



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** THE HENRY HIGHLAND GARNET SCHOOL FOR SUCCESS

**DBN (i.e. 01M001):** 05M175

**Principal:** KAVITA J. PEREIRA

**Principal Email:** [KPEREIR@SCHOOLS.NYC.GOV](mailto:KPEREIR@SCHOOLS.NYC.GOV)

**Superintendent:** GALE REEVES

**Network Leader:** MARGARET STRUCK

### 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
Kavita J. Pereira	*Principal or Designee	
Jennifer Cuyson	*UFT Chapter Leader or Designee	
Tameeka Benjamin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Nadja Sailesman	CBO Representative, if applicable	
Josefina Pablo	Member/ Pedagogical Staff-Chairperson	
Charmaine Downton	Member/ Pedagogical Staff	
Hannah Siepman-Knowlton	Member/ Pedagogical Staff	
McKYLE Clyburn	Member/ Parent	
Macda Mansur-Cooke	Member/ Parent	
Junior Maynard	Member/ Parent	
Antoinette Williams-Thompson	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>X</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, the number of students performing at a level that shows improvement in Grades 4-5 will increase by a minimum of 10% through strategic implementation of research-based mathematics instruction.

### 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.

Our NYS Math exam data shows a decline of proficiency levels of 3 and 4 in each grade from Spring 2013. 20% of 4<sup>th</sup> Grade students scored in Levels 3 and 4; only 11% in 5<sup>th</sup> Grade. Within the ELL subgroup, 12.5% of 4<sup>th</sup> graders performed on grade level; 0% of the 5<sup>th</sup> graders. Within the IEP subgroup; 7% of the 4<sup>th</sup> graders performed on grade level; 0% of the fifth graders. Student performance was 0.39 points lower than the citywide average, but comparable to our peer group. However, our students showed less improvement from 2012 to 2013 than students in our peer group.

After analyzing the data trends retrieved from 2012-2013 NYC Annual Progress Report, NYC ACCOUNTABILITY REPORTS, it was determined that students would benefit from intensive support in math instruction aligned to Common Core State Standards. Students will be engaged in mathematics instruction through which they will be able to employ Mathematical Practices on a daily basis, and receive focused instructional support in critical areas of within each grade.

### 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

1. Teachers will receive support to implement Instructional Shifts in Mathematics through ongoing professional development, modeling, inter-visitations, and unpacking units outlined in GO MATH! Curriculum.
2. Teachers will develop and implement Common Core aligned Mathematics lessons using a variety of research-based instructional strategies for mathematics and key principles and statewide initiatives presented by the NYC Department of Education.
3. Teachers will present core materials to students using various approaches to meet the needs of students within each class. Students will participate in small group instruction, and work with math manipulatives and tools when necessary on a daily basis. Small group instruction will be used to meet student readiness levels through the employment of GO MATH! three-tiered differentiated instruction model. Students will work with math manipulatives, as well as technology resources when necessary in order to build skills proficiency.
4. Students will engage in consistent skills period activities designed to improve critical area skills throughout the year, improve stamina, and provide practice using test-simulation materials.

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

1. Teachers- including the RTI Team and Instructional Coaches who will utilize the GO MATH! Curriculum materials in conjunction with the Eight Mathematical Practices
2. Assistant Principals will work with the instructional coaches so that the information presented is properly aligned to our CCLS and Go Math curriculum.
3. Parent coordinator and community associate will work with parents to help bridge the gap in parent involvement regarding, "What My Child Needs to Learn in Each Grade".
4. Instructional coaches will work with teachers and administration to align cohesive and effective instruction and best teaching practices using, "Essential Skills for Mathematics Success" and "Rehearsing for the Common Core Standards for Mathematics".

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

1. Teachers will use school-wide data analysis tools to monitor student areas of growth and weakness in Common Core Aligned Critical Areas throughout the GO MATH! curriculum. Teachers will use this data to form small group instruction designed to bridge concepts for students within the curriculum.
2. Teachers will conduct bi-weekly analyses of student performance on assessments in order to analyze trends in student gaps within Content Area and Grade Specific Critical Areas.
3. Teachers will use school-wide data analysis tools to monitor student areas of growth and weakness in Common Core Aligned Critical Areas throughout the GO MATH!

curriculum. Teachers will use this data for small group instruction designed to bridge concepts for students within the curriculum.

4. Teacher teams will routinely examine student work to develop inter-rater reliability within their teams and to identify gaps in understanding between student outcomes and standard levels of performance.

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

1. Bi-Weekly results from Skills Period and Tutorial Tasks ( December 2013-June 2014)
2. Daily Quick Checks as prescribed in GO MATH! Curriculum (November 2013-June2014)
3. Teachers will use Item Analyses results from end of unit exams in order to create small groups throughout the year (November 2013-June 2014)
4. Data will be analyzed during professional development sessions, one Thursday per month (November 2013-June 2014)

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

1. Bi-Weekly Skills Period devoted to Math Instruction
2. Daily 90-minute Math Block
3. Teachers will utilize their common planning period for peer collaboration
4. Small Group Intensive Intervention

**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. Provide parents with an introduction workshop to the NYC CCLS-aligned GO MATH! Curriculum. Parents and Learning Leaders in the building have attended workshops to learn about Common Core initiatives in mathematics. To build upon this work we will:
2. Facilitate follow up parent workshops: differentiated at times to cater for testing and non-testing grades. Math Workshops will include a list of ways in which parents can strengthen math practices at home, a menu of various math website resources- including GO MATH! resources, and sample materials to show parents the work their children are expected to work on throughout the year.
3. Parents of children in testing grades will receive information regarding student expectations, and tips for success on the NYS Math Assessment. The National PTA document, "Road to Success" will be disseminated at this time.
4. Work cooperatively with the home through various outreaches by parent coordinator and PA as well as, parent/teacher conferences and progress reports.

**Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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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, at least 30% of the 36% of those students in grades 1-5 currently performing far below standard (Level 1) in reading will achieve grade-level proficiency (high level 2- level 3) as measured by running record data.

**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.

Analysis of the September 2013-2014 Running Record data indicated many students across the school are reading at a level below grade level proficiency. One of the objectives of the common core standards is to push students in developing their higher- order critical thinking skills. In order to move students to this level of thinking, it is necessary for them to read books which facilitate the practice of these skills. Thinking at a higher level cannot be achieved if students are not reading at their grade level proficiency or higher. There is a need to systematically increase student's time-on-text & reading stamina throughout the grades.

Student performance scored a C on the 2012-2013 NYC Progress Report. According to the NYS ELA Exam results for Spring 2013, only 17% of the 4<sup>th</sup> grade students performed on grade level; 12.5% of the 5<sup>th</sup> grade students performed on grade level. Within the ELL subgroup, no 4<sup>th</sup> or 5<sup>th</sup> grade ELL students performed on grade level. Within the IEP subgroup, 7% of the 4<sup>th</sup> grade students with IEPs performed on grade level; 0% of these students in the 5<sup>th</sup> grade performed on grade level.

***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**

1. Continuous support with the new Ready-GEN Reading & Writing Curriculum, through professional development and modeling of best teaching practices.
2. Professional development will be offered through demos, inter-visitations, one-on-one conference between teacher and literacy coach.
3. Three teachers will attend the Ready-GEN conferences and turn-key the information to the staff during “Lunch and Learn” conferences.
4. Teachers will meet in teacher teams with the literacy coach to analyze the Running Record data bi-monthly and identify trends and strategies to support students as well as set short term interim goals for students.

