



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name: HARRIET TUBMAN LEARNING CENTER**

**DBN (i.e. 01M001): 05M154**

**Principal: ELIZABETH JARRETT**

**Principal Email: EJARRET@SCHOOLS.NYC.GOV**

**Superintendent: GALE REEVES**

**Network Leader: KAREN AMES**

### 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
ELIZABETH JARRETT	*Principal or Designee	
CATRICE DAVIS	*UFT Chapter Leader or Designee	
ERONA WHITE	*PA/PTA President or Designated Co-President	
JUNE NELSON	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
AGNES HOWELL-JACK	Member/ TEACHER	
MONICA EMMETT	Member/ TEACHER	
SHAMIKA THOMPSON	Member/ PARENT	
SANDRA KIRTON	Member/ PARENT	
LAURIE LOPEZ	Member/ PARENT	
LACHONDA BURGESS	Member/ PARENT	
ANNIE JONES	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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, 15-20% of 4<sup>th</sup> and 5<sup>th</sup> Grade students who performed levels 1 and 2 in the ELA NYS 2013 assessments will show growth as measured by the DOE Schoolnet benchmark assessments.

### Comprehensive Needs Assessment

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

Based on the last NYS ELA assessments, the following data determined our school's ELA goal:

- Out of 43 Grade 3 students who took the exams 26 students scored level 1 (60%) and 10 students scored level 2 (23%)
- As for the 4<sup>th</sup> Grade, out of 52 students who took the exams there were 17 students who scored level 1 (33%) and 28 students who scored level 2 (54%).

These 81 students are currently in Grades 4 and 5. According to the NYS ELA 2013 assessments they are below ELA standards.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

Targeted 4<sup>th</sup> and 5<sup>th</sup> Grade students will take the Schoolnet benchmark assessment in January 2014 and the data will be analyzed by key personnel to identify key deficits in order to develop and deliver targeted instruction through the strategies listed below:

1. ReadyGen Program with appropriate professional development supports (See goal 3 for additional information)
2. Small reading group instruction to target levels 1 and 2 students across grades 4 and 5
3. Push-in instruction for ELL students and Afterschool program
4. Small Group Extended Period to target levels 1 and 2 students across grades 4 and 5
5. Expanded Learning Program (After School program) to target levels 1 and 2 students across grades 4 and 5

#### B. Key personnel and other resources used to implement each strategy/activity

1. Classroom Teachers (Monday – Friday: 90 minutes each session)
2. Ms. T. King (4<sup>th</sup> Grade)– 50/50 IEP Teacher; Ms. A. Gatling (5<sup>th</sup> Grade) – Science Cluster Teacher (Monday-Friday: 90 minutes each session)
3. Ms. M. Acevedo – ESL Teacher (Monday – Friday: 90 minutes each session); Afterschool will start in January 2014 (Tuesday, Wednesday and Thursday: 2 hours each session).
4. Classroom Teachers (Tuesday – Wednesday: 37 ½ minutes each session)
5. Selected After School Teachers and Teachers College Tutors (Tuesday, Wednesday and Thursday: 2 hours each session)

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1-4 Performance assessments will be administered after each program module. Key personnel will use data to track the progress and revise interventions to targeted students.
5. Schoolnet data will be used by key personnel to identify strategic Rally lessons to be adapted and delivered during Expanded Learning program to targeted students. The Rally assessments in those lessons will be used on a weekly basis to check for understanding of the targeted students. Assessment data will be used by TC tutors for small group tutorial program.

#### D. Timeline for implementation and completion including start and end dates

1. ReadyGen program started in October and will end by June 2014.
2. Ms. King's 4<sup>th</sup> Grade small group instruction is done daily for 90 minutes which started in October 2013 and will end in June 2014. Ms. A. Gatling's 5<sup>th</sup> Grade small group intervention will start in January 2014 and will end in June 2014 (This is due to a leave of absence coverage).
3. Push in is provided by the ESL teacher daily for 90 minutes, which started in October 2013 and will end in June 2014; ELL after school program which will start in January, 3 times a week and 2 hours per session.
4. Extended time small group program is being held every Tuesday and Wednesday for 37 ½ minutes. It started in September 2013 and will end in June 2014.
5. Expanded Learning program (After School program) started in October 2013 and will end in April 2014.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. 90-minute reading block using the DOE Reading curriculum (ReadyGen)
2. Selected 4<sup>th</sup> and 5<sup>th</sup> Grade students for 90-minute AIS reading block with the use of the ReadyGen program
3. ESL teacher goes into the classroom to provide push-in to 4<sup>th</sup> Grade ELL students during the 90-minute reading block. She will also provide 2 additional instructional hours during after school 3 times a week (6 hours).
4. Each small group is comprised of 10 Gen Ed students. Special Ed small group has 5 students. Small groups meet with their assigned teachers on Tuesday and Wednesday for 37 ½ minutes. Regular classroom teachers from PreK-5 are assigned to handle a group.
5. In partnership with Harlem Children Zone, there are 5 classes in the Expanded Learning program. The program is offered to grades 3-5 students, which supplements the activities during regular instructional period. No costs is associated with this program.

**Strategies to Increase Parental Involvement**

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).

1. Parent workshops on common core state standards, different area contents, adult education, etc. are scheduled on a monthly basis.
2. Once a month Family Friday has been established by the Parent Coordinator to provide open line communication between school and home. This program allows the parents and the principal to network.
3. Newsletters and other forms of communication will be utilized to inform parents about school and parent activities.
4. PTA will conduct monthly meetings with parents to inform about school activities and to encourage parent participation.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

. By June 2014, 15-20% of 4<sup>th</sup> and 5<sup>th</sup> Grade students who performed levels 1 and 2 in the Math NYS 2013 assessments will show growth as measured by the DOE Schoolnet benchmark assessments.

