

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: HARRIET TUBMAN LEARNING CENTER

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

Principal: ELIZABETH JARRETT

Principal Email: EJARRET@SCHOOLS.NYC.GOV

Superintendent: GALE REEVES

Network Leader: RENARDO WRIGHT

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

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

Name	Position and Constituent Group Represented	Signature
Elizabeth Jarrett	*Principal or Designee	
Beverly Dais	*UFT Chapter Leader or Designee	
Laurie Lopez	*PA/PTA President or Designated Co-President	
June Nelson	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kenneth Darby	Member/ UFT	
Pretrena Brown	Member/ UFT	
Lachanda Burgess	Member/ Parent	
Sandra Kirton	Member/ Parent	
Annie Jones	Member/ Parent	
Cenita Thigphen	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 20% of all K-2 students who performed below 25 percentile on the ELA Fall SchoolNet benchmark assessments will show a growth percentile of 20% as measured by the Spring SchoolNet benchmark assessments.

Comprehensive Needs Assessment

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

Based on the Fall SchoolNet benchmark assessments, the following data show the number of students who performed at 25% below:

- Kindergarten: 38 out of 54 students (70%)
- First: 47 out of 61 students (77%)
- Second: 22 out of 43 students (51%)

A total of 107 students (68%) performed less than 25% of standard skills who are categorized as below grade level. The goal is to move at least 22 students who performed less than 25% skills mastery to 45% and above skills mastery.

Instructional Strategies/Activities

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

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

Targeted K-2 students took the ELA Schoolnet benchmark assessment in October 2014 and the data will be analyzed by key personnel to identify key deficits in order to develop and deliver targeted instruction through the strategies listed below:

1. ReadyGen Program with appropriate professional development supports
2. Individualized reading tutor
3. Push-in instruction for ELL students during ELA instruction
4. K-2 After School program to target low performing students.
5. After school for ELL students

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

1. Classroom Teachers (Monday – Friday: 90 minutes each session)
2. Reading Buddies (RSVP): 45 minutes Reading Intervention program
3. Ms. M. Acevedo – ESL Teacher (Monday – Friday: 60 minutes daily)
4. Selected lower grade teachers to teach during After School program (Monday to Friday: 3 hours each session)
5. Ms. M. Acevedo – ESL After School Teacher (Wednesday – Thursday: 3 hours each session)

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

- 1-3. Performance assessments will be administered after each program module. Accelerated Reading STAR Test will be administered 3x a year to monitor reading progress. Teachers will create interim assessments via Castle Learning program. Key personnel will use data to track the progress and revise interventions to targeted students.
2. Reading Buddies will use the Phonological Awareness Language System (PALS) 3 times a year to track students' reading progress.
- 4-5. Schoolnet and Castle Learning will be used by key personnel to identify strategic lessons to be adapted and delivered during Expanded Learning program to targeted students. The Accelerated Reading assessments in ELA will be used on a weekly basis to check for understanding of the targeted students.

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

1. ReadyGen program started in September and will end by June 2015.
2. Reading Buddies program is done for 45 minutes per session which started in October 2014 and will end in June 2015.
3. Pull-out is provided by the ESL teacher daily for 60 minutes, which started in October 2014 and will end in June 2015
4. K-2 after School program started in September 2014 and will end in June 2015.
5. ELL after School program will start in December 2014 and will end in May 2015.

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

1. 90-minute reading block using the DOE Reading curriculum (ReadyGen)
2. Selected students from K-2 get one-on-one tutoring in reading for 45 minutes
3. ESL teacher goes into the classroom to provide push-in for 60 minutes.
4. Harlem Children Zone runs the K-2 After School program. Selected teachers are hired to teach reading and writing to students. The program supplements the

activities during regular instructional period. No cost is associated with this program.

