instructional materials are used to support ELLs

- a) Students participate in a technology-based program called Edge which enables students to improve their literacy skills, practice pronunciation and increase fluency.
- b) Teachers use themed units which include various types of fiction and nonfiction texts, such as short stories, folktales, memoirs and articles.
- c) Teachers emphasize the Writing Process with all ELL students.
- d) Students read high-interest, low-difficulty literature during independent reading.

14. The ESL Free Standing program model allows the ELL students to receive native language instruction based on their proficiency levels. ELL students are allowed to take exams whenever possible in their native language. Our main aim is to assist the ELLs to achieve proficiency in literacy and academic English for success in city and state exams as well as English for basic everyday communication and interaction in society at large.

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

- Regular conferencing between ESL and Content Area teachers on challenging material, especially in Math and Science, and how we may simplify concepts to increase comprehension.
- Use of bilingual and ESL dictionaries and glossaries in the content area and ESL classrooms,
- Conferencing with ELLs in and out of classroom.
- Assessment through formal and informal assessments, and running records.
- Use of a variety of high interest texts, vocabulary workshop, listening and speaking activities as well as free and guided writing exercises.
- Use of material to familiarize ELLs with the state assessments format, e.g. Empire State NYSESLAT (Continental Press).
- Extended time opportunities for students such as after-school classes in ELA and Math content area classes.

There is no dedicated text book used in the ESL classes. Instead, the students work with a variety of challenging texts related to many areas of interest, including those associated with topics in Social Studies and Science content areas. Vocabulary building is an integral part of the classes. Students also become familiar with the state assessment formats through past exam papers and the text “Empire State NYSESLAT”.

All ELLs (intermediate and advanced) in the Free Standing ESL classroom are fully served according to the mandated number of instructional minutes to be provided. This is done through use of the mandated 37½ during the zero periods, after-school classes and push-in in content area classes as well as pull-out of students, in accordance with content teacher’s request, for individual attention.

Students who have reached the level of proficiency at the NYSESLAT and so have transitioned out of the ESL program will 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.

15. The services and resources offered to our ELL students correspond to students’ ages and grade levels, as well as ESL level. In some cases, resources are allocated as dictated by the programming needs of a small school. In others cases classes and resources are dependent on the needs of students based on age and grade level.

16. The school offers school tours to newly enrolled students.

17. The school offers Spanish class as an elective.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

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

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

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

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

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

- Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs.

- PTA meetings once a month with outreach to parents of ELLs.

- Through parental contract shared at Parent/Teacher Conferences, parent volunteers are encouraged to spend time and assist in school.

2. We partner with Counseling in Schools through an AIDP United Way grant, where they have two personnel in our school working with our students and parents, including several ELL students. Additionally, we collaborate with the East Harlem Tutorial Project to refer underclassmen there for services including parental support.

3. We evaluate the needs of our parents through creating with our PTA surveys and activities that address these needs.

4. This year without a Parent Coordinator, we have assigned the Principals' secretary to work with the PTA President to ensure that all activities for parents include translation and culturally relevant materials and activities.

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)										0	0	1	0	1
Intermediate(I)										0	0	0	0	0
Advanced (A)										0	0	0	0	0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	0	0	1	0	1

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

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

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Integrated Algebra	6		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	8		1	
Physics				
Global History and Geography	4		2	
US History and Government	1		0	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

1. Analyzing data patterns across proficiency levels on the NYSESLAT (see results above and in LAP worksheet) reveals the following:
The great majority of our ELL students, 19 of 21, are beyond the beginner level, and 11 are specifically at the advanced level of scoring in the NYSESLAT. Also, the 21 of the ELL students are in the ninth and tenth grades.
2. An analysis of the NYSESLAT modalities for the ELL population shows distinct weaknesses in reading and writing, with most students receiving higher scores in listening and speaking. These patterns have affected instructional decisions in the following ways:
 - a) Students participate in a technology-based program called Edge which enables students to improve their literacy skills, practice pronunciation and increase fluency.
 - b) Teacher uses themed units which include various types of fiction and nonfiction texts, such as short stories, folktales, memoirs and articles.
 - c) Before reading, students are introduced to academic and key vocabulary and vocabulary strategies, such as context clues, prefixes and suffixes.
 - d) While reading, students work on reading strategies, such as making connections, predicting, questioning and clarifying ideas.
 - e) After reading, students perform critical thinking activities, such as interpreting, analyzing, evaluating and comparing.
 - f) Students are grouped in learning stations designed to improve the different language skills, according to their needs.
 - g) Teacher emphasizes the Writing Process with all ELL students.
 - h) Students read high-interest, low-difficulty literature during independent reading.
3. In terms of student results in the NYSESLAT, the modality analysis confirms that our ELL students are generally more successful at obtaining high scores in speaking/listening, than in reading/writing. Among ninth graders in particular, a large gap exists between student achievement in one modality pair over another. When it comes to NYS Regents Exam results, we notice that test with typically large amounts of text (U.S. and Global History and ELA), whether taken in English or the native language, lead to larger amounts of failures among our ELL population; this also holds true for our larger population. The School Leadership and LAP Team are looking forward to training in, and usage of, results of ELL periodic assessments.
4. We don't have a dual-language program.
5. We evaluate the success of our program for ELLs through several factors. These include: their progress and growth in credit accumulation throughout the years in comparison to the total school population; their progress in NYSESLAT scores and eventual scoring out of ELL status; and their Regents scores and proportions of ELL students attaining a Regents diploma.
6. All students that were intermediate last year moved one level up through NYSELAT testing.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Heritage school</u>		School DBN: <u>4M680</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dyanand Sugrim	Principal		1/16/13
Denise Byfield-Aboagye	Assistant Principal		1/16/13
Jocelyn Bula	Parent Coordinator		1/16/13
Addis Rojas Marin	ESL Teacher		1/16/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: Chris Groll **Network:** CFN403

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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