**Comprehensive Needs Assessment**

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

Based on the last NYS Math assessments, the following data determined our school's Math goal:

- Out of 43 Grade 3 students who took the exams 22 students scored level 1 (51%) and 15 students scored level 2 (35%)
- As for the 4<sup>th</sup> Grade, out of 52 students who took the exams 36 students scored level 1 (69%) and 11 students scored level 2 (21%).

These 84 students are currently in Grades 4 and 5. According to the NYS Math 2013 assessments they are below Math standards..

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

Targeted 4<sup>th</sup> and 5<sup>th</sup> Grade students will take the Schoolnet benchmark assessment in January 2014 and the data will be analyzed by key personnel to identify key deficits in order to develop and deliver targeted instruction through the strategies listed below:

1. Go Math Program with appropriate professional development supports (See goal 3 for additional information)
2. Push-in instruction for ELL students and Afterschool program
3. Small Group Extended Period to target levels 1 and 2 students across grades 4 and 5
4. Expanded Learning Program (After School program) to target levels 1 and 2 students across grades 4 and 5

5. Math Small Group Instruction to target selected levels 1 and 2 students across grades 4 and 5
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1. Classroom Teachers (Monday – Friday: 90 minutes each session) 2. Ms. M. Acevedo – ESL Teacher (Monday – Friday: 90 minutes each session); Afterschool will start in January 2014 (Tuesday, Wednesday and Thursday: 2 hours each session). 3. Classroom Teachers (Tuesday – Wednesday: 37 ½ minutes each session) 4. Selected After School Teachers and Teachers College Tutors (Tuesday, Wednesday and Thursday: 2 hours each session) 5. Mr. R. De Jesus, AP (Tuesday and Wednesday: 50 minutes)
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1-3,5. Unit assessments will be administered every beginning and end of the Chapter. Assessment data will be used and analyzed by key personnel to track the progress and to revise instructional interventions to targeted students. Performance based assessment data will also be used and analyzed to determine key instructional strategies to track targeted student progress. 4. Schoolnet data will be used by key personnel to identify strategic Rally lessons to be adapted and delivered during Expanded Learning program to targeted students. The Rally assessments in those lessons will be used on a weekly basis to check for understanding of the targeted students. Assessment data will be used by TC tutors for small group tutorial program.
<b>4. Timeline for implementation and completion including start and end dates</b>
1. Go Math program started in October and will end by June 2014. 2. Push in is provided by the ESL teacher daily for 90 minutes, which started in October 2013 and will end in June 2014; ELL after school program which will start in January, 3 times a week and 2 hours per session. 3. Extended time small group program is being held every Tuesday and Wednesday for 37 ½ minutes. It started in September 2013 and will end in June 2014. 4. Expanded Learning program (After School program) started in October 2013 and will end in April 2014. 5. Math Small Group Instruction will start in December and will end in June 2014.
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. 90-minute math block using the DOE Go Math curriculum 2. ESL teacher goes into the classroom to provide pull-out to 4 <sup>th</sup> and 5 <sup>th</sup> Grade ELL students during the 90-minute math block. She will also provide 2 additional instructional hours during after school 3 times a week (6 hours). 3. Each small group is comprised of 10 Gen Ed students. Special Ed small group has 5 students. Small groups meet with their assigned teachers on Tuesday and Wednesday for 37 ½ minutes. Regular classroom teachers from PreK-5 are assigned to handle a group. 4. In partnership with Harlem Children Zone, there are 5 classes in the Expanded Learning program. Sessions are held from Tuesday to Wednesday. Each session is comprised of 2 hours of instructional period. 5. Selected students will be engaged in mathematical activities which will focus on improving mental math (Game 24) and problem solving skills.

**Strategies to Increase Parental Involvement**

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).
1. Parent workshops on common core state standards, different area contents, adult education, etc. are scheduled on a monthly basis. 2. Once a month Family Friday has been established by the Parent Coordinator to provide open line communication between school and home. 3. Newsletters and other forms of communication will be utilized to inform parents about school and parent activities. 4. PTA will conduct monthly meetings with parents to inform about school activities and to encourage parent participation.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #3**

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

### **Annual Goal #3**

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

By June 2014, 100% of teachers will develop a shared understanding of effective practice on the following indicators of the Danielson Rubric, such as, 1e (Designing Coherent Instruction), 2b (Establishing a Culture for Learning), 3b (Using Questioning and Discussion Techniques), and 3d (Using Assessment in Instruction) as measured by their formal and informal observations.

### **Comprehensive Needs Assessment**

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

The 2013 Quality Review, as well as, the observations during the fall 2013, the following are identified as areas that need improvement: (QR)

- Improve instructional practices across classrooms to ensure that diverse students are consistently provided with multiple entry points and challenging tasks enabling them to demonstrate higher order thinking.
- Promote greater reliability in the alignment of assessment practices and rubrics to standards and tasks so that teachers can gauge student learning outcomes and effectiveness of their curricular and instructional learning.
- Further refine the development of the curriculum to reflect alignment with key standards and Common Core learning tasks that increase rigor and cognitively engage all learners.

In response to these findings we are focusing on the Danielson indicators as identified in the goal.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

6. A minimum of three informal observations and one formal observation for teachers who chose Option 1, and a minimum of six informal observations for teachers who chose Option 2. After each observation, an effective feedback will be provided around the Danielson indicators as identified in the goal.
7. Common planning periods for teacher teams to collaborative work on improving pedagogical practices under the Danielson indicators which are identified in the goal.
8. Professional development around the identified Danielson indicators, ReadyGen and Go Math as provided by the DOE, Network, Teachers College and administrators.