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

1. Classroom teachers and cluster teachers. coaches are the key personnel to implement the strategies/ activities
2. RTI Team will be assigned to work with students on a consistent basis utilizing Fountas and Pinnell Running Records, Reading Logs, Guided Reading Texts and FOUNDATIONS phonics program
3. Instructional coaches will create pacing calendars aligned to core curriculum and extension/enrichment activities
4. Assistant principals will monitor and evaluate the effectiveness through progress monitoring and informal observations

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

1. Bi-Weekly results from Skills Period and Tutorial Tasks (December 2013-June 2014)
2. Analysis of School-wide bi-monthly Running Record analysis sheet (December 2013-June 2014)
3. Teachers will use Item Analyses results from end of unit exams in order to create small groups throughout the year (November 2013-June 2014)
4. Data will be analyzed during professional development sessions, one Thursday per month (November 2013-June 2014)

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

1. Running Records analysis will continue throughout the year. Progress from November’s Running Record will be analyzed in order to construct small groups for guided reading groups in December. (December 2-13-June 2014)
2. Creation of flexible groups in order to address each skill being assessed (December 2013-June 2014)
3. Analysis of end of unit exams (December 2013-June 2014)

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

1. Skills Period and Tutorial Time utilizing supplemental Rally materials
2. Reading and Writing Block will be devoted to independent reading
3. Small group instruction focused on guided reading and strategy groups

***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. Provide parents with an introduction workshop to the NYC CCLS-aligned Ready Gen! Curriculum.
2. Facilitate follow up parent workshops: differentiated at times to cater for testing and non-testing grades. Literacy Workshops will include a list of ways in which parents can strengthen good reading habits at home, a menu of various literacy based website resources- including Ready Gen resources, and sample materials to show parents the work their children are expected to work on throughout the year.
3. Parents of children in testing grades will receive information regarding student expectations, and tips for success on the NYS ELA Assessment. The National PTA document, “Road to Success” will be disseminated at this time.
4. Work cooperatively with the home through various outreaches by parent coordinator and PA as well as, parent/teacher conferences and progress reports.

### **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, all Pre-K – Grade 5 Teachers will have participated in 3 professional development sessions which will enhance teacher practice in Domain 3 of the Danielson Framework for Teaching Components. Trainings will be based on observations of instructional practice. At least 40% of the teaching staff will demonstrate understanding of 2 components in Domain 3.

#### **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.
Teachers are required to provide instruction aligned with the common core performance standards in all content areas. Teacher practice is being evaluated against the Danielson Rubric that includes four domains entitled planning and preparation, classroom environment, instruction and professional responsibilities. In an effort to improve teacher practice which demonstrates knowledge of effective and highly effective characteristics of instruction; teachers must be involved in professional learning communities that will fortify lesson planning, analyzing student work and student engagement. Feedback is an essential component of teacher observations. Feedback will also be provided in the form of training which allows teachers to collaborate and share best practices. Training will focus on modifying and improving instructional practices and ensure that instructional tasks are rigorous and meeting the requirements for each grade and content area.

#### **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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1. On-going observations and focused walk-throughs will provide context for training and teacher assignments for planned sessions. 2. Training sessions will be held during common planning periods, faculty conferences and after-school when feasible. 3. Teacher collaboration teams will meet to discuss next steps as a grade band (based on learnings and feedback from administration)
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1. Administrators will conduct focused informal observations 2. Instructional coaches and network personnel will facilitate training. 3. A professional development calendar will be documented and materials will be identified in a resource area to support teachers.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Progress will be monitored monthly via feedback forms, teacher meetings and observations. 2. Over the course of the school year, all faculty will view at least 4 classroom videos together and record low-inference observations. 3. One-on-one sessions between teachers and administration to further explore 1-2 competencies at a time to discuss strategies for providing feedback and strengthening teacher practice
<b>4. Timeline for implementation and completion including start and end dates</b>
1. Teacher Surveys-distributed in October 2. Initial walk-Throughs will be captured during the first quarter of the school year. 3. December through May will involve training. (documenting evidence and artifacts for teacher growth will be on going)
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. All training will utilize resources from the Advance Model, Danielson Rubric and observations from class visits. 2. Supervisors will be provided with professional development on how to use the Framework to collect anecdotal evidence of teaching and learning, and how to better engage teachers in reflective collaboration to improve teacher practice. 3. Focused administrative walkthroughs will be held monthly to provide timely feedback to teachers that are aligned with the Framework

#### **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. Parents will receive monthly information in PA Meetings regarding updates on overall staff development/curriculum plans
2. Parents will be invited to school 1<sup>st</sup> Friday of the month for "Conversations and Coffee" with the Principal that will include information on curriculum and teacher practice
3. Monthly Parent Association Newsletter via parent coordinator

**Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
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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**
  - 6.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 4.
- 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**
  - 4.

**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.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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.

- **Strategies/activities that encompass the needs of identified subgroups**
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 6.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **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>	Guided reading, strategy-groups, Wilson/Fundations, Read Alouds-Ready Gen, guided writing; Test Sophistication Academy	Small group, tutorial, individualized instruction	During and after school
<b>Mathematics</b>	Math strategy groups, math games, technology linked math activities, tiered assignments, Go Math! Enrichment and Extension activities	Small group, tutorial, individualized instruction	During and after school
<b>Science</b>	Strategy-groups, FOSS Science Stories/Delta Science Readers and Science Classroom Libraries	Small group, tutorial, individualized instruction	During school
<b>Social Studies</b>	Higher-Order critical thinking strategies – facts/details, comparing primary/secondary sources, note-taking, summarizing, citing evidence from the text	Small group, tutorial, individualized instruction, Small Group, Differentiated Instruction, Field Trips	During school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling sessions, play-therapy, Art, puppets, toys and games, film, Computer activities, P.B.I.S.- a system that rewards positive behavior in order to decrease the frequency of negative infractions	Small group, tutorial, individualized instruction, Individual Counseling, Small, Home visits	During school

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

4. All elements of the *All Title I Schools* section must be completed\*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. 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.

To attract and encourage our current staff to become highly qualified, plans to provide thorough professional development to our teachers in understanding the Common Core Standards Initiative. Teachers meet during weekly common planning sessions to discuss common core requirements, standards and the Common Core Aligned Tasks with Coaches and Data Specialist. New and tenured teachers are working together to share best practices for implementation.

**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).

High quality and ongoing professional development is provided to teachers from administrators, coaches and data specialists to all teachers and paraprofessionals. The designated staff who are providing this support to teachers attend workshops and trainings held by Central and Fordham PSO to becoming experts in their subject matter/topic before presenting it to teachers.

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Programs supported from the Federal, State and local services are coordinated to achieve this goal. The Common Core Standards Initiative is one that was created on a national level and adopted by New York State and determined to be a priority by the NYCDOE. We have created initiatives that are aligned to the Common Core Learning Standards and all funds are consolidated to support those programs.

Funds are utilized and designated based on the following needs

- Data from ATS(identifying subgroups)
- Parent/student surveys
- Professional development location and enrollment
- School principal; works in collaboration with the Fordham Partnership Organization budget liaison to determine appropriate funding source available and designated for particular activities.

The school principal regularly monitors funding distributions.

**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.).

In order to assist our youngest students transition into kindergarten, support is provided to both students and families. We are implementing the Common Core Learning Standards in kindergarten and first grades, allowing students to develop their early literacy and math skills using Core Knowledge and GoMath with a focus on learning beginning reading skills and number sense. Students who are identified as at-risk are receiving additional support alongside students who are receiving SETTS according to their IEP mandates. Teachers receive professional development in understanding the learning needs of students and in proper implementation of their curriculum. At the beginning of the year, an open house is held to give families an opportunity to meet their child's teacher and visit the classroom. Parents are also involved in all other activities, including monthly workshops and activities sponsored by our Parent Coordinator and Parents Association.