5. ELL Teacher provides reading intervention strategies to ELL students during After School program under the Title III funding.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent workshops on understanding the ReadyGen curriculum are scheduled on a monthly basis.
2. RSVP program scheduled three Parent meetings during the year to provide updates of student performance. Parent Coordinator to provide open line communication between school and home. This program allows the parents and the principal to network.
3. and 5. Ms. Acevedo has scheduled ELL Parent Workshops to parents in partnership with cluster teachers to provide information on how to assist their child to develop reading fluency and increase of vocabulary.
4. Increase parent communication via newsletters to disseminate information with regards to after school related activities. Invite parents to participate in Harlem Children Zone after school activities.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 25% of Grade K-5 students who performed below 25 percentile on the Math Fall SchoolNet benchmark assessments will show a growth percentile of 20% as measured by the Spring SchoolNet benchmark assessments.

Comprehensive Needs Assessment

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

Based on the Math Fall SchoolNet benchmark assessments, the following data show the number of students who performed at 25% below:

- Kindergarten: 43 out of students 54 (80%)
- First: 50 out of 61 students (82%)
- Second: 37 out of 45 students (82%)
- Third: 44 out of 45 students (98%)
- Fourth: 42 out 44 students (95%)
- Fifth: 31 out 32 students (97%)

A total of 247 students (68%) from Grades K-5 performed less than 25% of standard skills who are categorized as below grade level. The goal is to move at least 62 students who performed less than 25% skills mastery to 45% and above skills mastery.

Instructional Strategies/Activities

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

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

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

1. Go Math Program with appropriate professional development supports
2. Pull-out and push-in instruction for ELL students from Grade K-5 daily for 60 minutes
3. Daily Grade 5 Math Tutorial program by Project Pupil for 60 minutes
4. Expanded Learning Program for Grades 3-5 (After School program)
5. After School for ELL students Grades K-2
6. Saturday Academy for Grades 3-5

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

3. Classroom Teachers (Monday – Friday: 90 minutes each session)
4. Ms. M. Acevedo – ESL Teacher (Monday – Friday: 60 minutes each session)
5. Project Pupil Tutors – 10:30 a.m. – 11:30 a.m. daily in the computer lab
6. Selected After School Teachers and Teachers College Tutors (Wednesday and Thursday: 3 hours each session)
7. Ms. Acevedo – (Wednesday and Thursday: 3 hours)
8. Selected Teachers with Teachers College Tutors (Saturday: 3 hours)

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

- 1-2. Unit assessments will be administered every beginning and end of the Chapter. Assessment data will be used and analyzed by key personnel to track the progress and to revise instructional interventions to targeted students. Performance based assessment data will also be used and analyzed to determine key instructional strategies to track targeted student progress. Castle Learning assessments and activities will be formulated by teachers which will be aligned to instructional expectations per grade level.
3. Project Pupil Tutorial Assessments to be conducted after each module assessments
- 4 - 6. Schoolnet and Castle Learning data will be used by key personnel to identify strategic lessons to be adapted and delivered during Expanded Learning program to targeted students. The Accelerated Math assessments in those lessons will be used on a weekly basis to check for understanding of the targeted students. Assessment data will be used by TC tutors for small group tutorial program during after school and Saturday Academy.

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

1. Go Math program started in September and will end by June 2015.
2. Pull-out is provided by the ESL teacher daily for 60 minutes, which started in October 2014 and will end in June 2015

3. Project Pupil is being held in the computer lab daily for 60 minutes. It started in October and will end in June 2015.
4. Expanded Learning program (After School program) will in December 2014 and will end in May 2015.
5. After School for ELL students will start in December 2014 and will end in May 2015.
6. Saturday Academy will start in January 2015 and will end in May 2015.

