



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE HERITAGE SCHOOL
DBN (i.e. 01M001): 04M680
Principal: DYANAND SUGRIM
Principal Email: DSUGRIM2@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: BARBARA GAMBINO

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
Dyanand Sugrim	*Principal or Designee	
Kenneth Martin	*UFT Chapter Leader or Designee	
Lyndya Lee	*PA/PTA President or Designated Co-President	
Rachel Rivera	DC 37 Representative, if applicable	
Alexis Parker Alex Parker Clarissa Hernandez Issa Diop	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kecia Hayes	CBO Representative, if applicable	
Dietmar Cziborra	Member/ Teacher	
Shalanda Montague	Member/ Parent	
Debra Worrell	Member/ Parent	
Denise Byfield-Aboagye	Member/ Assistant Principal	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 04M680

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	351	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	62
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	16	# Drama	N/A
# Foreign Language	20	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	68.8%	% Attendance Rate			85.0%
% Free Lunch	80.0%	% Reduced Lunch			6.5%
% Limited English Proficient	8.9%	% Students with Disabilities			27.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.9%	% Black or African American			30.2%
% Hispanic or Latino	66.5%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	0.3%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	0.92	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			9.5%
% Teaching with Fewer Than 3 Years of Experience	25.0%	Average Teacher Absences			5.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	71.4%	Mathematics Performance at levels 3 & 4			42.4%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			60.6%
6 Year Graduation Rate	76.6%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of the 2012-13 SCEP were deeply rooted in developing a coherent Common Core aligned curriculum, developing teacher practice, creating a safe learning environment for all students, and engaging the parent community. Throughout the year, we have made improvements in all areas. Significant gains were made throughout the majority of classrooms, specifically, as it relates to, teachers lesson plans, unit plans, and curriculum. Across all content areas, teachers were successful in developing and implementing Common Core aligned performance tasks and units that were rigorous, coherent, and provided multiple points of entry for all students.			
Describe the areas for improvement in your school's 12-13 SCEP.			
We will continue to engage the parent community where they are an active and vibrant partner of the school community to promote student learning. This continues to be an area of improvement as we to provide various options to engage the dynamic parent community. We will continue to improve and refine strategies to engage the parents and meet their needs as it relates to support student growth and learning.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Overall, the development and implementation of the 2102-13 was successful as it was rooted in recommendations of several reviews and the needs of our student community. The challenge will be to get working parents to become actively engaged and to offer activities and opportunities of interest that will draw them into the school. As stated earlier, we will continue to engage the parent community through various outreach strategies and offerings where they develop the comfort and confidence they need to be active participants and learners.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The implementation of the 2012-13 SCEP was highly successful. We made significant gains in all areas of goal development and implementation as evidenced in our 2013 Quality Review. The Heritage School received an overall Proficient rating and improved at least one rating in ALL Quality Statements and Indicators.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
We do not foresee any barriers to the implementation of the 2013-2014 SCEP. Engaging the parent community where they are an active and vibrant partner with the school community to promote student learning will be challenging. We will continue to maximize our resources to offer a plethora of options that include but are not limited to parenting skills, immigration support, financial literacy, college planning and awareness, and healthcare. We will also maximize the expertise of our CBO partner, Teachers College as they also provide opportunities for parent involvement.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Based on the Student Progress section of the NYC progress report, we have identified three achievement targets. Specifically, the percentage of students earning ten or more credits in their third year, the number of students passing the ELA and Global Studies Regents, and students enrolling in postsecondary institutions. The targeted subgroup was identified as the schools lowest third, SWD, and ELLs for all academic targets. Students in their third year will increase their credit accumulation from 59.3 percent to 65.0 percent. This will be a 5.7 percent increase in credit accumulation. Students in the lowest third, SWD, and ELLs will also show a 5 percent increase in their ELA and Global Studies Regents exams. Students in the lowest third, SWD, and ELLs will increase enrollment by 5 percent in postsecondary institutions within six months after graduating High School.			
Describe how the school leader(s) will communicate with school staff and the community.			
Several members of the school community will make up the extended cabinet. The extended cabinet members will be involved in weekly cabinet meetings to provide updates on various elements of oversight and provide guidance and direction to the overall vision of the school and the 2013-2014 SCEP Goals. The extended cabinet members will include all instructional leads and coaches, academic intervention service providers, guidance counselors, and administrators. As instructional leaders, coaches will have a critical role in identifying teacher and student needs, based on their classroom observations and their teacher /student interactions. The lead teachers who serve as grade level team leaders and attendees of monthly professional development offerings at Teachers College will share the school vision and turnkey all professional development to all member of the teaching			

Describe your theory of action at the core of your school's SCEP.

The Heritage School is committed to creating a learning community that fosters the development of respectful citizens and leaders who possess the academic and social skills as well as the habits of mind to be successful in higher education and the world beyond. In addition, to our rich and rigorous Common Core aligned curriculum, we work to integrate culturally relevant pedagogy across the content areas. We foster our students' sense of personal identity and self-worth by linking their educational experiences to the history and identity of East Harlem and New York City. We hold the same academic standards and expectations for all of our students, inclusive of students with disabilities, English Language Learners, and Economically Disadvantaged students.

Describe the strategy for executing your theory of action in your school's SCEP.

Our primary goal is to cultivate a college ready environment reflective of learning experiences that challenge, intellectually stimulate, and prepare all students for meaningful post-secondary opportunities. Our secondary goal is to routinely collect and use data to track academic progress of subgroups of students within and across cohorts and grades to inform instructional practices and decisions. Our tertiary goal is to create a safe environment that addresses the social and emotional needs of all students, through trust and team building experiences, and the re-integration of the arts to support academic achievement

List the key elements and other unique characteristics of your school's SCEP.

The key elements of the 2013-2014 SCEP is rooted developing coherent Common Core Curriculum, developing teacher practice, create a safe learning environment for all students, and engaging the parent community. The development of this plan is also clearly assigned to the goals identified in our School Improvement Grant as we prepare students for college, use data to inform instruction, creating a safe learning environment for all students.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

In Late August lead teachers and key administrators will engage in a two day retreat where a roll-out plan was created. The existing instructional staff will be informed of the model being implemented through various meeting times involving all members of the school community. In September during a Chancellor's Professional Development day all of the partnerships will meet with the instructional staff to give a presentation of their services and how they will be working in collaboration to support us in meeting our goals. Teachers will be informed during our weekly professional development in addition to weekly department meetings. Parents and students will be informed by Parent Coordinator through PTA meetings and SLT. Global Connect and DataCation will be used to connect to parents using automated calling and email systems.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Based on the 2012-2013 Quality Review, page 6, Quality Statement 4, indicator 4.1, we received a Proficient. The school used the observation of classroom teaching with a research-based, common teaching framework and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and the reflection, with a special focus on new teachers.

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

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

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Proficeint
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	2.2 School leader's vision	2.3 Systems and structures for school development
	2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, 100% of our teachers will be normed and fully implement the 22 competencies of The Danielson Framework for Teaching. The school will specifically, focus on Designing Coherent Instruction, Using Assessment in Instruction, and Using Questioning and Discussion Techniques. Teacher observation reports will reflect the development and implementation of instructional strategies that are targeted in our Professional Development sessions. Professional Development and observation reports will highlight all students with a focus on the lowest third.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Professional development sessions will be allocated weekly to re-visit Danielson's Framework, Depth of Knowledge, analyzing data to improve instruction, and Common Core Learning Standards aligned units of study.
2. Administrators will be mentored by principal mentor, Janet Saraceno, hired through temp services.
3. Teaching staff, identified by department, will work with one of the three administrators who will lead the classroom observation report process.
4. Departmental coaches will work to further classroom instruction using the Danielson Framework
5. Several formal and informal observations will be conducted leveraging the work being done in the Professional Development sessions

and the identified competencies of Danielson's Framework. Administration will ensure that each classroom observation report includes at least three concrete recommendations that include relevant feedback, and on which future observations are built.