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Principal and Assistant Principals
2. Grade level supervisors and teachers
3. DOE, Network, Teachers College and School Administrators

#### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1 and 3. Observation reports demonstrating improvements in identified Danielson indicators to track progress and PD supports.
2. Teachers will share lesson plans and will engage in inquiry process as a way to continuously improve instructional process and develop artifacts to support evidence for the identified goal indicators.

#### **4. Timeline for implementation and completion including start and end dates**

1. All teachers will be observed formally and informally from September to May 2014, including the initial planning and end of the year reflection.
2. Starting in September and ending in June 2014. Grade level supervisors meet with their teachers at least once a month.
3. ReadyGen and Go Math programs have four sessions during the year which started in July to March 2014. Teachers College, Network and school administration PDs around the Danielson rubric are done on a monthly basis beginning in September 2013 to June 2014 for selected teachers.

#### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Principals and Assistant Principals will submit their formal and informal observation reports via the Advance Website. A minimum of two observations a week per supervisor.
2. Two weekly common planning periods assigned to each grade level to discuss instructional contents and modify contents to accommodate students' individual needs based on data inquiry of student work.
3. Budget for substitute teachers is needed to cover classroom teachers who attend PDs.

### **Strategies to Increase Parental Involvement**

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).

1. Parent Coordinator organizes workshops which will expose parents to the Danielson Rubric and to the Common Core Standards twice during the year.
2. Once a month Family Friday has been established by the Parent Coordinator to provide open line communication between school and home.
3. Newsletters and other forms of communication will be utilized to inform parents about school and parent activities.
4. PTA will conduct monthly meetings with parents to inform about school activities and to encourage parent participation.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

***Annual Goal #4***

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

***Comprehensive Needs Assessment***

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

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1.

**2. Key personnel and other resources used to implement each strategy/activity**

1.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

**4. Timeline for implementation and completion including start and end dates**

1.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

***Annual Goal #5***

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

***Comprehensive Needs Assessment***

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

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**5. Strategies/activities that encompass the needs of identified subgroups**

1.

**6. Key personnel and other resources used to implement each strategy/activity**

1.

**7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

**8. Timeline for implementation and completion including start and end dates**

6.

**9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

***Strategies to Increase Parental Involvement***

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).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Literacy Block (small group intervention activities are integrated in the program)</li> <li>• RSVP (Reading Buddy)</li> <li>• TC Reading Tutors</li> <li>• Accelerated Reading Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• 90 minutes of instructional period with the use of the ReadyGen program from Grades K-5; Pre-K is using the Creative Curriculum.</li> <li>• One-on-One reading tutorial of levels 1 and 2: Grades kindergarten to 2 students.</li> <li>• One-on-One Reading tutorial/small group</li> <li>• Independent Reading and Online Quizzing</li> </ul>	<ul style="list-style-type: none"> <li>• ReadyGen program and Creative Curriculum are being taught during the school day.</li> <li>• During the school day: 4 period a week (Monday-Thursday)</li> <li>• After School: Tuesday to Thursday – 2 hours per day.</li> <li>• During the school day: daily</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Math block</li> <li>• Accelerated Math Enterprise</li> <li>• TC Math Tutors</li> </ul>	<ul style="list-style-type: none"> <li>• 90 minutes of instructional period</li> <li>• Independent Math practice (Grades 3-5)</li> <li>• One-on-One Math tutorial/small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day: daily</li> <li>• During the school day: daily</li> <li>• After School: Tuesday to Thursday – 2 hours per day.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• FOSS</li> <li>• Engineering By Design by Teachers College Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Class instruction</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 2 times a week during the school day excluding the sessions provided by Science Cluster teacher.</li> <li>• After school: once a week</li> </ul>
<b>Social Studies</b>	NONE	NONE	NONE
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling	Individual and small group	During the school day: daily

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed\*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Ongoing actionable feedback from supervisors after observations and walkthroughs in a timely manner to improve pedagogical practices.</li> <li>• Ongoing high quality professional development which will target all staff members' individual needs.</li> <li>• Constant instructional support provided by administration, Network Staff and Teachers College Staff.</li> <li>• Network Professional Development workshops are offered to teachers.</li> <li>• Well-rounded school environment.</li> <li>• Provide opportunities for staff to participate in PD sessions as provided by Teachers College, DOE, Network and Administrators.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• 3 hours of professional development are scheduled every month in school as provided by administration, Teachers College, DOE and Network staff.</li> <li>• Formal and Informal observation feedback with the use of the Danielson rubric to improve pedagogical practices</li> <li>• Grade level meetings to discuss curriculum, student data, student work and next steps to align instruction to CCSS.</li> <li>• Teacher Teams to engage in inquiry process.</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• A fund of \$3,000 is set aside to purchase school supplies and uniforms for students in temporary housing.</li> <li>• 1% of the total budget is set aside to support parental involvement.</li> <li>• 60% of Title 1 allocation funds the Guidance Counselor salary who serves as Respect for All Coordinator.</li> <li>• 40 % of Title 1 allocation funds School Librarian who supplements instruction for all students.</li> <li>• 40% of Title 1 allocation funds AP salary who provides professional development to teachers to improve teacher practices and instruction.</li> </ul>