**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.

In the summer, a committee of teachers met with administrators from our MOSL committee. This group was responsible for researching different assessments and make decisions on the assessment choices that would be most relevant for our population of students. The MOSL committee chose the NYC performance assessments in literacy and mathematics. Throughout the year, all other teachers then received training in understanding the components of the assessment, how to modify their curriculum, and implement strategies related to the assessment measures.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **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).

**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.

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**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;

## **Henry Highland Garnet School for Success**

### **P.S. 175**

#### **School Parental Involvement Policy 2013-2014**

##### **I. General Expectations**

The Henry Highland Garnet School for Success (05M175) agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of transient children, including providing information and school reports required under section 1111 of the ESEA in an understandable and

uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - \* Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that
    - \* parents play an integral role in assisting their child's learning;
    - \* parents are encouraged to be actively involved in their child's education at school.
    - \* parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committee to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - \* The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How P.S.175 Will Implement Required Parental Involvement Policy Components**

1. Henry Highland Garnet School for Success will involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: PIP will be developed by the SLT in consultation with the Parent Association (PA) or, if applicable the Title I, PAC. All parents are invited to provide suggestions.
2. Henry Highland Garnet School for Success will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Proposed school improvement and review ideas, and invitation for participation will be presented to the PA and the School Leadership Team (SLT).
3. Henry Highland Garnet School for Success will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: The Parent Coordinator will work with the PA and the guidance office in providing parents with information and assistance to improve their children's academic achievement and school performance. Parents will be informed of the quality of students' school work and resources available to improve such work.
4. Henry Highland Garnet School for Success will coordinate and integrate Title I parental involvement strategies with other parental involvement strategies. We will coordinate and integrate (SWP) parent involvement strategies by organizing Family Field Day; Orientation Days; trips to cultural and educational institutions; parent development workshops.
5. Henry Highland Garnet School for Success will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The parent coordinator with the assistance of volunteering parents may provide survey on the effectiveness of our parent involvement policy. Also, parents will be encouraged to provide an ongoing feedback on the effectiveness of the parent involvement policy. The feedback will be reviewed by the SLT for necessary action.
6. Henry Highland Garnet School for Success will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the

parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
  - i. the State's academic content standards (as defined under the CCSS)
  - ii. the State's student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: by providing activities such as workshops, conferences, guidance meeting, technology. Parents will be informed about equipment or other materials that may be necessary to ensure success of their children.
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: providing workshops and classes to parents.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by conducting workshops and professional development in related areas.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with the other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by providing parents with information as to the available programs and activities.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: by surveying parents to obtain information about specific needs.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by attendance at the SLT meeting on 10/09/13. This policy will be in effect for the period of 2013/2014 School Year. The school will distribute this policy to all parents of participating Title 1, Part A children on or by 10/31/13

**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
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# **Henry Highland Garnet School for Success**

**P.S. 175**

## **School/Parent Compact 2013-2014**

**Henry Highland Garnet School for Success**, and the parents of the students, participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic

achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-14.

### **Required school/Parent Compact Provisions**

#### **School Responsibilities**

Henry Highland Garnet School for Success will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Our highly qualified teachers will provide high-quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. Support is widely available at our school before school, after school, on weekends, during special events and on holidays. Our After School Program is opened daily until 5:30 pm.
2. Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held;
  - \* Thursday, November 14, 2013 (Afternoon & Evening)
  - \* Tuesday, March 11, 2014 (Afternoon & Evening)
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards are issues to parents three times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date.
4. Provide parents reasonable access to staff.. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on schedule appointments through the Guidance Counselor.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, observations and set up volunteering schedules. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also inquire from the Parent Coordinator's office.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in

the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.

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9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.

### **Parent Responsibilities**

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Ensuring that students arrive at school on time.
- Ensuring that my child's hygiene is taken care of.
- Monitoring my child's nutritional diet.

- Updating all contact information.
  - Providing all necessary school supplies when possible.
  - I have reviewed the discipline code with my child and will reinforce it at home.
  - Willingness to learn new technology-based programs that support student learning.
  - Monitoring student performance by logging onto *ARISPARENTLINK.ORG*
- Ensuring that students are dressed in the proper school uniform..

**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>175</b>
School Name <b>Henry Highland Garnet School for Success</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>Kavita J. Pereira I.A</b>	Assistant Principal <b>Kim Caliman Byrd</b>
Coach <b>Salle Yunusi (ELA)</b>	Coach <b>Leana Borges (Math)</b>
ESL Teacher <b>Tanya Mejino Pragados</b>	Guidance Counselor <b>Felix Dela Cruz</b>
Teacher/Subject Area <b>Sidonie Tientcheu</b>	Parent <b>Sara Morales</b>
Teacher/Subject Area <b>Lekesha Morton</b>	Parent Coordinator <b>Ernest Clayton</b>
Related Service Provider <b>Sheila Robinson</b>	Other <b>Sharon Robinson</b>
Network Leader(Only if working with the LAP team)	Other <b>Michelle Murray (AP)</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>2</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>1</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>376</b>	Total number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>9.57%</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>														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
<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	36	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	4	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	32	0	1	4	0	0				36
Total	32	0	1	4	0	0	0	0	0	36

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	3	9	5	1	5	3								26
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				2	3									5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2		2									4
<b>TOTAL</b>	3	10	7	3	10	3	0	0	0	0	0	0	0	36

## 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)	1	2	2	3	5	1								14

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)	1	4	4	0	4	2								15
Advanced (A)	1	4	1	0	1	0								7
Total	3	10	7	3	10	3	0	0	0	0	0	0	0	36

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	2			5
4	2				2
5					0
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	3		1	1	1				6
4	2								2
5									0
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			1		1				2
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.

The assessment tools that the school uses include DIBELS, ECLAS-2, Foundations Probes and unit tracker, running records, Wilson Assessment of Decoding and Encoding and performance assessments for both math and ELA. The data from these assessments use to pinpoint skill development needs of students. The school translates data to form effective instructional groups, plans small group instruction targeted to the needs of students and recognize the role of frequent monitoring as it directs fluid grouping. It also supports recommendations that intensive students should receive highly targeted attention and intervention, and be progress monitored as every 2 weeks in relevant skill areas, strategic students should receive targeted instruction in problem skills, and be progress monitored monthly.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Upon reviewing data patterns across proficiency levels, it showed that our ELLs are weaker in the reading and writing modalities. Data shows that newly arrived ELLs are at the beginning level in all four modalities. ELLs who are here in the US for a year or more make progress and vary in their proficiency levels. ELLs make good progress in both speaking and listening. Some ELLs move to the advanced level or even proficient in listening and speaking but the results differ in reading and writing. Some are still in the beginning level in reading and writing, some are in the intermediate and few are in advanced.
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](#))

It affects instructional decisions and instructional groupings for these students. The students are grouped according to their instructional needs. Students who scored low in reading and writing are grouped together to receive instruction and intervention which focuses on these skills/modalities and so with the other subgroup. NYSESLAT results are used to drive instruction. We use these results as a basis for our focus. Knowing now where their strengths and weaknesses lie, we are able to determine what particular modalities we should start with and which to highlight. Our goal is to move all our ELLs up at least one level or hopefully achieved proficient level in all modalities. ELLs are given age and grade appropriate tasks in order to practice strategies in all modalities. The focus is to continue building vocabulary in content and context areas. Leveled reading is implemented to assure comprehension and success. Patterns of need were seen in the reading and writing modalities.

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?
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](#).)

There were 8 English language learners who took the state tests in spring. They did not fare well both in ELA and math. The result only indicates that one year is insufficient to acquire academic English and achieve on grade level. ELLs achieved a level 2 indicates that they are below standards. ELLs achieved a level 1 indicates that they are far below standards. Although they did not fare well in the exams but we see academic progress in them. Given more years in the ESL program, they will do better. Our school goal is to increase the number of ELLs to score a 3 or positively a 4.