6. Weekly cabinet meetings will be conducted to discuss progress and adjust supports provided to teachers.
 - a. Norm the observation process and check-in
 - b. Streamlining and developing coherent feedback provided by administration
 - c. Identify teachers based on areas of growth, concerns and challenges
7. Coaches and Assistant Principals attend monthly Network conferences around CCLS literacy and math to turnkey to teachers for improved instruction and increased rigor in the classroom.
8. Weekly extended cabinet meetings will be held to inform administration of the progress of GLT's with the goal of making necessary changes.
9. Weekly meetings between coaches and administration are conducted to discuss teacher practice and strategic supports.
10. Lead Teachers attend monthly meetings around instructional practices to turnkey to entire staff.
11. Grade Level Teams chaired by a lead teacher will meet three sessions a week to engage in an inquiry-based process to analyze data to inform instruction.
12. Inter-visitations will be conducted on a needs basis to improve instruction around specific teaching strategies that were introduced in our professional development.
13. Reading specialists will integrate into the ESL and specific ELA classes to target ELL students.

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

1. Administrators will lead the classroom observation report process for teachers in their identified department.
2. On-going Professional Development, conducted by CPET and Teacher's College will be provided to re-visit Danielson's Framework, Depth of Knowledge, and Understanding by Design, and Common Core Learning Standards aligned units of study.
3. Administration will conduct several formal and informal observations leveraging the work being done in the Professional Development sessions and the identified competencies of Danielson's Framework for the purpose of providing feedback for improved instruction.
4. Administration will meet on a weekly basis to norm the observation process guided by the New York City Talent Coach.
5. Extended cabinet meetings comprised of administration, coaches, and GLT leaders will be held on a weekly basis.
6. Administrators will provide feedback on teacher observation reports as it relates to instructional strategies for targeted student subgroups.
7. The New Visions Network conducts monthly conferences around CCLS for Coaches to attend.
8. Teachers College will provide Lead Teachers with monthly meetings around instructional practices.
9. Teachers will participate, along with their coaches, in needs based inter-visitations.
10. Zankel Fellows from Teacher's College will integrate into the ESL and specific ELA classes to target ELL students

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

1. Teacher progress will be monitored through the inquiry process which will involve looking at student work and analyzing various forms of data to make adjustments in instruction in order to provide evidence of growth.
2. Through the use of ongoing teacher observation the implementation and mastery of Danielson's Framework will be evaluated.
3. Coaches will monitor teacher progress around specific strategies on a weekly basis and provide feedback and evidence of growth.
4. MOSL base line exams, Regents exams and mock Regents exams will each be administered two times a year to ensure student growth through comprehensive instruction.
5. Progress of ELL's will be monitored through monthly meetings with Zankel Fellows, Teacher's College Professor, respective teachers and administration. In addition they will be given a yearly NYSESLAT exam

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

1. For one week in July lead teachers attended a summer institute with Teacher's College focusing on Danielson's Framework, analyzing

data and forming GLT's and inquiry groups.

- Starting September 3, 2013 and continuing through until June 26, 2014 observations, baseline exams and professional development will be given to further implement the Danielson Framework.

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

- School was programmed to allow grade level teams to meet on a daily basis.
- The schedule has been modified to allow one hour of professional development on a weekly basis for all teachers.
- Per-session allocation supports our Saturday Academy and our Extended Learning Opportunity Program.
- Extended Cabinet Meetings will be scheduled on a weekly basis and funded through per-session.
- We will administer two full rounds of Mock Regents exams annually.
- The school structure and the PD calendar have been aligned to allow for the administration of two MOSL baseline assessments and the analysis of student results.
- Teachers and coaches schedules have been aligned to accommodate norming of the twenty two Danielson's competencies

Budget and Resource Alignment

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

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

TI Arra Sig Coh 4 Yr 1 Tran, Title I Priority / Focus SWP, TL ASA Register Growth, TL citywide Instructional Expectation, TL MOSL, TL NYSTL textbooks, TL ELA/ Math Students Support.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the 2012-2013 Quality Review, page 6, Quality Statement 1, indicator 1.1 we received a proficient in designing engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and that are aligned to key State standards.

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

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

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Proficient
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014, all teachers will have Common Core Learning Standards aligned Performance Tasks within units of study created and administered by teachers in Science, Social Studies, Math and English Language Arts. There will be one task administered each marking period for a total of six for the year. Teachers will create units of study that are a part of a rigorous and coherent curricula that lead to multiple points of access, identified skills, and that includes formative and summative assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Based on our professional development sessions, teachers will use the Danielson's Framework for Teaching, the Common Core Learning Standards, and Universal Design for Learning and Depth of Knowledge to develop Common Core aligned units of study and lesson plans.
2. Lead Teachers will attend monthly professional development to build their capacity around CCLS aligned curriculum. Specifically related to facilitating and structuring the work of teacher teams to meet DOE instructional expectations and the implementation of a CCLS aligned curriculum throughout all departments
3. Key personnel will work with teacher leaders to help develop inquiry-based structures to look at multiple types of data to inform our lesson, unit and curriculum planning.
4. Teachers in their GLT meetings will assess the effectiveness of unit plans and lesson plans using specific protocols so as to make any necessary revisions.
5. Based on our findings strategically planned meetings will be held for staff to examine and analyze exemplar units of study, develop assessments, create rubrics to norm expectations and to clarify what they want students to know and be able to do.
6. Teachers will develop a cohesive and comprehensive curriculum, unit plans, and lesson plans that reflect CCLS standards across the grades.
7. Coaches will meet with assigned teacher to work on the creation and implementation of CCLS aligned curriculum and units of study.
8. Teachers from various disciplines worked over the summer to create a CCLS aligned curriculum
9. Teachers will incorporate technology into the classrooms and units of study to provide multiple points of entry and differentiated modalities to demonstrate knowledge.

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

1. Our community partner, Teachers' College, Columbia University, will hold monthly professional development to build capacity of teacher leaders. Specifically related to facilitating and structuring the work of teacher teams to meet DOE instructional expectations and the implementation of a CCLS aligned curriculum throughout all departments.
2. Teachers' College CPET (Center for the Professional Education of Teachers) staff members will work with teacher leaders to help develop inquiry-based structures to look at multiple types of data to inform our lesson, unit and curriculum planning. .
3. Coaches and Lead teachers will hold GLT meetings to assess the effectiveness of unit plans and lesson plans using specific protocols so as to make any necessary revisions.
4. Administration meets with teacher leaders to plan and deliver teacher led Professional Development.
5. Teachers will develop a cohesive and comprehensive curriculum, unit plans, and lesson plans that reflect CCLS standards across the grades.
6. Coaches will work with teachers on the implementation and improvement of a CCLS aligned curriculum and units of study.
7. The school library will house books as well as a computer lab consisting of laptops and desktops.
8. Multiple laptop carts and desktops will be made available for in class instruction and demonstrations of learning.

9. Supplies will be purchased in the form of laptop and desktop to be made available for classroom instruction.

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

1. Student progress will be monitored by teachers using DataCation, item analysis of regents' exams, and units of study assessment.
2. Through the use of ongoing teacher observation the implementation of a CCLS aligned curriculum will be evaluated.
3. Coaches will monitor teacher progress around the development of a CCLS aligned curriculum and unit of study and provide feedback.
4. Analysis of end of unit performance tasks and assessment will be used to change and improve curriculum and instruction.

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

1. Starting on July 5th 2013 teachers from various departments will work on the creation of their respective CCLS aligned curriculum.
2. Starting September 3, 2013 and continuing through until June 26, 2014 observations, data analysis and professional development will be used to further the development of a CCLS curriculum and unit of study.