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
N/A

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
---

N/A

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>154</b>
School Name <b>Harriet Tubman Learning Center</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Elizabeth Jarrett</b>	Assistant Principal <b>Raymond De Jesus</b>
Coach	Coach
ESL Teacher <b>Marlene Acevedo</b>	Guidance Counselor <b>Wendy Mejia</b>
Teacher/Subject Area <b>Tonato Perez</b>	Parent <b>Erona White</b>
Teacher/Subject Area <b>Yvonne La Roche</b>	Parent Coordinator <b>Monique Kennedy</b>
Related Service Provider <b>Shirley Lai Quong</b>	Other <b>Tiawana King</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>321</b>	Total number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>12.77%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In				1	1									2
Pull-out	1	1	1			1								4
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>6</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	11
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	27		6	14		5				41
Total	27	0	6	14	0	5	0	0	0	41

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	4	3	5	7								29
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	2			1	1									4
Haitian														0
French			1	1		1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2		1		1								4
<b>TOTAL</b>	8	7	5	6	6	9	0	0	0	0	0	0	0	41

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	7	1			1	2								11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		5	3	2	1									11
Advanced (A)	1	1	2	4	4	7								19
Total	8	7	5	6	6	9	0	0	0	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	2			5
5	2	3			5
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		2						5
5	4				1				5
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3		4		1		8
8									0
NYSAA Bilingual (SWD)									0

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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

As tools to assess the early literacy skills of our ELLs, our school uses data from TCRWP Running Records and will be using the assessments provided by the Ready Gen and Go Math Programs for the very first time. These data provide information to plan instruction and create flexible grouping depending on students' academic ability.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
NYSESLAT data show the ELLs are making gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are at the beginning level are mainly newcomers and in grade 1. The largest ELL population in our building is currently in grade 5. The data patterns reveal that most of our 3, 4, 5 ELLs are proficient in listening and speaking, however it is the reading and writing modalities which impede them to become fully proficient in the English language. After looking at the modality analysis for NYSESLAT, it was evident that the reading and writing scores caused most students to remain at the advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

4. For each program, answer the following:
  - a. 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?

After looking at the different proficiency levels across the grades, 80% of our K-2 students are at the Beginning or Intermediate levels, while 20% are at the Advanced level. 29% of our grades 3-5 students are at the Beginning or Intermediate level, while 71% are Advanced ELLs. We do not have any students taking state exams in their native language, however in previous years we had students who were literate in their native language and took the Mathematics and Social Studies State Exams in a Spanish translated version. We have also provided oral interpreters for Arabic speaking students taking the Mathematics Exam and have encouraged the usage of glossaries and dictionaries. Our current ELLs are English dominant speakers and not literate in their native language, therefore all state exams are administered in their English version. Periodic Assessment data are used to assess students' strengths and weaknesses in three language modalities: listening, reading, and writing mechanics. An initial Fall administration helps us diagnose the students' proficiency levels and plan instruction based on students' needs, while the second administration of the assessment, which occurs in the Spring helps us identify progress and measure gains.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We guide instruction for ELLs within the RTI framework by utilizing data from different sources such as: School Net Benchmark Assessments; assessments from TCRWP, and assessments embedded in the Core Curriculum. These data determines whether students are at risk for not meeting standards in a given academic subject. Once students are identified they are grouped in one of the three tiers (Tiered Model For Instruction and Support) based on the content with which they struggle. Student performance is monitored to identify which students are making progress and make changes to instruction and intervention.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Student second language development includes scaffolded instruction in which teachers support students through modeling, questioning, utilizing visual aids, among others. Students receive all instruction in English including academic content area instruction using ESL methodology and strategies. Scaffolding may be gradually subtracted as students gain proficiency in the English language.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our ELL Program by monitoring data to ensure that students make gains in terms of scores, move up

English proficiency levels and meet grade standards in all subject areas. Useful tools such as the AMAO allows us to see progress and lack of in terms of NYSESLAT data. We also have success stories based on formative assessments such as: students moving up reading levels, students being more willing to speak and be actively engaged in tasks done in the classroom, among others.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Parents fill out a Home Language Identification Survey (HLIS) provided by a bilingual secretary during the registration process of their child in our school. Translated versions are available for parents in their native language. To provide native language support, we have access to interpreters for low incidence languages (i.e., Wolof and other African dialects.) Bilingual pedagogues are able to assist Spanish, Chinese, and Korean speaking parents if needed. A certified ELL teacher reads every newly admitted students' HLIS form in order to verify which students may be eligible for LAB-R administration. When a parent states the student speaks or understands another language other than English, the ELL teacher interviews the parent and the child. The ELL teacher asks the parents: "What language(s) is/are spoken at home?" "Which language is predominant?" "Is the student literate in his/her home language?" "What language (s) does the student understand?" Subsequently the student is interviewed. The student is asked open ended question that elicit language use, such as: "What do you like to eat?" "Where do you like to play when it's sunny outside?" "How many brothers and sisters do you have?" If the student shows English fluency that approximates to that of a native speaker and is able to provide an answer that makes sense in context, the LAB-R is not administered. On the other hand, if a student is eligible to be administered LAB-R; and Spanish LAB when applicable, the assessment is administered within the first ten days of enrollment in the school.
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. After looking at the LAB-R manual scores, we know which students are eligible for ELL services. Entitlement letters are hand delivered to parents of these students by the ELL teacher, and in rare cases if the parent does not come in to the school, they are sent home with the students via parent communication folders. Parent letters are available in English and in the home language, and they provide information of their child's eligibility to be in an ELL program. A parent orientation is scheduled within ten days from the first day of school and parents are notified of this event via flyers available in English and other languages translated by the DOE Translation Unit. Parents also receive phone calls that remind them of the event. During this meeting, parents are presented the Orientation video for Parents of Newly Enrolled ELLs, which is available in nine different languages and explains all three NYC program models. After viewing the video, the parent coordinator and ELL teacher answer any questions the parents may have regarding the three program choices. Finally, parents complete the Parent Survey and Program Selection Forms. Pedagogues, as well as administrators in our school are able to communicate with parents who speak: Spanish, Chinese, and Korean if necessary. The school Parent Coordinator has a network of individuals who speak low incidence languages (i.e., Wolof, Arabic, French, among others) and are available to translate important information to parents who do not speak and understand English. Parents who are not able to attend the Orientation Meeting are able to schedule an individual meeting with the ELL teacher and are notified of the program choices. After parents complete the surveys, placement letters are sent home notifying parents of their child's placement in an ELL Program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).) To ensure Parent Surveys are returned to our school, the Parent Coordinator and ELL teacher call parents who did not attend the orientation to schedule one on one meetings. If necessary, parents are greeted in the mornings before school starts and during