ELL Periodic Assessment has not taken in place in the school last school year so we do not have any data to review. The school will administer the Fall 2013 ELL Periodic Assessment this week.

ELL Periodic assessment has not taken in place in the school last school year so we do not have any data to review. The school will administer the Fall 2013 ELL Periodic assessment this week.

Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELLs progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention. Strong core instruction is delivered to all students in the general education classroom. When the instructional core is tailored to the needs of the classroom population, it holds particular promise in settings with high numbers of ELLs. Intensive targeted intervention is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured. If an ELL demonstrates

persistent difficulties and challenges despite additional, high-quality supports and interventions provided over a suitable period of time, there is a need to be addressed. Practitioners such as the school-based support team must conduct a comprehensive, multidisciplinary evaluation to determine if a student requires special education services.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Second language development and/or acquisition of the second language are given emphasis in our instructional decisions. Mastering proficiency in a second language happens much the same as the development of one's first language. Teachers must understand the distinction between language acquisition and language learning or knowing about the language which is the result of a much more formal language learning process such as the rules of a language. Our school finds English in a Flash effective in acquiring the second language faster. Beginning and intermediate ELLs use this program during small group activities.
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?Our school does not have Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The school looks at the standardized test results to check whether they met the AYP and determine whether ELLs make improvement on NYSESLAT or score proficient on NYSESLAT using the estimator tool.

## 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](#).)  
Upon registration and/or enrollment, Ms. Tanya Pragados, the ESL teacher, together with the pupil secretary, Ms. Princess Hardy, meet with the parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) which is translated in nine languages. Parents complete the form to show what language the child speaks at home. If the parent speaks Spanish, Ms. Sonia Francis, a pedagogue who can speak Spanish conducts the interview. If the parent speaks French, Ms. Sidonie Tientcheu or Ms. Genevieve Vincent, pedagogues who can speak French help conduct the interview. If the parent speaks Arabic, Ms. Salle Yunusi, a pedagogue who can speak Arabic helps conduct the interview. If the parent/s speaks other languages such as African languages, the school requests for translator/s outside the building, with him/her conducting the interview are the ESL teacher and the pupil secretary. Once Ms. Tanya Pragados, the ESL teacher/LAB coordinator collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. LAB-R is administered to eligible students within the first ten (10) days of initial enrollment. Students that score below proficiency level on the LAB-R become eligible for state-mandated services for English language learners. Students who speak Spanish at home and score below proficiency level on the LAB-R are administered a Spanish LAB to determine language dominance.  
The New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually to all ELLs or LEP students. Each student's performance on this test will be the basis for determining whether the student continues to be classified as ELL. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced or proficient. Such classification must be used to provide the required amount of language arts instruction prescribed under Part 154 of the Regulations of the Commissioner of Education. Our ELLs will be assessed every year to measure their English language proficiency in listening, speaking, reading, and writing. The NYSESLAT helps our school determine which instructional standards we must focus on to ensure that our ELLs will fully acquire the language proficiency that will prepare them

for success in the classroom. Also it help us to focus on ways to improve instruction so that they become proficient in English, and it allows us to access to other content-based instructions, such as mathematics, social studies , and science.

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.

There are three program options for English language learners in the New York City Department of Education. They are the Transitional Bilingual Education (TBE), Dual Language, and Freestanding English as a Second Language (ESL). In TBE and Freestanding ESL, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). English language learners in Dual language program can be instructed in both languages from kindergarten through 12th grade and do not need to exit the program once they reach proficiency. Transitional Bilingual Education programs are designed so that students develop conceptual skills in listening, speaking, reading, and writing in English. A transitional program of instruction includes an ESL component designed to develop skills in listening, speaking, reading, and writing in English, it also include content area instruction in the native language, English designed to teach subject matter to English language learners, and a Native Language Arts (NLA) component designed to develop skills in listening, speaking, reading, and writing in the student's home language while cultivating an appreciation of their history and culture. As students develop English language skills, time in the native language decreases. When English language learners reach proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT), they are placed in a monolingual class in English. Dual language programs are designed to continue developing student's native language as well as English language skills, throughout schooling. In addition, monolingual English students are given the opportunity to learn a second language. Dual language programs serve both language minority students in need of English language development and monolingual English speaking students who are interested in learning a second language. Dual language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language. Language is taught through content areas as well as through literacy. Freestanding English as a Second Language (ESL) programs provide instruction in English with native language support, emphasizing English language acquisition. Students in Freestanding ESL programs come from many different native language backgrounds, and English is the common language among students. At the secondary level, freestanding ESL programs are mainly departmentalized ESL classes and content courses that infuse ESL strategies; however, at the elementary level, there are three organizational models: push-in, pull-out and self-contained. Students in ESL are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores. The goals of the ESL program are to provide academic content-area instruction in English, use ESL methodology and instructional strategies, use native language support to make content comprehensible, incorporate ESL strategic instruction, assist students to achieve the state-designated level of English proficiency for their grade and help ELLs meet or exceed New York State and city standards.

The school makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services and to collecting the forms that indicate the parent's program choice for their child. The school provides parents of newly enrolled ELLs with information on the different ELL programs that are available. The school sends home the entitlement letter. In that letter, parents are informed that their child is entitled to receive services in one of the three programs (Transitional Bilingual Education, Dual Language, and Freestanding ESL) and the parent orientation session that they are going to attend. The school had already held five parent orientation sessions this school year. The first one was held on September 17, 2013, followed by the second one on September 24, 2013, the third one was on September 26, 2013, the fourth one was on October 3, 2013, and the fifth one was on October 9, 2013 . One on one meetings were also held to those parents who were not able to attend the scheduled parent orientation sessions. Parent orientation sessions were conducted by the ESL teacher/coordinator Ms. Tanya Pragados, who is a certified ESL teacher and with the support of the school's parent coordinator, Mr. Ernest Clayton. Ms. Sonia Francis and Ms. Genevieve Vincent, certified elementary school teachers, were asked to help in the interpretation and/or translation. During the orientation, the parents have the opportunity to view the parent orientation video in their home language. The video provides views and insights of the three program choices offered by the New York State Department of Education. The orientation provides opportunity for parents to ask questions and clarifications about the three programs. Ms. Tanya Pragados, a certified ESL teacher, explained the three programs and made sure that all parents' questions were answered. In any situation or circumstance that some parents cannot attend the scheduled orientation sessions, the parent can contact the school parent coordinator to schedule an appointment or discuss program options over the phone.

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 [\[see tool kit\]](#).)

The school ensures that entitlement letters are distributed and are received by parents because they responded to the invitation by attending the orientation sessions conducted by Ms. Tanya Pragados, ESL teacher and Mr. Ernest Clayton, parent coordinator. Second copy or notice and third copy or notice were sent to parents who did not respond to the parent orientation invite. The school ensures that Parent Survey and Selection forms are returned because they are given and are filled out after viewing the orientation video for parents of English language learners and after parents' questions and inquiries were answered. The filling out of the parent survey and selection form was facilitated by the ESL teacher, Ms. Tanya Pragados and pedagogues who speak the parent's language. After the parent survey and selection forms are filled out, Ms. Tanya Pragados, the ESL teacher/coordinator collected the forms and put them on file. Copies of sent entitlement letters to parents were also on file in the ESL coordinator's office and in the student's cum folder in the main office.

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.