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

1. School was programmed to allow grade level teams to meet on a daily basis.
2. The schedule has been modified to allow one hour of professional development on a weekly basis for all teachers.
3. Per-session allocation supports our Saturday Academy and our Extended Learning Opportunity Program.
4. Extended Cabinet Meetings will be scheduled on a weekly basis and funded through per-session.
5. We will administer two full rounds of Mock Regents exams annually.
6. The school structure and the PD calendar have been aligned to allow for the administration of two MOSL baseline assessments and the analysis of student results.
7. Teachers and coaches schedules have been aligned to accommodate norming of the twenty two Danielson's competencies

Budget and Resource Alignment

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

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

TI Arra Sig Coh 4 Yr 1 Tran, Title I Priority / Focus SWP, TL ASA Register Growth, TL citywide Instructional Expectation, TL MOSL, TL NYSTL textbooks, TL ELA/ Math Students Support, ARRA RTTT Data Specialist.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the 2012-2013 Quality Review, page 6, Quality Statement 1, indicator 1.2 we received a developed in developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.

According to the 2012 State School Quality Review Report, Section II, page 3, The school leaders should provide PD activities that

include specific activities where teachers are given guided practice in developing questions and class activities that require students to create new thinking (synthesis), to compare and contrast information (analysis) and use criteria to evaluate.

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

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Proficient
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, 100% of teachers will have implemented multiple teaching strategies into their lesson plans that incorporate clear objectives, varied questioning and discussion techniques, formative assessments, and opportunities for individual and/or purposeful groupings. These lesson plans will differentiate strategies to target subgroups of students and student work products will be examined to further optimize teacher practice. Teachers will use data from predetermined formative and summative assessments to routinely develop and implement lessons leading to high levels of achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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 analyze various sources of quantitative and qualitative data including DataCation, to identify subgroups of students within their classes. This identification will enable teachers to differentiate lessons and create multiple entry points for all learners.
2. Teachers will administer standardized marking period exams and two rounds of MOCK Regents exams where data is collected and analyzed to identify trends and gaps in learning to increase student achievement during professional periods as well as afterschool and Saturday academy .
3. Using a protocol, teachers will examine students' work samples to identify skill deficits and modify lessons to address skill gaps and misconceptions.
4. Teachers will be coached in the gradual release model and in the development of coherent lesson planning that has clear outcomes and appropriate resources to create an engaging and rigorous learning environment. These strategies will also be included in the unit plans developed by teachers.
5. We will conduct inter-visitations with a lens on identified teacher strengths and areas of growth to strengthen their own practice. Inter-visitations within and across content areas will focus on specific strategies being introduced during professional development.
6. Ongoing professional development will be held to support teachers with strategies for differentiated instruction
7. Teachers will use a standard lesson plan format that provides for in depth assessments and critical thinking.

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

1. Administration will monitor and evaluate the progress and effectiveness of instructional practice through cycles of informal and formal observations.
2. A trained Teacher in conjunction with staff from DataCation will train all staff on the use of their program.

3. Teachers in their respective GLT's will look at student work and analyze data from formative and cumulative assessments
4. Coaches will schedule inter-visitations for teachers and review lesson plans.
5. Teachers' College CPET (Center for the Professional Education of Teachers) will facilitate on going professional development around the use of data analysis in lesson planning and teaching strategies for multiple points of entry.
6. Administration will oversee the development and implementation of a department wide lesson plan format.
7. Per session will be provided to further supplement the instructional focus and to monitor student progress

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

1. Student progress will be monitored by teachers using DataCation, item analysis of regents' exams, and cumulative and formative assessment and use this information to revise strategies in lesson plans.
2. Through the use of on going teacher observation the incorporation of clear objectives, varied questioning and discussion techniques, formative assessments, and opportunities for individual and/or purposeful groupings will be evaluated.
3. Coaches will monitor teacher progress around the implementation of clear objectives, varied questioning and discussion techniques, formative assessments, and opportunities for individual and/or purposeful groupings on a weekly basis and provide feedback.
4. Analysis of data from DataCation, Mock Regents and on-going summative assessments will be used to change and improve lesson plans and teacher practice.
5. Per session will be provided for Guidance Counselors to provide on going academic support.

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

1. Starting September 3, 2013 and continuing until June 26, 2014 observations, data analysis and professional development will be used to further and improve teacher practice, planning a decision making.

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

1. School was programmed to allow grade level teams to meet on a daily basis.
2. The schedule has been modified to allow one hour of professional development on a weekly basis for all teachers.
3. Per-session allocation supports our Saturday Academy and our Extended Learning Opportunity Program.
4. Extended Cabinet Meetings will be scheduled on a weekly basis and funded through per-session.
5. We will administer two full rounds of Mock Regents exams annually.
6. The school structure and the PD calendar have been aligned to allow for the administration of two MOSL baseline assessments and the analysis of student results.
7. Teachers and coaches schedules have been aligned to accommodate norming of the twenty two Danielson's competencies

Budget and Resource Alignment

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

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

TI Arra Sig Coh 4 Yr 1 Tran, Title I Priority / Focus SWP, TL ASA Register Growth, TL citywide Instructional Expectation, TL MOSL, TL NYSTL textbooks, TL ELA/ Math Students Support.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE	x	PF College & Career Readiness	x	PF Common Core
	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Based on the 2012- 2013 Quality Review, page 6, Quality Statement 1, and indicator 1.4 we received a proficient as it related to maintaining a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults.

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

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

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Proficient
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, there will be a .5 percent increase from 7.0 to 7.5 percent, in the Learning Environment Survey, specifically relating to Safety and Respect. The Heritage School will make gains in this area from Below Average to match school year 2013-2014 Citywide Average for all High Schools.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. GLT’s (Grade Level Teams) chaired by a lead teacher will meet to conduct student talk and create action plans for students at risk.
2. Teachers will be assigned to work with students identified by GLT’s to mentor them and connect them with appropriate resources.
3. Teachers develop a unified definition of community respect and appropriate behavior that is referred to throughout the year.
4. Teachers will use DataCation to record interventions and interactions with parents regarding student behavior and referring students to support staff, counselors, deans, and administration when necessary.
5. Teachers will use DataCation to communicate with parents as it regards to positive behavior management, guidance interventions, and progress reports with the intention to improve social and academic success.
6. Deans will create a detention system that is coupled with academic intervention services.
7. Students who need additional support to be successful will be referred to after-school tutoring in the subject areas as necessary.
8. School staff will conduct assemblies informing students of academic expectations, classroom and school procedures. Specifically they will be informed about cyber interactions and its implications, bullying, school safety, and its procedures.
9. Teachers will conduct lessons informing students of the Discipline Code, Bill of Rights, and Responsibilities as outlined in the Citywide Standards of Intervention and Discipline Measures booklet. Teachers and students will be engaged in conversation focusing on infractions of student behavior, guidance interventions, and range of possible disciplinary responses.
10. After school programs will be implemented to support student engagement and attendance.
11. Field trips will be planned to support the academic and personal growth of students while creating a sense of community.
12. There will be a series of events such as dances and holiday celebrations, to create a culture of mutual trust and positive attitude by

students for their school community.

13. Afterschool programs will provide college and career readiness through visits to colleges, SAT tutoring and college application support early college awareness

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

1. Deans will create a detention system coupled with academic intervention.
2. Guidance Counselors will conduct assemblies around issues of safety, i.e. expectations, bullying.
3. Administration will monitor the use of DataCation as a referral system for teachers
4. Teachers will plan and implement lessons around the themes of respect and safety
5. All teachers will be assigned to a GLT to engage in “kid talk” and implement specific action plans.
6. Teachers will plan field trips to support the academic and personal growth of students while creating a sense of community.
7. Whole school staff will plan a series of events such as dances, holiday celebrations, to create a culture of mutual trust and positive attitude for their school community.
8. Outward Bound will run vertical programs to encourage team and community building as well as enhancing self-esteem.
9. Through a Teacher’s College grant Urban Arts will conduct after school programs that offer extended learning opportunities through the visual and performing arts in order to help close the achievement gap of underserved public school students.
10. Through a 21st Century Community Learning Center Grant we will implement afterschool programs to enhance student’s social emotional growth and academic needs.
11. Teachers and Guidance counselors in collaboration with a senior advisor will provide an after school program for college readiness.