dismissal times to have impromptu meetings where they are informed of the three programs. They are given the Parent Survey and Program Selection Form to fill out at the moment. Parent Surveys as well as copies of the entitlement, placement, continued entitlement, non entitlement and transition letters are kept and secured in an ELL binder which is stored in the school's main office. We strive to have 100% of Parent Surveys back as it is imperative parents know they have a right to choose a program for their child and do so.

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.

The criteria and procedures followed to place identified ELLs in a bilingual or ESL instructional program include looking at the parents' requests as per Parent Surveys. For the past years, there has been a high demand of the Freestanding ESL program by the majority of parents of ELLs. There are few parents who have selected either TBE or Dual Language Programs as their first choice, and in these cases they are told we need a population of fifteen students or more in a same grade or two consecutive grades requesting said program in order to open a whole class. For lack of students to start these programs and a vast number requesting ESL, our school only offers a Freestanding ESL Program. Parents are notified they can transfer their children to a nearby school that may offer a TBE or Dual Language Program, but all have stated they find our school conveniently located to their homes and willingly accept to have their children participate in a Freestanding ESL Program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Since the beginning of the Spring, the ELL teacher in collaboration with the testing coordinator create a list of eligible students who need to be administered the NYSESLAT. This information is accessed via ATS reports. This list of students is updated several times throughout testing time to ensure every ELL in the building is accounted for, including any student who may have been newly admitted to the building at anytime. The next step is to create subgroups by grade bands: K, 1-2, 3-4, and 5 and within these subgroups, create smaller groups for test administration. For students who have IEPs, these are carefully examined to ensure that students with disabilities are provided with the testing accommodations specified for each. Each student is administered a one-on-one Speaking activity within the testing window of time. After the Speaking subtest has been administered to all ELLs in all grades, we proceed to administer the listening, reading, and writing subtests to each ELL subgroup.

6. 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.) 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. 
- During the school year 2010-2011, 28 parents filled out the Parent Survey. 23 parents (82%) selected Freestanding ESL Program as a first choice of an ELL Program for their children. Four parents (14%) marked Dual Language Program as their first choice; three of whom were native speakers of Spanish; and were in grades 2, 3, and 5; while the other was a French native speaker in grade 5. One Spanish native speaking parent (4%) requested TBE as first choice.

For the school year 2011-2012, 24 parents filled out the Parent Survey. 19 (79%) parents requested the Freestanding ESL Program. Four parents (21%) selected Dual Language Program as their first choice; three of whom were native speakers of Bengali in grades 1, 3, and 4; and a native speaker of French in grade 3. One native Spanish speaking parent (.005%) chose the TBE as number one choice, making it the least popular selection.

In 2012-2013, 13 parents filled out the Parent survey and 100% of the surveyed population chose Freestanding ESL Program as their top choice for their children.

In September 2013, nine parents filled out the Parent survey. Six parents (66%) chose the Freestanding ESL Program as a first choice, while two Spanish speaking parents (22%) chose a TBE program as a first choice. One Chinese speaking parent (11%) also chose TBE as a first choice.

At C.S. 154, we have a Freestanding ESL Program in place, being the sole ELL Program available for our ELLs. When parents have requested the TBE or Dual Language Programs; the Parent Coordinator, School Secretary, and ELL teacher have advised them that such programs can occur when there is a population of 15 or more children who speak a common language and are in the same grade or two consecutive grades. Parents have also been notified of the possibility of transferring their children to a nearby school that may offer the program of their choice, however in all occasions parents have declined to move their children to different schools expressing their convenience and satisfaction in having their children attend our school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

C.S. 154 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to develop literacy and academic skills through English. The program models that take place in our building are push-in: to a grade 3 and a grade 4 classrooms; and pull-out for grades K, 1-2 in a mixed group, and grade 5. All students are provided ELL services by a fully certified ESL teacher. For each model, an instructional approach of Content-based ESL is utilized. Classroom teachers and the ESL teacher teach content areas, delivered through thematic units and serve as the vehicle for second language learning.

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)?

Beginning and Intermediate ELLs receive 360 minutes of explicit ESL instruction per week, whereas Advanced ELLs receive 180 minutes of explicit ESL instruction per week. For the pull-out model, students are grouped by grade and proficiency levels. Students have been grouped by grade bands K, 1-2, and 5 in order to better target NYSESLAT demands. Grades 3 and 4 are served through Push-in services in their classrooms. Since the majority of our ELLs are in the Advanced level of English proficiency, the schedule has been created to provide 180 minutes of ESL instruction to each group. However, there is a Pull-out group of Beginning and Intermediate ELLs in grades 3, 4, and 5 which meets an additional 180 minutes to complete the 360 minutes of ELL instruction they are entitled to receive.

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 foster language development and meet the demands of the Common Core Learning Standards.