Identified ELLs are placed according to their proficiency level. This is based upon the results of the two assessments, revised Language Assessment Battery (LAB-R) and New York State English as a Second Language Achievement Test (NYSESLAT). The school sends entitlement letter and continued entitlement letter in English and in their native language, which are available on the OELL website, to parents of English language learners. The school encourages the parents of ELLs to communicate with the parent coordinator or the ESL teacher for questions and/or progress of their child. Because ELL parents often speak a language other than English, the school uses the translated materials such as brochures and DVDs provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question and answer sessions are provided through group orientations at the beginning of the school year and as when the need arises. The school prepares to inform parents throughout the school year in number of ways; including one-on-one meeting/s with ELL parents, phone conversations, district presentations, or at the very least, through informational packets. As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). The school notifies the parents of NYSESLAT outcomes and program eligibility. English language learners that score below level of English proficiency continue to be entitled to ELL services.

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.

Before administering the NYSESLAT, there are several things or steps to consider. Our school testing coordinator and ESL teacher/ESL coordinator make an inventory of the test materials which include answer sheets, pre-coded identification labels, booklets, test administrator's manual and etc. There will be an orientation of test administrators and of students. Students who are taking the NYSESLAT should be informed a few days before the administration. Tell the students that the test is designed to show how well they can listen to, read, write, and speak the English language. Make announcements in such a way as to increase the student's interest in the test and at the same time not cause them to become overly concerned. Parents or guardians should also be informed and notified of the dates of testing and the purpose of the test. Ask the parents to encourage their students to do their best and to ensure that their students are well rested on the dates of testing. Our school prepares the answer sheets for each student taking the test before the day that the NYSESLAT is to be administered. Our school prepares the testing room. The testing room must be adequately lit and ventilated, and free from noise and other distractions. During the administering of the tests, test administrator must provide directions to the students such as: Read and/or listen to the questions carefully and follow instructions. Make sure their names are written on all answer sheets being used. Make sure their names are written on all Listening, Reading and Writing subtest booklets in the space provided. Explain to students that the questions on the NYSESLAT are designed to measure English skills ranging from beginner to proficient. As a result, some of the more proficient students may find some test questions simple, particularly at the beginning of each subtest. Similarly, some beginning students may find some test questions very challenging, particularly toward the end of each subtest. Encourage students to do their best to answer as many of the questions as they can. The Speaking subtest is the first test that is administered. It requires individual administration. Test administrators must administer the Speaking session to students in location separate from other students. The Listening, Reading, and Writing subtests may be group administered. Students in grades 3 through 5 will mark their answers to multiple choice questions on the separate answer sheets. Students in grades kindergarten through 2 will mark their answers in their test booklets. A teacher must transcribe the students' responses onto the answer sheets exactly as the students recorded them in their test booklets. Transcribers must write their names on the answer sheets. Make-up tests to all students who are absent when the test is initially given can be administered any time within the designated testing period or testing dates.

ATS reports such as RLER, RLAT, RNMR and REXH are used to determine NYSESLAT eligibility.

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. 

After reviewing the Parent Survey and Program Selection forms for the past few years, we found that our parents preferred to have their children in the Freestanding ESL program. Every year the trend has never changed. Our ELL parents placed Freestanding ESL as their number one choice. As a matter of fact with the 11 parents who attended, viewed the orientation video, and filled out the survey and selection form recently, 8 parents chose Freestanding ESL. Parent Survey and Selection forms that were filled out by the parents during the orientation session/s are placed on file in the ESL teacher/coordinator's office and in the student's cum folder. The program offered at our school is completely aligned with the parents' request. Freestanding ESL is the program of choice. Parents indicated that they wanted this particular program because they wanted their children to be immersed in a monolingual class. They believe that if their children are immersed in an English monolingual class, they will learn faster. Parents said, their children speak or communicate using their native language at home and learn to speak, read and write English in school.

The ESL teacher holds several parent orientation sessions at the beginning of the school year and as needed considering that there are quite a few English language learners arrive in anytime may it be in the middle of the school year or at the end of the school year. During the orientation session parents are required to fill out the parent survey and selection form. Those forms are being collected and are on file since these are also needed in filling the ELPC through ATS. Through this survey and selection form that were collected and filed throughout the years , the school was able to monitor the trend in the program choices that parents have requested.

## 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])?

Instruction is differentiated according to their needs and proficiency levels. The organizational model that our school is using is the pull-out. As much as the state encourages schools to use push-in model, our school uses pull-out model for several reasons. First, our English language learners are scattered in different classes in each grade. Second, there are already one or two persons doing push-in in the classroom. Third, there is limited space in a classroom because of the class size. Fourth, some distractions occur in classrooms. More individualized instruction and focus is given to our ELLs with the pull-out model and with this more and faster progress in learning is shown or reflected. In pull-out model, English language learners who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, sometimes at the cost of content instruction time in their own classrooms. The ESL teacher plans carefully with general education teachers to ensure curricular alignment during grade meetings as the schedule permits.

b. Homogeneous model is used in our school where ELLs are placed in the same group or class according to their proficiency level. The ESL teacher regularly group and regroup our ELLs to maximize instruction and learning opportunities.

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)?

The school provides the mandated number of instructional minutes according to proficiency levels to our English language learners. Our school uses Freestanding ESL program model. English language learners in freestanding ESL program receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels as determined by the LAB-R and NYSESLAT scores. In order to maximize English language acquisition for ELLs, the ESL teacher and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of our ELLs. Our school spends the mandated minutes of ESL instruction aligned to ELA standards. For beginner and intermediate-level students, 360 minutes per week of ESL are required, and for advanced-level students, 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component, phonemic awareness, phonics, comprehension, fluency, vocabulary and most of all writing. Language development and support are offered for content instruction in the native language. Native language support such as using bilingual dictionaries, native classroom libraries, technology enrichments in the native language such as the Language First program from Leapfrog Schoolhouse system, and the buddy system are utilized.

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 ESL teacher works with the English language learners during content area instruction in collaboration with the classroom teachers to provide language acquisition and vocabulary support. The ESL teacher sits and plans with the classroom teacher to ensure curricular alignment. The ESL teacher uses the same resource materials when delivering content area instruction, however using different instructional approaches in order to make it more comprehensible for the English language learners. Content area instruction is delivered in English with native language support. Instructional ESL methodologies are used such as scaffolding instruction, experiential learning, language experience approach, cooperative learning activities, more on visuals, realia, graphic organizers, total physical response, language experience approach and many more as when needed.

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

The school orders test materials in the student's native language. During the administration of the test, bilingual glossaries and dictionaries are being provided for the English language learners to use. Both English and native language materials are given for them to utilize during the test, for whichever they feel comfortable.

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

The school makes it sure that our English language learners take the NYSESLAT in all four modalities. RIGBY ELL

Assessment is used to evaluate in all four modalities. DIBELS, ECLAS 2, Foundations, Wilson Assessment of Decoding and Encoding and running records evaluate ELLs speaking, listening, reading and writing skills.