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

1. Student progress will be monitored by teachers and administration using both DataCation and GLT reports to adjust programs and action plans on a needs basis.
2. Deans will monitor DataCation and OORS reports to ensure positive impact of student support systems.
3. Administration will monitor referrals and incident reports to modify and continue support programs.
4. After School program coordinator will oversee attendance and academic progress to ensure full utilization and impact of after school programs
5. Guidance Counselors in conjunction with teacher, dean and administration reports will evaluate impact and needs of specific assemblies.

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

1. Starting on September 3, 2013 and running to June 26, 2014 all school staff will implement strategies for the enhancement of student’s social and emotional growth.

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

1. School was programmed to allow grade level teams to meet on a daily basis.
2. The schedule has been modified to allow one hour of professional development on a weekly basis for all teachers.
3. Per-session allocation supports our Saturday Academy and our Extended Learning Opportunity Program.
4. Extended Cabinet Meetings will be scheduled on a weekly basis and funded through per-session.
5. We will administer two full rounds of Mock Regents exams annually.
6. The school structure and the PD calendar have been aligned to allow for the administration of two MOSL baseline assessments and the analysis of student results.
7. Teachers and coaches schedules have been aligned to accommodate norming of the twenty two Danielson’s competencies

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core
x	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the 2012-2013 Learning Environment Survey we went from 40% to 28% in parent satisfaction when communicating with the school.

According to the 2012-2013 Learning Environment Survey we scored at 69.2 % compared to the city in communication.

According to the 2012-2013 Learning Environment Survey only 21% of parents stated that they have been invited to an event at their child’s school (workshop, program, trips, etc.).

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	N/A	HEDI Rating:	7.2
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	x	6.5 Use of data and families

Annual Goal #5

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

By June 2014, we will engage at least 55% of the parent community to become an active and vibrant partner with the school. Parents will have the opportunity to engage with members of the school community to support student learning and growth.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

1. We will enhance the partnership within the school community and the parent community to support students’ achievement by strengthening parent involvement.
2. We will continue to build and develop our relationships with institutions of higher learning and professional organizations. Selected third year students will attend Hunter College, College Now program.
3. We will Host financial aid workshops for third and fourth year students and parents as it relates to grants, loans and other financial opportunities such as, HEOP, EOP, SEEK, etc.
4. We will host a curriculum night where teachers will explain to parents’ ways in which they can engage their children in a collaborative learning relationship.
5. We will use DataCation, which can be accessed by parents to acquire academic information on their child and communicate with faculty.

6. We will host Parent Teacher Association meetings that focus on reviewing Common Core Learning Standards and acquaint parents with test-taking strategies for students.
7. We will host an annual Thanksgiving luncheon that includes parents, students, faculty, and community organizations, to bridge the gap between school and community.
8. There will be several opportunities offered by Teacher's College, for parents to attend events with their child.

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

1. A new Parent Coordinator will be hired to replace a recently vacated position. The Parent Coordinator will enhance the partnership within the school community and the parent community and to support students' achievement by strengthening parent involvement.
2. Guidance Counselor will continue to build and develop relationships with institutions of higher learning and professional organizations. Selected third year students will attend Hunter College, College Now program.
3. Parent Coordinator and the PTA will host financial aid workshops for third and fourth year students and parents as it relates to grants, loans and other financial opportunities such as, HEOP, EOP, SEEK, etc.
4. The school community will host a curriculum night where teachers will explain to parents the ways in which they will engage their students with rigor in each class.
5. All constituents of the Heritage School will use an online program, DataCation, which can be accessed by parents to acquire academic information on their child and communicate with faculty.
6. The Parent Coordinator will host Parent Teacher Association meetings that focus on reviewing Common Core Learning Standards and acquaint parents with test-taking strategies for students.
7. The school community will host an annual Thanksgiving luncheon that includes parents, students, faculty, and community organizations, to bridge the gap between school and community.
8. Teachers College will offer several opportunities for parents to attend events with their child

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

1. The Parent Coordinator will monitor relationships with Partnerships, i.e Metropolitan Hospital, and evaluate parent involvement to revise and modify relationships.
2. Guidance Counselors will mediate between students, parents and College Now to ensure success.
3. Guidance Counselors will supervise The Davis Polk Law Firm mentoring program to assess impact on student growth and career readiness
4. Parent Coordinator and PTA will survey parent involvement in on-going workshops to assess need and to offer the appropriate support.
5. Administration will oversee the outreach for Curriculum Night and assess attendance to evaluate its impact for future implementations
6. All staff will monitor the use of DataCation on an on-going basis to ensure its maximum potential to communicate with parents and community
7. The COSA will monitor outreach, attendance and engagement of students and parents in the annual Thanksgiving luncheon to continue to improve future events.

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

1. Starting on September 3, 2013 and running to June 26, 2014 all school staff will implement strategies to enhance parent-school communication and involvement.

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

1. Administration will reorganize resources and personnel to provide additional opportunities for parents to attend meetings. These opportunities will include opening the school on weekends and extending the school day.
2. Using our Title III funding the school will offer English classes to our parent community on an ongoing basis.

Budget and Resource Alignment

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

	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
TI Arra Sig Coh 4 Yr 1 Tran, Title I Priority / Focus SWP, Title I 1% Parent Involvement, Title I Priority / Focus SWP Parent Engage.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE	X	PF College & Career Readiness	X	PF Common Core				
x	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

By June 2014, all students will have the opportunity to participate in our afterschool learning opportunities program and the Saturday Academy where they will have the opportunity to earn additional time to complete assignments, explore interests, and are successful in earning credits toward graduation requirements.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

We seek to redefine the approach to student support services so that students have increased access to diverse opportunities that expand their learning beyond the school day. The theory of change holds that students need learning experiences that meet them where they are and support their academic, creative and social-emotional development. The extended learning program activities are structured to meet the diverse and comprehensive needs of students as well as address the benchmarks outlined in the 2013-2014 NYC DOE Quality Review rubric and Citywide Instructional Expectations. Students will have the opportunity to investigate their interests and expand their learning. We will also create a safe environment through addressing the social emotional needs of students will require a multifaceted approach including assemblies, re-establishing the arts, creating expanded learning opportunities and putting in place counselors to work with students in their transition from middle to high school and from high school to college.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

- The HELO (Heritage Extended Learning Opportunities) committee will develop and administer a survey to students, parents and faculty to ascertain what students' academic and social-emotional needs are and what types of expanded learning/intervention activities might be needed
- Using expectations and deliverables, as well as information about best practices, the HELO committee will create a work map coordinating all the various activities for students.
- Review and adapt "high-risk checklist" for grade teams to utilize to identify and refer students for HELO.
- A format for reporting to administrative cabinet – from September through December and to submit to administrative cabinet for feedback. Using the protocol & process to evaluate quality & impact of partnerships, outreach to and partner with organizations that have resources to expand the *HELO* inventory and more comprehensively meet the needs of students.
- Periodically present HELO to parents and students (i.e. Back to School/Curriculum Night, PTA meetings, SLT meetings, student assemblies, etc.).

C. Identify the target population to be served by the ELT program.

1. All students will be targeted for ELT programming. Using DataCation, target groups will be identified based on their ELA and Math levels in addition to their attendance records. Students who earned a level 2 in both ELA and Math and have reported to school from 80% to 90% of the previous school year will be targeted.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21 st Century	X	Tax Levy	X	Title I SWP		Title I TA	X	Title I PF		C4E
X	Title III	X	Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.