The goal of our ESL Program is to provide instruction in a rigorous learning environment where students' needs and differences are acknowledged and respected and encourage English proficiency. In order to reach these goals we utilize scaffolding strategies such as modeling, schema building, bridging, contextualization, among other strategies that allow students to participate more

fully in their academic tasks. We use content areas as medium for second language learning, focusing on vocabulary and developing literacy through thematic units. Content areas are delivered in English with native language support. Instruction supports the comprehension of challenging material through the use of strategies such as: rephrasing, questioning, expanding vocabulary, providing additional time on challenging tasks, presenting realia, manipulatives, and visual aids in different content area subjects to aid and increase comprehension of tasks that are aligned to Common Core Learning Standards, and using verbs from the Depth of Knowledge Chart in lesson plans to raise higher order thinking and understanding.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure ELLs are appropriately evaluated in their native language, newly admitted Spanish speakers are administered the LAB-R and Spanish LAB. Spanish versions of the Mathematics and Science state exams are available when needed for grades 3, 4, and 5 students. In the past, we have hired Arabic interpreters to assist test takers in understanding the directions of the Mathematics exam. As for students who speak African dialects, such as: Wolof and Fulani, they take all exams in English given that these dialects do not have a written system.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

NYSESLAT subtest scores are a base to understanding students' English proficiency level at the beginning of the school year. Throughout the year, ELLs are evaluated and progress is monitored through formative assessments, unit assessments, checklists, teacher created tasks, rubrics, and school wide rubrics.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We currently do not have any ELLs identified as SIFE. In the event a SIFE becomes part of our community, it is important to determine their level of English proficiency and create a schedule which provides the student the amount of ELL instruction s/he needs. This student would be grouped with students who have similar academic needs in order to provide small group and collaborative learning activities, along with intervention strategies to target the student so they can approach grade level, until eventually the student meets grade standards. All teachers who work directly with the student should have conversations to utilize common strategies to help this student, plan instruction jointly and have common materials to heighten student performance.

b. Newcomers are provided with a risk free, welcoming environment to meet the transitional needs some face being newly arrived immigrants. These students are encouraged to become involved in learning English through role play, simulation, projects, field trips and scaffolded lessons. It is important to provide informal assessments in order to know students' prior knowledge and build on the skills they already have so they can acquire new skills. Native language support may be provided through home language print, technologies, translations and interpretations in the native language, and encouraging "buddy systems" of students who speak the same native language.

c. ELLs receiving service 4-6 years are also those students who take state exams (i.e., ELA, Math, etc.) and are taught explicit test taking skills. These students are encouraged to enroll in the school's After School Program for further support. Teachers regularly read assessment data to monitor the students' progress in all content areas and better differentiate instruction for specific academic needs. The skills that prove to be more difficult are targeted in small group settings. According to 2013 NYSESLAT data, our ELLs who have been receiving services for 4-6 years, are struggling in reading and in writing. The focus will be for teachers to target vocabulary development, apply close reading strategies, modeling, continue to utilize graphic organizers to monitor comprehension in reading and plan writing, and utilizing rubrics and peer and self assessment checklists.

d. Closely monitoring data is crucial to differentiate instruction for Long Term ELLs. This way we can identify where the students are struggling and tailor instruction to address those needs. Providing RTI support if needed ensures that students who are at risk receive the intensity and differentiation they need, and as the student makes progress, intervention is gradually removed until the student becomes more independent.

e. Our Former ELLs continue to receive testing accommodations of separate location and time extension up to two years. They are invited to be a part of the supplemental Title 3 program (After School) and their data is closely monitored to ensure they are meeting grade level expectations in all content areas.

7. 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?

Some strategies and grade-level materials that teachers of ELLs-SWDs use to provide access to academic content and accelerate English language development are targeting small group instruction, using visual and auditory cues that reinforce learning, using

graphic organizers and checklists to monitor student progress, pre-teaching and reviewing, using verbal prompts, directions reread, teacher redirection, direct modeling, multi-sensory instruction, taking frequent breaks and having clear and consistent class routines in each classroom.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Curricular, instructional and scheduling flexibility enables ELLs and SWDs to achieve their IEP goals by ensuring they are in a least restrictive environment at all times possible. Students only receive pull-out support services when push-in is not conducive to the student receiving the necessary instruction according to their needs. In addition, flexible programming allows students to receive a combination of direct and indirect services by allowing time for special educators to collaborate with general educators to look for ways to apply instructional techniques and strategies that best work for that particular student.