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. The school does not have a student with interrupted formal education (SIFE) this school year. In case there is or there will be, the school uses English in a Flash, Language First and Words Their Way for ELLs instructional programs for SIFE. These instructional programs are aligned with the curriculum program that the school is using. During the first period students will have 20 minutes with English in a Flash program and 25 minutes for Language First. The second 45 minute period is for the Words their Way program/instruction. English in a Flash is a technology program which facilitates systematic acquisition of English by explicitly teaching vocabulary while implicitly teaching the sound system and grammatical structures. When vocabulary is taught in a well-structured format, grammatical patterns become more transparent to the learner. As the students proceed through “English in a Flash” libraries, students/learners progress from basic interpersonal communication skills (BICS) to cognitive academic language proficiency (CALP) supporting achievement in the content areas. English in a Flash technology provides simultaneous orthographic, phonological, and semantic processing of vocabulary words, ensuring deeper levels of processing for better long term retention. In just 20 minutes a day, five days a week, students learn more than 100 new words a week. Language First program is an engaging series of books designed to develop English language proficiency while supporting reading instruction appropriate to the child’s level of language proficiency. Each level includes phonemic awareness, concepts of print, development of language structure, vocabulary building, and comprehension skills and strategies in a series of theme-based stories at four levels of language acquisition. Words their Way program addresses the five reading essential components namely; phonemic awareness, phonics, fluency, comprehension and vocabulary. This powerful approach to word study teaches the child to look closely at words to discover the regularities and conventions of English orthography needed to read and spell. This multi-component curriculum helps the child increase his knowledge of the spelling patterns and the meanings of specific words and generalize this knowledge to the English spelling system.

b. The school has 32 ELLs in US school education system less than three years from kindergarten through fifth grade. Foundations and Words their Way programs are used for kindergarten through third grade and Wilson Reading System and Leaptrack assessment and instruction system in third grade through fifth grade. Foundations and Wilson reading systems are used for the first period of instruction and Words their Way and Leaptrack assessment and instruction system are used for second period of instruction. Foundations provides scientifically-based instruction and addresses the big five essential components of reading instruction. Foundations is explicit. Children learn through modeling and doing. It is systematic because it is sequential and cumulative. It is motor memory learning, and repetitive because there are multiple opportunities to practice and gives feedback. Foundations activities address all five areas of instruction in an integrated approach. The power of the program is that it overlaps skills and does not address these in isolation. Wilson Reading System directly and systematically teaches students how to fluently and accurately decode. It is very interactive and multi sensory. It also thoroughly teaches total word construction not just phonics. Students learn to encode as they learn to decode. The Wilson Reading System teaches students how to fluently and accurately decode. With the Leaptrack system, the child uses Quantum pad and skill cards. We use reading, vocabulary and language arts and even math skill cards. The child is assigned with the skill cards appropriate to her level. Reading skill cards address foundational skill such as structured practice in phonemic awareness, graphophonemic knowledge and explicit phonics. Depending on the level of the child, reading skill cards focus on aspects of reading comprehension and help the student acquire key comprehension strategies such as sequencing, identifying the main idea and details, comparing and contrasting, identifying cause and effect, drawing conclusions, recognizing plot and more. Language Arts skill cards focus on acquiring the knowledge of English conventions, which is important in the writing process. Acquiring specific skills in grammar, usage and mechanics gives teacher and students a common vocabulary for talking about language and makes the discussions of writing tasks clearer. Students learn grammar, including parts of speech, sentence structure, mechanics and usage. Leaptrack system generates students’ report which can help the teacher shape on how the students interact with the skill cards and interactive books and also help the teacher decide what to teach and what to reteach. Students need goal oriented and direct instruction in order to acquire grade level skills and meet common core standards. The grade level reports enable the teacher to monitor student’s progress, assign instruction and address the varying levels of performance of each student.

c. The school has 4 ELLs who are receiving ESL services for 4 to 6 years. These are our students who are in the proficient level in listening and speaking but are in the advanced and/or in the intermediate level in reading and writing. They have Wilson reading system and Leaptrack system but have more focused on reading comprehension and writing during their ESL periods. These students receive

extension of services 3 times a week besides the required number of minutes per week from the ESL teacher. Two of them receive extension of services five times a week from Ms. Sheila Robinson.

d. The school have not gotten to the point of having long term English language learners. If ever the school will have long term ELLs, these are probably be the ELLs who fell into the cracks. These are the students who are proficient in both speaking and listening but are in the advanced level in either reading or writing. They will have Wilson reading system and Reading Pro, a program which focuses on reading comprehension skills and writing during their ESL periods. These students will also receive extension of services from our volunteers from Jewish Community Center or JCC. These volunteers are former or retired reading teachers.

e. ELLs who reached the proficiency level on the NYSESLAT for a year or two still receive continuing transitional support during the skills period and the 37 and 1/2 minute tutorial. A full range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT. Accommodations include time extensions, separate locations and/or small group administration, bilingual glossaries and dictionaries, simultaneous use of English and other available language editions, oral translations for lower incidence languages, written responses in the native language in math and other content areas and third reading of the listening selection in ELA.

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?

Foundations and Words Their Way reading programs are used which both provide access to academic content areas and accelerate English language development to oue ELL-SWDs. Our school has one ELL-SWD who is in second grade ICT class. Foundations addresses all five areas of reading in an integrated approach and it overlaps skills and does not address these skill in isolation. Words Their Way focuses on the five areas of reading instruction needed for the students to read successfully.

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?

Instruction is differentiated according to their needs and proficiency level. The teaching staff and other service providers have formal and informal meetings to collaborate with the instructional plans, approaches, methods and instructional time being used to meet the diverse needs of this group. Students participate in mainstream classes and during the ESL after-school program where they interact and work with their peers in whole or small group setting.