Our founding partner, Teachers College, is an integral member who is involved in both the program structure and provides guidance at the school level for daily operations. Through Teachers College, we have a partnership Columbia University School of Social Work, Outward Bound and Urban Arts Partnership primarily who will support our strategies and action plans for our goals.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Our only partner is Teachers College, Columbia University.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Research has shown that students will participate in programs that are of interest to them and be further engaged if a program can meet them on their level. Our outside partners are helping us engage students in a way that will improve their academic and social-emotional development. To address the identified areas and to achieve our three goals, we have undertaken extensive research, revitalized existing partnerships, and cultivated new partnerships. We have renewed our relationships with our founding partner TC and with Urban Arts Partnership (UAP). This year, we have also established a new partnership with DataCation, which will be an important component in our efforts to more effectively use data to drive instruction and student interventions and with New Visions for Public Schools, which is now our Partnership Support Organization (PSO)/network for SY 2013-14. Through the SIG, we will cultivate new partnerships with Columbia University School of Social Work (CUSSW). Each of the aforementioned will play a significant role in helping us achieve our goals.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Our program includes multiple activities and classes for students to participate in after school and on Saturdays. The programs are designed to expose students to new experiences in a safe and nurturing environment, while building discipline and fostering social-emotional awareness. Students have the opportunity to participate in arts education and enrichment programs, as well as receive support in math, ELA, and other core content subjects.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Our program menu offers a variety of classes and activities that cater to each students' individual interests and needs. Currently we offer Peer Tutoring in Math and English, Bridging School Transitions for 9th & 12th graders, Introduction to Art, Illustration / Animation, Theater Performance, Afro-Fusion Dance, Photography, Film, Hip-Hop Dance, and Graffiti Art through the YWCA. In addition, we have a partnership with College Now, which provides access to college courses for 11th & 12th graders to earn college credits while attending high school. Through the Literacy Leaders Program, our students are taught and trained using a rigorous Common Core aligned literacy curriculum. Our students then turnkey this information and teach literacy to younger students during a paid internship.

We are also providing college and career readiness courses to prepare our students for life after high school. This includes SAT preparation, assistance in completing college applications, assistance in college essay writing and college visits.

D. Are the additional hours mandatory or voluntary?

X

Mandatory

X

Voluntary

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

The Heritage ELO Committee has been working closely with all partners to plan and implement the extended learning opportunities program. In its efforts to recruit and retain students, the school has and continues to hold assemblies, make announcements, distribute letters and post fliers alerting students and parents of our programs. Students are aware that they may earn physical education and elective credits, partake in field trips in and around NYC and are provided daily, healthy snacks.

For our Saturday Academy, Grade Level Teams, Teachers, and Guidance Counselors identify target students who need additional support in core content areas by reviewing transcripts, report cards and scholarship reports. Students and parents receive notification for students to participate in Saturday Academy via PTA meetings and other school events. Guidance counselors provide outreach to students and parents to strongly advocate the Academy. Attendance is taken weekly and students receive messages through DataCation pertaining to their schedule and participation.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Grade Level Teams, Guidance Counselors, Our Crisis Intervention Team, Counseling in Schools Program, Attendance Team, and Social Workers along with the school Psychologist all meet to plan and implement interventions after reviewing individual student cases.

G. Are you using an ELT provider procured using the MTAC process?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Credit accumulation, Regents scores, and graduation rates are all used to evaluate the impact of the ELT program and student achievement. 21st Century Community Learning Center Programs have a third party evaluator, and in addition students and teachers are given a survey to measure the effectiveness of the program and provide anonymous feedback.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	1. An additional period of writing and skill building in English Language Arts is provided for students identified as level one and level two on the eighth grade ELA assessment.	1. Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated strategies	1. Service will be provided in a forty-five period within the school day.
Mathematics	1. An additional period of skill and concept building in Integrated Algebra is provided for all students identified as level one and two on the eighth grade Mathematics assessment. 2. Students will receive support through a peer-tutoring program. At risk students will be identified by scholarship reports, marking period grades, and teacher referrals.	1. Service will be provided on an ongoing basis and throughout the school day. 2. Service will be provided in forty-five period during the day, five days a week and afterschool three sessions per week.	1. Service will be provided in a forty-five period within the school day. 2. Service will be provided during the school day, after school hours, and during our Saturday Academy
Science	1. Students will receive an additional Earth Science and Living Environment Lab period in conjunction with five instructional periods and the required one period for lab.	Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated strategies.	1. Service will be provided in a forty-five period within the school day.
Social Studies	1. Students will receive an additional skill-based Social Studies Elective class to support critical thinking and analytical writing. 2. Students will receive a 9 th grade transitions class to help	1. Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated strategies. 2. Students will service using role playing various scenarios,	1. Service will be provided in a forty-five period within the school day. 2. Service will be provided in one hour long period twice a week after school

	develop the necessary skills for success in high school.	discussions, and using accountable talk in a cooperative environment	
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ol style="list-style-type: none"> 1. Students will receive emotional, social, and educational services provided by the Guidance Counselor as prescribed by the student's Individual Education Plan, Academic needs, behavioral plan, and attendance records. 2. Students will receive a band class provided by the music teacher and our Attendance Intervention Dropout Program counselor. 	<ol style="list-style-type: none"> 1. Students will receive services in small group and one to one sessions. 2. Students will receive services in small group, whole group and one to one sessions. 	<ol style="list-style-type: none"> 1. Service will be provided on an ongoing basis and throughout the school day. 2. Service will be provided in forty-five period during the day, five days a week and afterschool three sessions per week.

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

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.

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

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).

We have a tiered structure for Professional Development in the year 2013 -14. Teachers College provides Lead Teachers with monthly PDs around instructional practices and facilitating Grade Level Teams; New Visions Network conducts monthly conferences around CCLS in ELA and Math for Coaches and Assistant Principals; our CBO community partner, Teachers' College, Columbia University, holds monthly professional development to build capacity of teacher leaders. The learning gained from these professional development opportunities is turn-keyed to improve instruction and increase rigor in the classroom. In addition, Teachers' College CPET (Center for the Professional Education of Teachers) will facilitate on going professional development around the use of data analysis in lesson planning and teaching strategies for multiple points of entry.

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.).

All funding sources will be used as indicated on the school allocation memorandum. The coordination will be funding sources will be closely monitored on the both the school and network levels. All funding

sources will be used according to all state and federal mandates to maximize student achievement.

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.).

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.

Selected members of the teaching staff have been selected to participate in the extended cabinet. The extended cabinet members include administration and teacher leaders. These teacher leaders are also serve as members of the professional development committee and Grade Team leaders. The teacher leaders have agreed that the assessment to be used for the 2013-2014 school year will include the MOSL, Mock Regents exams, performance tasks, and Regents exams. Our teacher committee, through an SBO vote, has agreed to offer professional development for one hour every week. During the identified sessions, teachers will use various data reports, such as DataCation, to analyze the results of assessments. Teachers will use this information to examine trends and patterns of student progress. Once achieved, teachers will identify skills and micro-skills that will be imbedded in lesson plans, unit plans, and curriculum maps. In addition, through the Grade team structure, teachers will identify grade specific skills that have been identified in the MOSL assessments and aligned to the Common Core.

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).

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

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

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 Dyanand Sugrim	Assistant Principal Denise Byfield-Aboagye
Coach N/A	Coach N/A
ESL Teacher Addis Rojas Marin	Guidance Counselor Mercedes Dalal
Teacher/Subject Area Jenna Morgenstern	Parent Juan Sosa
Teacher/Subject Area Danielle Hoffman	Parent Coordinator Jocelyn Bula
Related Service Provider Maria Crespo	Other N/A
Network Leader(Only if working with the LAP team) Barbara Gambino	Other N/A

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	360	Total number of ELLs	24	ELLs as share of total student population (%)	6.67%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained										1	1	1		3
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	1
SIFE	4	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	8

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	9	2	0	7	2	1	8	0	0	24
Total	9	2	0	7	2	1	8	0	0	24

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	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
TOTAL	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										7	9	3	1	20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	3			4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	8	12	3	1	24

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)										4	1	1	1	7

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)										0	4	1	0	5
Advanced (A)										4	7	1	0	12
Total	0	0	0	0	0	0	0	0	0	8	12	3	1	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
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									0
4									0
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									0
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	4		1	
Integrated Algebra	15		3	
Geometry	1		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	8		0	
Physics	2		1	
Global History and Geography	9		1	
US History and Government	4		0	
Foreign Language	6		6	
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 tool our school uses to assess the early literacy skills of ELLs is the completion of a writing sample, and a reading comprehension assessment. The QAR (reading assessment) identifies the specific reading level of each student. The results of the periodic assessment are used to provide one-on-one tutoring, supplemental resources and to drive instruction. All tests are taken in English.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? Also analyzing the data of the NYSESLAT, the majority of the students, 17 of 24, are beyond the beginner level, and 12 are specifically at the advanced level of scoring of the NYSESLAT. It was revealed that the students are in great need of reading and writing support. The intermediate and the beginners need to improve the speaking and listening skills.
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 [AMAQ tool](#))

Paste response to question here:

In terms of student results in the NYSESLAT, the modality analysis confirms that our ELL students are generally more successful at obtaining high scores in speaking/listening, than in reading/writing. Among ninth graders in particular, a large gap exists between student achievement in one modality pair over another. When it comes to NYS Regents Exam results, we notice that tests with typically large amounts of text (U.S. and Global History and ELA), whether taken in English or the native language, lead to larger amounts of failures among our ELL population; this also holds true for our larger population. The School Leadership and LAP Team are looking forward to training in, and usage of, results of ELL periodic assessments.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to question here:

We don't have a dual-language program.