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

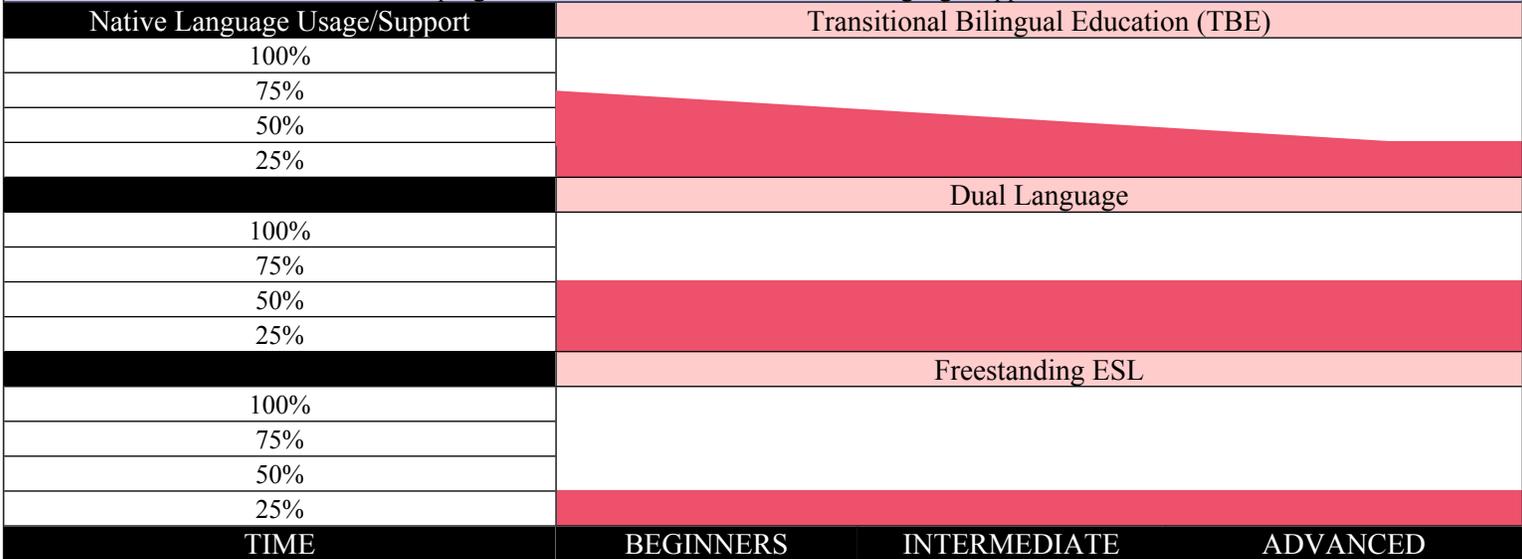
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.
- The Ready Gen literacy Program and Go Math Program each have an intervention system that is built into the program. Classroom teachers as well as support service providers are responsible to provide it through a tiered system of instructional support based on the learner's needs. Targeted intervention allows setting high expectations for all students and provide multiple entry points into the curriculum. The first step is to identify the students who will be targeted, deliver appropriate instruction, and monitor progress to allow students to move between tiers as needed. All intervention activities are imparted in English. Newcomers, ELLs receiving services 4-6 years, and Former ELLs whose performance on Benchmark Assessments is is not on grade level will be targeted.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We evaluate the success of our ELL by monitoring data to ensure that students make gains in terms of scores, move up proficiency levels, and meet grade standards in all subject areas.
11. What new programs or improvements will be considered for the upcoming school year?
- This school year we will implement more hands on projects as well as more use of technology in the classroom. Literacy and mathematical skills will be enhanced through the use of electronic tablets.
12. What programs/services for ELLs will be discontinued and why?
- For two consecutive years our ELLs used the Imagine Learning English web-based program to develop listening and reading skills. However, because this program is not aligned to Common Core Learning Standards we will not be integrating it as part of our curriculum.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Grades 3, 4, and 5 students have the opportunity to attend an after school enrichment program that provides the quality instruction to promote grade readiness. This program is tailored to students' academic needs in math and English Language Arts.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Some of the instructional materials used to support our ELLs are pictonaries, flashcards, books, big books, maps, globes, manipulatives, electronic tablets, Common Core aligned "modules", DOE Bundles, project based activities drawn from instructional models, such as Engage NY, among others.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in the ESL program through bilingual dictionaries and glossaries, having accessible books in the native language available in the classroom library and in the school library, grouping students who speak a same language together, and utilizing guided reading techniques where the teacher has a copy of the book in English while students have a copy in their native language and everybody analyzes and interprets the content.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Our ESL Program follows both, push-in and pull-out models in which students are provided instructional support with peers who are in a same grade. Some consecutive grades are grouped together, for instance grades 1-2.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- ELLs are invited to attend Summer Enrichment Programs for the purpose of language and social immersion. As for ELLs who enroll in our school throughout the school year, we encourage "buddy systems" and group them with students who speak the same language in their class.
18. What language electives are offered to ELLs?
- We currently do no offer any language electives to our ELL population.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Teachers in our school will participate in different professional development activities such as ELL instructional support provided on a monthly basis by the CFN 406, in addition to attending other sessions in different locations related to UDL services, Core Curriculum trainings, among others. During some of our monthly faculty conferences, different staff members and outside speakers present topics to support teachers with effective instructional strategies. The ELL staff presents ELL related topics to classroom teachers such as analyzing NYSESLAT data, ESL methodology and strategies, and differentiating ELL instruction.

In order to assist ELLs as they transition from elementary to middle school, our guidance counselor offers individual advice to our grade 5 teachers in: the articulation process, student advocate in meetings with teachers and parents, consultations with administration and teachers to help meet students' academic needs, staff development around particular issues; academic support and learning styles, parent help to assist teachers and interpret resources and information. This makes up for the 7.5 hours of ELL training, in addition to professional development sessions the school secretary may attend regarding ATS updates and ELL reports; and support PD for the ELL teacher related to paperwork such as LAP and Title 3.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

At the Harriet Tubman Learning Center, we promote parent involvement by creating a welcoming parent friendly atmosphere. Information and materials are provided to parents in their home language, as well as interpretations during orientations and conferences. ELL parents are encouraged to be involved meaningfully in their children's education. Parents are invited to meet with classroom and cluster teachers several times during the school year: parent orientations, Open School, and Parent Teacher Conference days to discuss their children's academic progress. If requested by the parents, teachers are available to meet with them individually. Parents are invited to attend the yearly ELL Parent Conference, become part of the School Leadership Team (SLT,) volunteer in the school and accompanying grade 2 students to their swimming program in P.S. 125.