### 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**

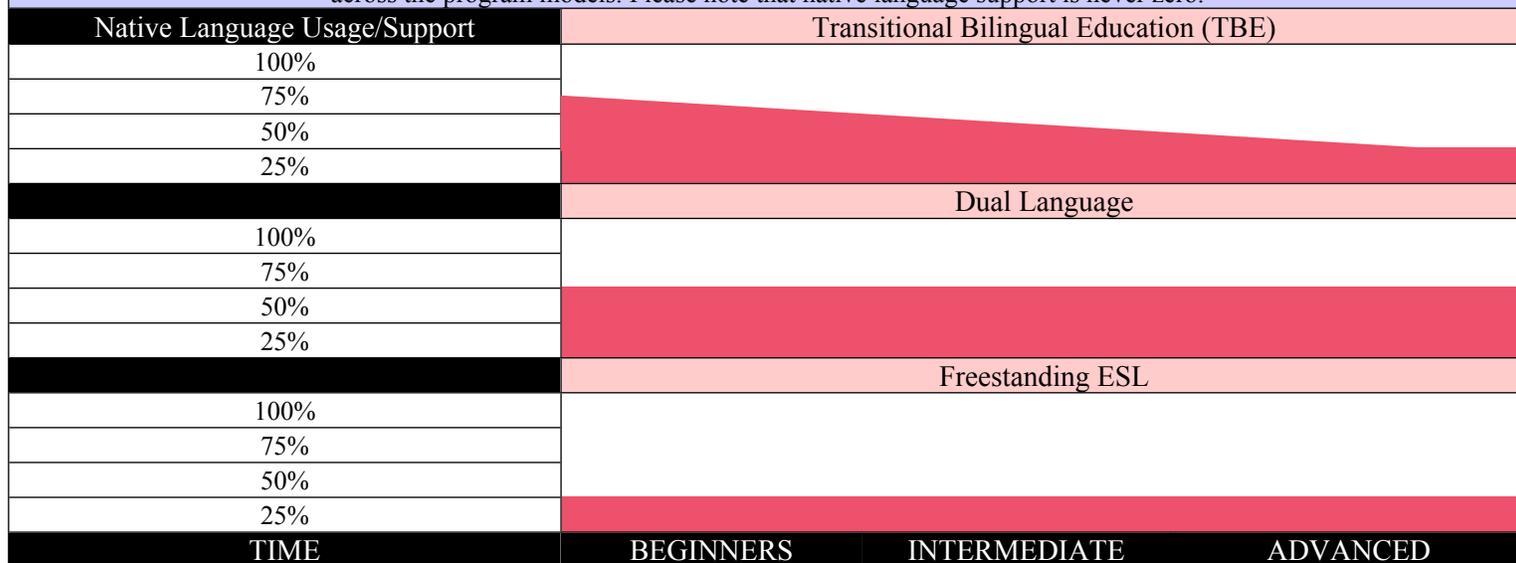
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<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.
- Kindergarten through second grade ELL groups receive double dose of Foundations reading system and Ready Gen intervention piece and third grade through fifth grade receive Wilson reading system and Ready Gen intervention piece as well, during the skills period and in the 37 and 1/2 minute tutorial as their targeted reading intervention program. Go Math intervention piece is used as the math intervention program. They were grouped based on the results of DIBELS and state tests. There are few ELLs who are at risk receive other intervention services during the day. Skills period is at 8:00 to 8:25 am, Mondays through Fridays and the 37 and 1/2 minute tutorial is done on Mondays through Wednesdays from 2:20 to 2:58 pm.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The oral communication skills, listening skills, reading skills, fluency skills in reading, comprehension skills and writing skills of our English language learners are developed and if not developed are improved.
11. What new programs or improvements will be considered for the upcoming school year?
- The school wants/plans to offer Spanish class for the Hispanic family.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs or services for ELLs which will be discontinued. We find those programs or services helpful and successful.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. They are engaged into different programs in the school. They are in after school programs facilitated by the New York Mission Society where they are honed in arts, music, dance and sports. Most of our third, fourth and fifth grade ELLs are gifted in music and sports. They are in the Music and Brain after school program. Some of them are good and promising athletes. They are in the Mighty Milers and basketball team. Another program that is also taking place in our school is dance classes for our second grade students. This is offered by Columbia Ballet Collaborative Dance Outreach. This ballet program is done once a week. The students are going to have two performances. They will have a fall performance which will be done at the end of the fall semester and one at the end of the school year. Swimming lesson is also offered to our second grade students at YMCA. Wellness in the Schools (WITS) is another program that is visible in our school. Wellness in the Schools provides hands-on programs such as Cook for Kids, Green for Kids and Coach for Kids. This program provides our children from pre-k to fifth grade the opportunity to know the importance of eating, the fundamentals of cooking and the essentials of nutrition. The children have the opportunity to cook/make food like flat bread pizzas in the WITS lab. The lab recipes are selected in conjunction with menu items in the school cafeteria. Saturday academies for ELA and math will also take place for third grade through fifth grade. CITE program under Title III fund will start in the third week of November for first grade through fourth grade on Tuesdays and Wednesdays.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials, including technology are used to support ELLs. All classrooms have computers so students can use them when needed. Students have technology periods at least once or twice a week. Besides the computers in the classrooms, third grade through fifth grade students have access to laptops during their technology period and sometimes during their ELA specifically when they have to do their final piece of writing. Kinder through fifth grade classrooms have Promethean smart boards that they can use. Students have access to the media lab with the supervision of the technology teacher where they can go to starfall.com, brainpop, and tumble books. The school has the "Reach the World" program for third grade through fifth grade classes. Several technology instructional programs are in placed in the school such as Renaissance Learning which comprises accelerated reader, Star early literacy, Star reading, English in a Flash, Star math, and math facts in a flash. Our students go to the school library twice a week where they will either hear a read aloud story from the librarian, listens to an audio book or view an ebook online and afterwards choose a book for them to read at home. The school library and classroom libraries have selections of bilingual children books available in Spanish, French and Arabic, and dictionaries available in Spanish, French and Arabic versions as well.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The school delivers Spanish language support in our program. Classroom teachers with ELLs who speak Spanish deliver the

activity in English then in Spanish and with French as well, for ELLs who speak French. However, with ELLs who speak other African dialects such as Mandingo, Malinke and Bambara, few of our teachers/ staff try their best to deliver such support.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required services support and resources in our school are age and grade appropriate. All of our resource materials and programs that we used for our ELLs are age and grade appropriate and are based on the grade level state standards.

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.

The school has an annual two-day and evening curriculum fair which happens every May. All parents are invited to see the fair/exhibits that the school is showcasing. The school has a yearly toolbox clinic where classroom teachers and other related service providers showcase their tools/instructional materials to the parents and explain how they are used with their children.

18. What language electives are offered to ELLs?

The school plans to offer Spanish class for Hispanic family this year.

19. For schools with dual language programs:

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

Our school does not have dual language program.

### 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.

1. Assistant principal, ESL teacher, common branch teachers, Special Education teacher, guidance counselor, librarian and parent coordinator attend professional developments offered by Teachers College, Office of English Language Learners and school PSO Fordham University.

2. The schools sends the teachers of ELLs to different professional developments that are offered by the Office of English Language Learners, Fordham University and Children First Network.

3. The ESL teacher and classroom teachers have formal and informal meetings with the purpose of discussing the progress of the students specifically the English language learners as we prepare them to middle school. The ESL teacher attends common prep meetings with the classroom teachers at least once a month to collaborate with the instructional plan, approaches and methods being used and gives updates of the ELL group. The school sends teachers to workshops related to ELLs at Fordham University as our network partner, Columbia University (Teachers College), and QTEL. The ESL teacher and guidance counselor have formal and informal meetings with the purpose of talking about safety, middle school articulation, character development and bullying.

4. The minimum 7.5 hours will be used for professional developments/workshops in identifying the needs of ELLs and modifying instructions for these students. This will be done during the 37 and 1/2 minute on Thursdays. The information and teaching strategies gathered from these professional developments will provide knowledge, practical support and served as valuable tools or resources in planning and implementing related services to the teachers who have English language learners. Attendance sheets will be kept on file by the ESL teacher

## 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?

1. Parents have the opportunity to attend trainings and workshops every month throughout the academic year that can support their children's learning in various academic areas such as math, literacy, science and social studies. Parents are also encouraged to volunteer in the school to support their children and to observe how their children act, behave and learn in school. The school parent coordinator provides ARIS and other computer/technology related workshops. We are partnered with Fordham University and facilitators from this network (Fordham University) give series of workshops to our parents specifically for parents of ELLs. The school has scheduled 3 Family Literacy Nights. The purpose of this is to have our parents get involved with the activities of their children in school and learn the curriculum and some strategies which they can use with their children. Fuel Up 60 and Play is another program that our school initiated two years ago and is continued this year. Parents get involved into different activities together with their children. Breakfast with Dad and Bring Dad to School were just held in September and October respectively.

2. Our school partners with other agencies or community based organizations such as Harlem Council of Elders, Harlem Grown, Carmel Hill, City Year, Credit Suisse and Pencil/UPS. Harlem Council of Elders provides workshops and educational tours for students and parents. Harlem Council of Elders comes to school every third Wednesday of the month starting November. Different topics/themes will be discussed every month and different distinguished guests are invited as speakers. Harlem Council of Elders will hold the first workshop this month. The topic will be on safety and bullying. As planned, the organization invited three police officers from the New York City Police Department 32nd precinct. Harlem Council of Elders also holds the annual "Men Who Read". This is always done on the third Wednesday of May. This program has been in our school for the past seven years. The council invites men from the community and outside the community to spend a day to read a book to our children. We had a very overwhelming response and support from men in our community and outside the community. Every year, the number of men who come and read to our students is growing and they just love to come every year to read to our students. Harlem Council of Elders also sponsors trips such as the tour of Harlem and the historical trip to Philadelphia every year to our senior class (fifth grade students) and parents. Harlem Grown is another community based organization that adopted P.S 175M. Harlem Grown operated student mentoring program through after-school outings to sports events, field trips to various parks and outdoor educational spaces as well as planned games and activities in a way students are encouraged to engage in constructive behavior through positive reinforcements. The program has been expanded to include a chess club which targets our youngsters throughout our school. Harlem Grown was responsible in the beautification of the school's garden which is located just across the school. Carmel Hill is another agency that has been with the school over the years. This is the agency/organization that brought to us the Renaissance program namely the accelerated reading and math program, the English in a Flash and Math Facts in a Flash for English language learners.