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

1. 60-minute math block using the DOE Go Math curriculum
2. ESL teacher goes into the classroom to provide push-in for 60 minutes. She pulls-out students to provide math instruction with the use of ELL strategies.
3. For one hour 5th Grade students get long distance math tutorial as provided by Project Pupil tutors. This program is a district initiative to teach mathematical concepts as a supplement to Go Math curriculum.
4. CS 154 works in partnership with Harlem Children Zone to subsidize the Extended Learning Program. Selected teachers are hired to teach math to students. The program supplements the activities during regular instructional period. No cost is associated with this program.
5. ELL Teacher provides math intervention strategies to ELL students during After School program under the Title III funding.
6. Selected teachers will teach students math strategies within the context of problem solving. Teachers College tutors will support to the teachers via small group instruction and/or one to one tutoring.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent workshops on understanding the components of Go Math curriculum are scheduled on a monthly basis.
- 2 and 5. Ms. Acevedo has scheduled ELL Parent Workshops to parents in partnership with cluster teachers to provide information on how to assist their child to use different strategies in solving math word problems and how to develop math fluency.
3. Communicate student performance to parents through progress report card. Invite parents to experience remote tutoring via ILID website.
4. Increase parent communication via newsletters to disseminate information with regards to after school related activities. Invite parents to participate in Harlem Children Zone after school activities.
5. In partnership with Teachers College, Saturday Parent Workshops will be scheduled at least twice a month.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 100% of vertical grade bands will use analysis of data to deepen instruction and to create effective and highly effective lesson planning and delivery as measured by formal and informal observation.

Comprehensive Needs Assessment

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

During the school's planning retreat with Teachers College staff in June 2014, the following are identified as area that need improvement:

- 1) Teacher teams' use of data was found in low capacity. Instructional practices and formulation of activities did not reflect appropriate linkages to student skills and knowledge based on formative assessments.
- 2) Looking at student work was not consistently analyzed to inform timely changes in the teachers' instructional practices.
- 3) Data were not consistently used to dictate student groupings.

Instructional Strategies/Activities

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

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

1. Data team meeting to establish, document and disseminate the school's routines and systems data driven instruction to guide teacher teams in creating data driven instruction
2. Inquiry Meeting every Tuesday will be held to discuss student work and data to improve instructional planning.
3. Weekly common Grade Level planning period to analyze student work and to engage in collaborative work instructional planning.
4. Monday Professional development as provided by the DOE, Network, AUSSIE Consultants, Teachers College and administrators.
5. On-going Professional Development which focus on 1e and 3d with selected teachers
6. Teachers College Monthly Teacher Lead Professional Development

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

1. Data Team members led by Mr. R. De Jesus, AP
2. Teacher Team members
3. Teachers
4. DOE, Network, Teachers College, AUSSIE Consultant and School Administrators
5. Ms. Rabin Nickens, Teacher Development Coach
6. Teachers College REACH Staff

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

- 1 to 6. Formal and informal observation reports demonstrating improvements in instructional planning and teaching practices as evident in student performance progress.
- 1 to 6. Students will show performance progress as reflected in various data assessments.

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

1. Data Team meetings are scheduled after SchoolNet benchmark assessments (October and May) and Castle Learning Interim Assessments (November, February and June)
2. Inquiry Meeting (Tuesday: September 2014 to June 2015)
3. Weekly Grade Level common planning meeting (September 2014 to June 2015)
4. Monday Professional Development (September 2014 to June 2015)
5. Teacher Development workshops: Three Cycles per group – 3 to 4 sessions per cycle which started in November 2014 and will end in May 2015.
6. Monthly Teachers College PD (September 2014 to June 2015)

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

6. Data Team meeting is being convened to analyze data from recent benchmark assessments. The data analysis is being shared with teachers during common planning and inquiry meeting to provide next steps to target students' needs. The Data Team assists teachers to access appropriately usable data about their students' academic and personal needs.
7. Weekly Inquiry meeting serves as the venue for teachers to discuss student data and to analyze student work. Teachers meet to review and modify curriculum maps

according to the academic needs of their students.