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](#).)

Paste response to question here:

We are a High School.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

In our school, the ESL students often experience reading and writing difficulties. They also lack of academic vocabulary necessary to analyze and comprehend a text. That's why instructional decisions are based on the idea of helping the kids improve in these areas.

To do so, the ESL teacher, when planning instruction, takes into the account the following:

- Specific characteristics of the first language of the students
- Ensure the students have access to grade appropriate knowledge and skills by using methods such as scaffolding and using the students native language
- _ Differentiate instruction based on going progress monitoring
- _ Observe explicit instruction of academic language used in the grade level, academic content area and aligned to grade level standards.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

We do not have a dual language program

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program for ELLs through several factors. These include: their progress and growth in credit accumulation throughout the years in comparison to the total school population; their progress in NYSESLAT scores and eventual scoring out of ELL status; and their Regents scores and proportions of ELL students attaining a Regents diploma. 98% of the students of last year moved one level up through NYSELAT testing.

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](#).)

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

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

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.

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

3. 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].)

At the beginning of the school year, The ESL teacher sends entitlement letters to the parents. Then, The ESL teacher collaborates with the Principal to ensure that Parent Survey and Program Selection forms are returned. Parents are invited to a meeting to be informed about the program choices. The option letters are distributed in this meeting. Parents that select to have their students enrolled in a Freestanding ESL program complete and turn in the Program Selection Form indicating that choice. A record of these letters are kept in file. Parents are also advised to attend parent conferences throughout the year. Translation services, when needed, are provided for all parent meetings, workshops, and/or conferences. The ESL teacher also translates correspondence sent to our non-native English speaking families. In addition, ELL parents are contacted by the counselor to talk about the educational options for their child.

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.

Paste response to question here: The criteria used by the ESL teacher Ms Rojas, to place students in the ESL program includes parents' preferences and the NYSESLAT scores. At the parent orientation meeting in October, all program options are reviewed with them in their native language. The information is presented in Spanish which is the first language. The school decides what students are entitled to take the NYSESLAT exam based on ATS Reports (RBDS and RLAT). ELL students remain entitled to ESL services based on proficiency levels in Reading, Writing, Speaking and Listening. Students who score proficient in all modalities are still entitled to receive services for up to 2 years if additional support and remediation is needed. ages of most of our ESL students. Placement letters are distributed to the parents and the school keeps a record of these letters.

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.

Paste response to question here:

- Based on the ATS (RLAT) reports, students who are entitled to receive ESL services are informed to take the NYSESLAT.
- The Principal and the ESL teacher Ms Rojas choose a very comfortable classroom for the students to take the test.
- The test is administered by sections (speaking, listening, reading and writing) The students take one section by day. There is an extra day to make up a test.
- The students start the test the first period. This is because they are less tired of their daily activities and can get more focused on the test.
- The students fill out the personal information on the answer documents.
- The certified teacher reads the exam directions and examples to the students.
- The students are not rushed. They can take all the necessary time to answer the tests, except in the listening one. The teacher plays the listening CD once.
- The speaking and writing are administered by a certified teacher different from the ESL teacher.
- The answered documents are packed following the instructions to be returned to the baid.
- Unanswered documents are also packed to be returned

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. 

Paste response to question here:

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

Each year ELL student demographics are carefully reviewed as well as the parent selection and survey documents. As of 2013-2014, parents have consistently chosen the free standing ESL program as their model of choice. If parents were to choose TBE as a program of choice, that choice would be honored.

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])?

Paste response to questions here:

- a. The organizational model is freestanding - Self Contained.
- b. The program model is a partial-block schedule model in the ninth grade. In the tenth, eleventh and twelfth grades, the students are programmed according to course requirements.

2. 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)?

Paste response to questions here: The number of ELL students is relatively small (24 students ranging from Grade 9 through Grade 12). We believe that the freestanding model is fundamental in providing support for the ELL population at our school. This allows for better modified instruction within regular education classrooms as well as better support for these students. ELL students in the intermediate and advanced levels receive the mandated number of instructional minutes through a self-contained ESL class, in addition to their ELA instruction. We have organized the three ESL levels (Beginning, Intermediate and Advanced) in the schedule that let the students take the mandated minutes of instruction. Each block is 45 minutes of instructions. The beginners take 560 minutes a week, the intermediate 360, and the advanced students 180 minutes . In addition to this, the students take 125 minutes of ELA weekly. Students are grouped in learning stations designed to improve the different language skills, according to their needs. Spanish is offered to Spanish speaking students as a native language support.

3. 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.

Paste response to question here: The content of the ESL classes support what the students are studying in the subject classes. Language functions and structures are learned in context. The instructional components are based on the New York State ESL standards 1-5. Each class has a language and a content objective. Our school's ESL program uses a variety of ESL strategies including scaffolds to support ELLs subject areas. Some examples of these scaffolds are: modeling, bridging, contextualizing, schema building, text re-presentation, and meta-cognition. Graphic organizers and other differentiated learning strategies are used by certified teachers in content classes. Students are provided with native language dictionaries and books to assist them in their content-area classes. Technology is used for all Heritage students. To teach reading, the ESL teacher uses strategies such as modeled reading, skimming, scanning, re-reading for detail, summarizing, read aloud. Instructional materials for ELL students include ESL grammar books (grammar in context), modified novels, modified readers (EDGE series), multicultural readers, picture dictionaries, word-word dictionaries, weekly ELL newspapers (News for you), leveled readers, bilingual Regents glossaries, and NYSESLAT prep books. Readings are based on real life stories of different topics that activate students' prior knowledge. Teachers utilize realia, pictures, cards, movies, music to reinforce content and vocabulary. Regents exams, and state tests like the NYSESLAT drive instruction. Students also write essays to be prepared for regents. Classes are planned taking into account the QTEL strategies and the SIOP model of teaching languages. ESL instruction is designed considering that each student is unique and richly heterogeneous.

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

Paste response to question here: Students are interviewed by the ESL Teacher. We offer Exams in the languages that our students are proficient.

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

Paste response to question here: ESL lessons are planned following the SIOP model which gives the opportunity to the students to practice the 4 language skills in a content based lesson. As an integral part of the day to day instruction, in each lesson, the students are assessed to understand their thinking and determine the student's ability to effectively communicate that thinking in English through listening and speaking, reading and writing. Assessment runs from informal (observations, anecdotal notes and clarification checks) to formal (testing instruments and performance tasks measured against a rubric). Using all assessment information, provides a balanced evaluation that conveys an accurate picture of each student's progress in the 4 English skills.