3. The school/or in the person of the parent coordinator, Mr. Ernest Clayton sends home parent involvement survey and parent questionnaire at the beginning of the school year. During the first parent association meeting which was held in October, parent questionnaire and parent involvement survey were handed and were filled out. In this survey/questionnaire, parents are asked to select 8 workshop topics that are of interest to them and that would help promote the educational success of their child. Parents are also asked to make suggestions for any workshop topics they think they need to be informed or any guest speakers that they would like to invite. Parents have to answer questions such as what committee or program are they interested in participating and what is the best time for them to participate in meetings or other activities. In October, a different survey was sent home, a father's survey. Fathers, being a powerful guiding force in the household of most families and are looked upon as role models, are too often absent from school activities, meetings and even volunteer work in school. The school came up a plan to send this survey out to the fathers. In this survey, fathers are asked with questions like what topics would interest you in a discussion about your child's school, what activity would you attend, what workshops would you likely to attend, and etc. Workshops were/are held based on the survey responses. Math and literacy workshops were already held early October. Workshops on preparing your child to pass the NY ELA and math exams, responsibility of the parent association, parent involvement, role/responsibility of school leadership team, shaping your child's personality, eating healthy on a limited budget, understanding your child's developmental stages and protecting your child from gang violence/anti-bullying took place in the school in October.

4. The parental involvement activities that our school have addressed the needs of our parents. The school ensures that parents get involved in all our programs or activities that the school offers.

### **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.

**School Name: The Henry Highland Garnet**

**School DBN: 05M175**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kavita Pereira I.A	Principal		11/5/13
Kim Caliman Byrd	Assistant Principal		11/5/13
Ernest Clayton	Parent Coordinator		11/5/13
Tanya Pragados	ESL Teacher		11/5/13
Sara Morales	Parent		11/5/13
Sidonie Tientcheu	Teacher/Subject Area		11/5/13
Lekesha Morton	Teacher/Subject Area		11/5/13
Salle Yunusi	Coach		11/5/13
Leana Borges	Coach		11/5/13
Felix Dela Cruz	Guidance Counselor		11/5/13
	Network Leader		
Michelle Murray	Other <u>Assistant Principal</u>		11/5/13
Sheila Robinson	Other <u>SETTS/IEP</u>		11/5/13
Sharon Robinson	Other <u>Library</u>		11/5/13
	Other		

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

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

**DBN: 05M175 School Name: Henry Highland Garnet for Success**

**Cluster: 5 Network: CFN 551**

**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.

The school looked and analyzed the Home Language Information Survey forms (HLIS). The school conducted informal language surveys during " Parent Teacher Conferences."

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

Based upon analysis of our home language surveys, the predominance of our students are from English-dominant homes. Other prevalent languages are Spanish, French and other African dialects such as Wolof, Mandingo and Fulani. Increasing number of parents expressed the need of receiving written communications translated into the Spanish language. The need for oral translation is evident during Parent Teacher Conference. Classroom teachers and ESL teacher often relied on colleagues for oral interpretation. Findings were reported to school staff in one of the monthly staff meetings. Parents were informed of the findings at ELL parent orientation meetings and parent workshops or meetings facilitated by the school coordinator.

## 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.

The school utilizes the NYC Department of Education translation services. In addition, we have staff members who are proficient in the home languages spoken by our families, do written translation when necessary. Due to limited funding, we rely upon in-house translation of memos and parent letters.

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.

Oral translation will be provided by the DOE translation unit whenever possible. Otherwise translation will be provided by staff members. Staff members who speak both Spanish and English are always available in the school's main office to provide language assistance services to parents who only speak Spanish. Over the phone translation or interpretation is available to parents, as needed. Oral translation and interpretation services will be available, as needed, during parent teacher conferences. The school also provides oral translation at registration and during parent conferencing regarding student behavior, safety and discipline.

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>.

The written translation and oral interpretation services and procedures are put into place in our school. Written and oral translation/ interpretation services are provided by DOE translation unit services and in-house by school staff. The school posted signs in conspicuous locations indicating the availability of interpretation services. Parents were informed and were provided with a translated version of the Parent Rights and Responsibilities document, which includes their rights regarding translation and interpretation services. The school conscientiously works to provide translation in a timely manner as possible utilizing the strategies in the Chancellor's Regulations A-633.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Henry Highland Garnet	DBN: 05M175
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: 22
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 0

### 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: The Henry Highland Garnet School for Success is implementing English Now! ESL program this school year 2012-2013. The primary focus for this program is to develop English literacy and written skills that will increase academic achievement and English language acquisition across all content areas. The English language learners who will participate in this after school program will be grades 1, 2, 3, and 4 across all language proficiency levels, especially the ones in the beginning and intermediate levels. There will be 22 English language learners that will be provided supplemental services. This after school program which focuses on academic content enhancement will be implemented every Monday through Thursday. The program will begin at 3:00 p.m and end at 4:00 p.m. It will start on the 13th of November, 2012 and will culminate on the 9th of May, 2013. English is the language of instruction. Two certified ESL teachers will provide instruction for these ELLs. The 1st and 2nd grade group will use English Now! from Attanasio and Associates publishing company. English Now! is an ESL program especially designed for language learners who are acquiring proficiency in English. The goal of English Now! is to accelerate ELLs' reading levels. These materials have built in assessments and cover topics on different specific content areas such as science and social studies. The 3rd and 4th grade group will use Language Proficiency Intervention from Attansio and Associates. The goal of this program is to achieve success with academic vocabulary acquisition, fluency and comprehension. This program highlights specific aspects of the reading and the writing process and provides auditory and visual practice. Essential Skills for Math Success from Rally publishing will be used for the math component.

### 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: Five professional developments are scheduled this academic year. Information and teaching strategies gathered from these professional developments will provide knowledge and practical support to these teachers who have English language learners in their classrooms. These will give them a better understanding of their English language learners, identify necessary support and implement best practices for student progress and achievement. These will also serve us valuable educational tools which can be shared with colleagues as future resources in planning and implementing related activities. There will be 4 participants in this program which comprises of classroom teachers from 1st grade through 4th grade. The following teachers will receive professional developments: Ms. Peggy Biggs, Ms. Sidonie Tientcheu, Ms. Ajauran Gibbs and Ms. Lekesha Morton. This is going to run every 3rd Thursday of the month. The schedule of the 5 professional developments is as follows: January 17, 2013 (Assessment, Evaluation and Placement of ELLs), February 28, 2013 (English in a Flash), March 21, 2013 (AMAO: Accountability for ELLs), April 18, 2013 (Implementation of ESL Strategies during

**Part C: Professional Development**

the Balanced Literacy) and May 16, 2013 (Teaching Vocabulary for Writing). These professional developments will be provided by Tanya C. Pragados and Sharon Robinson, both certified ESL teachers of the school.

**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: Five ESL workshops/class sessions for parents are scheduled this academic year. The 5 workshops/class sessions will be done every 2nd Tuesday of the month. The dates are as follows: January 8, 2013, February 12, 2013, March 12, 2013, April 9, 2013 and May 14, 2013. This is primarily catered to parents with children who are English language learners. The main objective of this program is to engage parents directly in the education of their children. The program that will be introduced and used during these sessions is English in a Flash. English in a Flash is developed for language learners of all ages. Each content library in the program teaches the learners to automatically recognize the sounds and core vocabulary of English. It also implicitly teaches learners the basic grammatical structures of the language. This program will really help our parents considering that majority of them do not speak English. Ms. Tanya Pragados and/or Ms. Sharon Robinson, certified ESL teachers and Ms. Valorie Williams will provide the services. Letters are sent and/or phone calls are done to notify parents about the different activities.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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