8. Teachers meet once a week to formulate instructional plan and create differentiated learning activities which will target students' individual needs.
9. Monday Professional Development is scheduled to provide teachers information on the core curriculum and strategies to improve pedagogical practices.
10. Ms. Rabin meets with two cohorts of teachers as identified as 1e (Designing Coherent Instruction) and 3d (Using Assessment in Learning). Each cohort delves in to the designated Danielson indicator to familiarize the attributes and implement best practices in planning and during classroom instruction.
11. Teacher leaders are being trained by Teachers College staff to improve teaching practices based on academic research studies.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Parent Engagement meeting on Tuesday for teachers to update parents with regards to their child's academic and behavioral development.
2. Parent workshops on common core state standards, different area contents, adult education, etc. are scheduled on a monthly basis.
3. Once a month Family Friday has been established by the Parent Coordinator to provide open line communication between school and home.
4. Newsletters and other forms of communication will be utilized to inform parents about school and parent activities.
5. Invite parents to attend SLT meetings to get acquainted with school's operation and be informed on new academic initiatives which are pertinent to their child's academic formation.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

2- Strategies/activities that encompass the needs of identified subgroups

6.

3- Key personnel and other resources used to implement each strategy/activity

1.

4- Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

5- Timeline for implementation and completion including start and end dates

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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	<ol style="list-style-type: none"> 1. Literacy Block (small group intervention activities are integrated in the program) 2. RSVP (Reading Buddy) 3. TC Reading Tutors 4. Accelerated Reading Enterprise 5. MaxScholar 	<ol style="list-style-type: none"> 1. 90 minutes of instructional period with the use of the ReadyGen program from Grades K-5; Pre-K is using the Creative Curriculum. 2. One-on-One reading tutorial of levels 1 and 2: Grades kindergarten to 2 students. 3. One-on-One Reading tutorial/small group 4. Independent Reading and Online Quizzing 5. Online intervention reading program 	<ol style="list-style-type: none"> 1. ReadyGen program and Creative Curriculum are being taught during the school day. 2. During the school day: 4 period a week (Monday-Thursday) 3. After School: Wednesday and Thursday – 2 hours per day. Twice a week during regular school day 4. During the school day: daily 5. During the school day: Tuesday Through Thursday: 45 minutes per session.
Mathematics	<ol style="list-style-type: none"> 1. Math block 2. Accelerated Math Enterprise 3. TC Math Tutors 4. Friday School wide Math Center 	<ol style="list-style-type: none"> 1. 60-75 minutes of instructional period 2. Independent Math practice (Grades 3-5) 3. One-on-One Math tutorial/small group instruction 4. 60 minutes of math station activities 	<ol style="list-style-type: none"> 1. During the school day: daily 2. During the school day: daily 3. After School: Wednesday to Thursday – 2 hours per day; during the school day: twice a week 4. Friday: During Math period for 60 mins
Science	<ol style="list-style-type: none"> 1. FOSS 2. Engineering By Design by Teachers College Staff 	<ol style="list-style-type: none"> 1. Whole Class instruction 2. Small group instruction 	<ol style="list-style-type: none"> 1. Twice a week during the school day excluding the sessions provided by Science Cluster teacher. 2 to 3 times a week provided by classroom teacher for 45 minutes per session. 2. After school: once a week
Social Studies	NONE		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Individual and small group	During the school day: daily

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

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

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. Targeted Assistance (TA) Schools must also complete the *TAS 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.
<ul style="list-style-type: none"> • Ongoing actionable feedback from supervisors after observations and walkthroughs in a timely manner to improve pedagogical practices. • Ongoing high quality professional development which will target all staff members' individual needs. • Constant instructional support provided by administration, Network Staff and Teachers College Staff. • Network Professional Development workshops are offered to teachers. • Well-rounded school environment. • Provide opportunities for staff to participate in PD sessions as provided by Teachers College, DOE, Network and Administrators.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Monday professional development sessions are scheduled as provided by administration, Teachers College, DOE and Network staff. • Ms. Rabin, Nickens, Teacher Development Coach, provides professional development to selected teachers under 3 cycle series. One cycle has 3 to 4 double period sessions focusing of Danielson's Coherent Instruction and Use of Assessments in Learning. • Formal and Informal observation feedback with the use of the Danielson rubric to improve pedagogical practices • Grade level meetings to discuss curriculum, student data, student work and next steps to align instruction to CCSS. • Teacher Teams to engage in inquiry process.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • A fund of \$4,000 is set aside to purchase school supplies and uniforms for students in temporary housing. • 1% of the total budget is set aside to support parental involvement. • 60% of Title 1 allocation funds the Guidance Counselor salary who serves as Respect for All Coordinator. • 40% of Title 1 allocation funds School Librarian who supplements instruction for all students. • 40% of Title 1 allocation funds AP salary who provides professional development to teachers to improve teacher practices and instruction.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 05M154