6. How do you differentiate instruction for ELL subgroups?

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

Paste response to questions here: Instruction is differentiated for ELL subgroups, including SIFE, newcomers, former ELLs, special needs ELLs, and long-term ELLs as follows:

- As we have SIFE students, we would increase our emphasis on literacy and we would carefully ensure that their prior knowledge and experiences were integrated into the curriculum. Guidance counselors will also ensure support these students.
- ELLs who are newcomers receive support through the ESL teacher who introduces the ELLs to the school community. They are paired with their higher-performing ELL peers and also receive native language support. All ELLs are prepared for the Regents through extensive tutoring.
- ELLs receiving service 4 to 6 years receive self-contained ESL as determined by the needs disaggregated by listening/speaking, reading/writing, and in addition, receive ELA tutoring. A focused effort is being made by the ESL teacher to ensure they prepare well for the NYSESLAT and other high stakes exams.

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

e) Former ELLs will continue receiving support by the ESL teacher when it is needed. The students can stay from 3:30 to 4:15 pm every Wednesday for extra help. Also during lunch time they will be tutoring by the ESL teacher three times a week. They can also attend the 9th period class for extra support

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?

Paste response to question here: SWD who have IEPs are assigned to Collaborative Team Teaching and /or SETTS classes. These students will be evaluated about what services they require, and every teacher will take into consideration their existing IEP. The ESL teacher will attend Special Education PDs. Our School 's ESL program uses a variety of ESL materials specially the EDGE program that is organized in levels and assigned to students based on their abilities. Also, various readings and grammar exercises are assigned according to the student's level. Besides this, students are provided with extended time for tests and receive glossaries to help them in their classes.

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?

Paste response to question here: We accomodate our ELL-SWD students in 45 minute class in ESL and other classes. Students are placed in CTT or SETTS classes based on their IEPs and are provided the support of two teachers, a certified Special Education Teacher and a content-area Teacher. CTT teachers are provided time weekly to plan together to insure that instruction is differentiated and scaffolded to meet the needs of all students in CTT classes. Also, ELL-SWD have opportunities to practice and work with their peers, in classrooms that are non-restrictive, to correct the English language. Students also have the chance to meet with their teachers during extended time to get any extra help they may need.

Courses Taught in Languages Other than English ⓘ

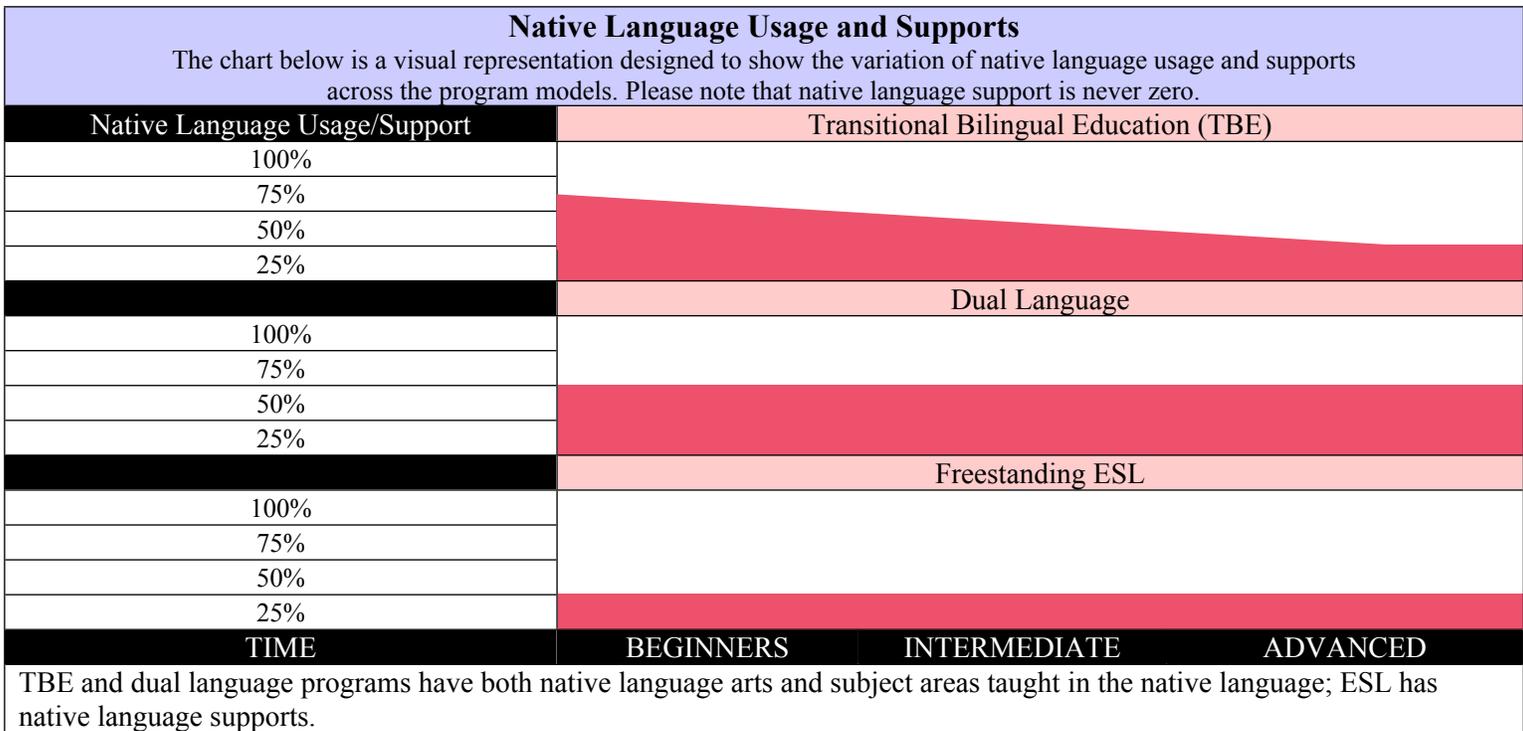
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here: The ELL students have showed a great improvement in the. 95 % of the students move one level up in the NYSESLAT exam. Also, beginners students who have very little time in the country are getting almost passing grades in the Regents exam. Each lesson is designed with a language and content objective which makes the student acquire the language faster.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here: None. Instead we will have a partnership with MCC theater.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

1

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Paste response to question here: The following instructional materials are used to support ELLs

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Students use native language dictionaries to undersatand content. They also have the support of subject glosaries in Spanish, French, etc. The students ask for clarification of explanations in Spanish to the ESL teacher.

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

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

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.

Paste response to question here: The school offers school tours to newly enrolled students where they will have the chance to ask questions about the school. The counselors will assist the new student through the year to help them adapt to their new environment.

18. What language electives are offered to ELLs?

Paste response to question here: The school offers Spanish class as an elective.

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)?

Paste response to questions here:

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.

Paste response to questions here: 1. All teachers (subject area, special education, and ESL) working with ELLs have received professional development in differentiated instruction. Within the school, professional development concentrates on:

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

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

2. Our professional development program is aligned to Heritage’s vision of serving all students and preparing them with skills and habits to be successful in higher education and beyond.

In order to meet the needs of our English Language Learners and other students our teachers meet in grade level team three times a week for 45 minutes to participate in an inquiry cycle of looking at student work, analyzing test and exams, and adjusting instruction through various strategies to meet the needs of all learners.

We are working with Teachers College, Columbia University to provide all teachers with a robust professional development program to achieve our vision. Outlined below are the three key features of that work:

- Teacher-leaders one from each grade attends monthly professional development with Teachers College, Columbia University. These professional development sessions include reviewing Regents and setting benchmarks, using data– Inquiry cycle, questioning techniques – formative assessments techniques, using evidence for reasoning, and building classroom discussions.
- Center for the Professional Education of Teachers will guide teachers through a series of thirteen professional development sessions to develop CCLS lesson plans and performance tasks that reflect the Universal Design for Learning approach with particular attention on differentiating questioning and discussion techniques to engage all learners.
- Use of graduate students under the supervision of Dr. Susan Masullo, a literacy specialist at Teachers College, who push into the ESL classrooms and ELA classrooms of English Language Learners who recently passed the NYSELAT exam for at least ten hours per week and who participate in monthly data dialogues with the teachers and Assistant Principal Of instruction to track student progress and identify instructional responses.