Throughout the school year, parents are invited to come in and learn about state exams and strategies to help their children meet the expectations of these exams. Parents are encouraged and invited to attend field trips and assemblies. Our staff reinforces accurate information that is provided to parents in order to reach our goal by educating and increasing the positive relationship in the Partnership of schools and families. Our school partners with other agencies and community-based organizations such as Harlem Children Zone's Afterschool Programs, Hollywood Golfers Inc. (grades Pre-K through 2,) Harlem Hospital, Metro-plus, Citi-Care Family, Health Plus Amerigroup, who offers health related workshops in various languages regarding asthma and diabetes, Cook Shop, and Parents Job Net. The Parent Coordinator evaluates the needs of the parents through surveys, conducting oral interviews and phone calls. This way parents are provided about their issues and concerns. The Harriet Tubman Learning Center recognizes that parent involvement is essential in the educational development of our youth.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: Harriet Tubman Learning Center**

**School DBN: 05M154**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Jarrett	Principal		9/25/13
Raymond De Jesus	Assistant Principal		9/25/13
Monique Kennedy	Parent Coordinator		9/25/13
Marlene Acevedo	ESL Teacher		9/25/13
Erona White	Parent		9/25/13
Tonato Perez	Teacher/Subject Area		9/25/13
Yvonne La Roche	Teacher/Subject Area		9/25/13
	Coach		
	Coach		
Wendy Mejia	Guidance Counselor		9/25/13
	Network Leader		
Tiawana King	Other <u>50/50 IEP teacher</u>		9/25/13
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

**DBN:** 05M154      **School Name:** Harriet Tubman Learning Center

**Cluster:** \_\_\_\_\_      **Network:** Children First 406

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

**Part A: Needs Assessment Findings**

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

Upon registration, parents of Pre-K students complete a Language Needs Survey to assess written translation and oral interpretation needs. For students enrolled in grades Kindergarten through 5, parents complete a Home Language Identification Survey (HLIS) in which they express which language they prefer for oral and written communications with the school so that they may be provided with information in a language they can understand.

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.

For the past few years, Spanish has been a main language spoken by the majority of our ELL and some non ELL populations. Arabic, Chinese, and French are other languages native to our students. Some families are speakers of African dialects such as: Fulani, Wolof, and Mandingo. The school maintains appropriate and current record of these findings and they are maintained in ATS and in the students' cumulative record.

## Part B: Strategies and Activities

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

Our school provides written translations of documents to parents who speak Spanish, Arabic, Chinese, and French, which are covered languages. Citywide letters, notifications among other information is readily accessible in these covered languages through the Department of Education website. Other in-house documents such as report cards, flyers, letters to parents from teachers, and others are translated by school staff who are fluent and literate in Spanish. For Arabic, Chinese, and French communications we require language assistance from the Translation and Interpretation Unit in order to communicate effectively with parents. For languages that are not covered by the Translation Unit and do not have a written system, we send written communications in English and rely on parent and community volunteers who work with the African Services Committee to provide interpretation services to parents in need of assistance.

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.

Spanish speaking staff is available to provide oral interpretations for parents in need of assistance during formal and informal meetings where student achievement and behavior are discussed. Parents who require language assistance in Arabic, Chinese, or French are provided interpretation services by telephone from the Translation and Interpretation Unit. In some cases, parents have been accompanied to meetings by friends and relatives who have assisted with the interpretation service. Parents who speak African dialects are able to receive assistance from the African Services Committee.

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>.

Parents have access to the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Our school also has a sign indicating the availability of interpretation services. This ensures parents are not prevented from reaching the school's office due to language barriers.

## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Harriet Tubman Learning Center	DBN: 05M154
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

According to the NYSESLAT results, the English language proficiency levels of our English Language Learners are beginning, intermediate and advanced. Students continue to make progress on the listening and speaking modalities, however they still struggle in reading and writing. The purpose of our afterschool program is to enhance literacy instruction through the content areas of ELLs in grades 3, 4 and 5. Two Beginning students, One Intermediate, Seven Advanced students, and Four Former ELLs, with a total of 14 students will be served in the After School Program which will begin January 2, 2013 and will end April 24, 2013. The instructional hours will be from 3:30 PM to 5:30 PM on Tuesday, Wednesday, and Thursday. Instruction will be imparted in English by a certified ESL teacher who will work with each grade once a week. The program will be in session for a total of 43 instructional days, with a duration of 2 hours each (86 hours).

During these sessions, literacy will be targeted, as well as teaching math through targeting vocabulary development, constructing math problems with the use of manipulatives to concretize mathematics and written response tasks to explain their mathematical thinking. This way both subgroups receive services through literacy and math.

Student progress reports, along with formal assessment tools and teacher designed assessment tools will be used to monitor students' academic progress closely. Frequent observations and conferences with the students will also play an important part of the assessments, in addition to technology such as tablets.??????

### Part C: Professional Development

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

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

Begin description here: Title 3 teachers will attend Professional Development offered by the Children's First Network 406. The dates are announced on a monthly basis. Another important topic will be Meeting the Needs of English Language Learners with Special Needs, offered by The Division of Students with Disabilities and English Language Learners. This is a 4-workshop series with dates of November 13, 2013 and January 22, February 12, March 26, 2014.

**Part D: Parental Engagement Activities**

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

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

Begin description here:

ELL parents are always informed and encouraged to attend all school-wide programs that involve their participation in all aspects of their children's education. Flyers and calendars of other activities are sent home to the parents, including translated documents in other languages such as Spanish, Arabic, and French. Phone calls are also made via the "telephone message" system. Parents are invited and encouraged to attend field trips, come in to assemblies, and the weekly "Zumba" event for students which takes place in the auditorium. This year some activities that will engage parents' in their children's education are: Transitioning from Home to School and Family Fridays (October), provided by the parent coordinator; Understanding Common Core Standards and Family Fridays (November), Developing Literacy at home (December), Gang Awareness, Asthma Awareness, Getting Ready for NYSESLAT (March); provided by the ESL teacher and Family Reading Night (April) hosted by the school librarian, parent coordinator and ESL teacher.

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		