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

4. Professional Development for all teachers will occur during monthly meetings to inform them about ESL related topics, such as the LABR, NYSELAT, test accommodations, teaching strategies and so forth. All teachers are sent to quarterly PDs offered by the Network In addition our staff will be constantly notified of new ELLs and be provide with any necessary trainings and assistance to better serve the ELL population in our school. professional development will be provided for 7.5 hours as per Jose P.

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?

Our current parent involvement is very low, but we are trying to increase this and provide more opportunities for parents to visit the school and be involve in it. Right now we are not partnered with any agencies or Community Based Organizations that provide workshops or services to our ELL parents but hope that our parent coordinator will beging to make those connections. We will be evaluating parent needs through surveys in native language which will assist us in providing programs, events and resources that are meaningful to our parents.

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

- Involving parents in professional development in Common Core Learning Standards. Parents are also invited to a Curriculum Night where teachers share expectations and an outline of their curriculum. Parents are invited to assemblies for students with excellent attendance, most improved and excellent grades.
- Pairing reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents.
- creating parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-house conferences between teachers or other educator, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Having PTA meetings once a month with outreach to parents of ELLs.

2. Right now we are not partnered with any agencies or Community Based Organizations that provide workshops or services to our ELL parents but our parent coordinator will start creating those connections.

3. We evaluate the needs of our parents through surveys in the native language which will assist us in proving programs, events and resources that are meaningful and address the needs of our parents.

4. This year, all the activities for parents include translation and culturally relevant materials and activities. We will also have ESL classes for parents.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: The Heritage**School DBN: 680****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dyanand Sugrim	Principal		12/19/13
Denise Byfield	Assistant Principal		12/19/13
Joseline Bula	Parent Coordinator		12/19/13
Addis Rojas	ESL Teacher		12/19/13
Juan Sosa	Parent		12/19/13
Danielle Hoffman	Teacher/Subject Area		12/19/13
Jenna Morgenstern	Teacher/Subject Area		12/19/13
	Coach		1/1/01
	Coach		1/1/01
Mercedes Dalal	Guidance Counselor		12/19/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 680 School Name: The Heritage School

Cluster: 5 Network: 562

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

Part A: Needs Assessment Findings

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

At the beginning of every year, we give a survey to all the families during Welcome-Back Night in September and during Parent-Teacher conference in October; in the survey, parents can express what language they prefer to receive letters and notices from the school. In the survey, they are also given a menu to select in which language they would like to receive information during meetings or workshops.

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

Since over 70 percent of the families are Latino, the majority of the families expressed that they prefer the letters and notices are translated into Spanish, but almost half still prefer materials in English. Parents and families members were notified of this during the first Parent-Teacher Association meeting.

Part B: Strategies and Activities

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

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

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.

Ms Rojas will provide oral interpretation services in teacher-parent conferences. Also, she will be able to do it during IEP meeting with the parents. In cases where the Ms. Rojas is not available, our parent coordinator will serve in this capacity.

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

In the fall of 2013 the school will mail to parents the Chancellor's Regulation A-663 as well as a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Heritage will also provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, or legal or disciplinary matters

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: Heritage School	DBN: 04M680
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: During school hours
Total # of ELLs to be served: 24
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
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:

MCC theater will be guiding our supplemental program. A professional teaching artist will work with the ESL teacher to help her gain the skills needed to organically integrate dramatic activities into their curriculum. Through regular classroom visits, long-term residencies directly align MCC Theater's organizational standards in art-making to the ESL curricula; all while adhering to the benchmarks found in the NYC Department of Education's Blueprint and targeting the national "Common Core Capacities for College & Career Readiness." The artist and the ESL teacher will push in and implement dramatic activities to enhance core ELA standards in the ESL class, including the improvisational exploration of scene structure, character development, character perspective/narrative, enunciation, and presentation. Through this Classroom Partnership, our ESL students who have struggled to succeed in a traditional classroom, will improve their interpersonal skills, confidence, and social poise, both within their school community and beyond. Our students will move up language levels and become leaders in our school.

All the ESL students (Beginning, Intermediate and Advanced) from 9 to 12 grade will participate in the program. The teaching artist will provide the instruction in English every Friday during three periods of 45 minutes each, from December 6, 2013 to May 9, 2014

The teaching artist will be Matt Higgins who has worked with MCC for twelve years. With MCC, he regularly works at Manhattan International High School, though he also worked as an MCC teaching artist at Discovery High School in The Bronx. He has worked for the Theatre Development Fund as a teaching artist in their Stage Doors and RAP programs, and he has taught many improvisation workshops for The Second City, The Piven Theater Workshop, and The People's Improv Theater. In 2001 and 2002, Matt led workshops at The Yale School of Drama. He is currently working with CUNY at Kingsborough Community College and Citytech College.

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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

Part C: Professional Development

Begin description here:

Our professional development program is aligned to Heritage’s vision of serving all students and preparing them with skills and habits to be successful in higher education and beyond.

In order to meet the needs of our English Language Learners and other students our teachers meet in grade level team three times a week for 45 minutes to participate in an inquiry cycle of looking at student work, analyzing test and exams, and adjusting instruction through various strategies to meet the needs of all learners.

We are working with Teachers College, Columbia University to provide all teachers with a robust professional development program to achieve our vision. Outlined below are the three key features of that work:

- Teacher-leaders one from each grade attends monthly professional development with Teachers College, Columbia University. These professional development sessions include reviewing Regents and setting benchmarks, using data– Inquiry cycle, questioning techniques – formative assessments techniques, using evidence for reasoning, and building classroom discussions.
- Center for the Professional Education of Teachers will guide teachers through a series of thirteen professional development sessions to develop CCLS lesson plans and performance tasks that reflect the Universal Design for Learning approach with particular attention on differentiating questioning and discussion techniques to engage all learners.
- Use of graduate students under the supervision of Dr. Susan Masullo, a literacy specialist at Teachers College, who push into the ESL classrooms and ELA classrooms of English Language Learners who recently passed the NYSELAT exam for at least ten hours per week and who participate in monthly data dialogues English language learners (ELLs) benefit just as much from their parents' involvement in their education as other students. Some Hispanic parents may feel apprehensive about getting involved because of their limited English skills, lack of familiarity with mainstream culture and the public school system in the United States, and other reasons. Below are some ways to reach out to parents of ELLs and increase the likelihood of their participation.with the teachers and Assistant Principal Of instruction to track student progress and identify instructional responses.

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

Part D: Parental Engagement Activities

Begin description here:

When parents get involved in their children's education, children are more likely to do better in school, be better behaved, have more positive attitudes toward school, and grow up to be more successful in life. English language learners (ELLs) benefit just as much from their parents' involvement in their education as other students. Historically, we have experienced many parents that do not speak English and find very difficult to support their kids at school. To reach out to these parents and increase the likelihood of their participation, we are going to offer English as a Second Language classes to them.

These classes will be taught every Wednesday from 3:30 to 4:45 pm by Addis Rojas Marin, the ESL teacher of the school. They will run from November 20th to June 11, 2014

The parents will master basic conversation skills, conversation and simple structures. The class will be designed for beginning English students. They will acquire the basic language skills needed to communicate with the schools, on the job and in the community. They will learn to use declarative sentences with simple present, simple past, present progressive and future tenses.

In addition to the classes, the school will be reaching out the parents through their native language. The school will have a fully bingual interpreter to translate for parent-teacher conferences, PTA meetings, and regular communication. The parents of our ELL students need to understand how the NY school system and culture work. We will listen to parents' concerns, and answer their questions. We will also translate the written communications that we send home. This will keep the parens in the loop on issues such as report cards, and school events

Part E: Budget

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

Allocation Amount: \$0

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"> • Per session • Per diem 	\$2,700 27 sessions of 2 hours a week	50 X 54 =2,700
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$7,000 MCC Theater	\$7,000 17 sessions. 3 period per session
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$400 Materials NYSESLAT Prep Book (Continental's New York ELL's for 2014 NYSESLAT)	\$400 \$600
Educational Software (Object Code 199)		
Travel		
Other	Non contractual service (Light Refreshment for parents)	\$500
TOTAL		\$11,200