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$199,658.25	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$71,988.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,743,820.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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 or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 25 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" 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 type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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: Based on NYSESLAT 2014 data, our ELLs continue to make gains on the listening and speaking modalities, however they still struggle in reading and writing. To support reading and writing Common Core Standards, we will have an after school program that will enhance literacy through the content areas in Kindergarten and grades 1 and 2. These are the grades with the greatest concentration of our ELL population. The program will serve 9 Beginning students, 9 Intermediate, and 7 Advanced ELLs starting November 19, 2014 and ending May 28, 2015. There will be 45 instructional sessions. The instructional hours will be from 2:20- 5:20 PM, Tuesdays and Wednesdays. Instruction will be imparted in English by two teachers: one ESL certified teacher and one Common Branch teacher. Students who will participate in the after school program will be divided into two groups: Beginning-Intermediate and Advanced ELLs. Each group will work for an hour with the ESL teacher while the other group works with the Common Branch teacher. The two teachers will switch groups to ensure that each group receive language development from a certified ESL teacher.

Instruction will target reading informational texts and writing in different genres (i.e., opinion, informational, narrative). These literacy skills will be taught through subject areas such as social studies and science. Differentiated strategies will be used to target those students who are Advanced ELLs so they can achieve English Proficiency. Student progress reports, along with formative assessments, frequent observations and conferences will be used to monitor students' academic progress.

Instruction will focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing through the use of the "On Our Way to English" Program by Houghton Mifflin.

Part C: Professional Development

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

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

Begin description here: The ESL teacher and CB teacher will participate in Professional Development and training sessions offered by Houghton Mifflin Harcourt in order to develop a curriculum for the after school program. The first session will be offered on December 8, 2014 and will be an introduction to the "Our Way to English Program." The second session will target lesson planning of Oral Language

Part C: Professional Development

Development Activities, and will be offered on December 15, 2014. The third session will be

offered on January 12, 2015 and will focus on Reading and Writing Development through Science and Social Studies instruction. These sessions will take place on Mondays from 2:20- 3:40 PM.

Monthly sessions of Professional Development will be provided by Judy Zaragoza, ELL specialist from CFN 406 on the following dates: December 10, 2014; January 7, February 11, March 11, and June 4, 2015 with topics and times to be announced. Additionally, teachers will attend a 3 day institute offered by the Office of ELLs "Developing English Language Learners' Mathematical Reasoning in the Early Grades." These sessions will be offered on December 9, 2014; February 25, and March 26, 2015. Ednergize LLC will offer a workshop on November 17 "Using Interactive Tools to Support ELLs." On November 10, 2014 Aussie Literacy consultant Grace Chu will offer professional development on Designing Instruction to Integrate All Learners.

Part D: Parental Engagement Activities

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

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

Begin description here: We are engaging ELL parents in bimonthly sessions after school sessions of approximately one hour, providing them with strategies to support their children academically at home. These workshops are facilitated by the ESL teacher in collaboration with the cluster teachers. On October 7, 2014 we shared art activities with parents to develop literacy and math skills in their children. Forthcoming after school sessions will include using Science-inquiry to Develop Language, Learning through Movement, and Using Technology to Support Language Learning. During the month of February 2015, we will collaborate with the Community Works Program to have parents participate in other art sessions. All parents are encouraged to attend Family Reading Nights, hosted by the school librarian on different dates throughout the school year. Zumba sessions take place in the school auditorium every Friday morning for approximately 20 minutes. In addition, parents are invited to accompany their children on school trips. Parents are informed and encouraged to participate in school-wide activities via flyers and calendars. All flyers, invitation letters, and written documents are submitted to the Translation and Interpretation Unit and sent home with students in the family's home language. Parents are also notified by phone via an automated system which is also available in languages other than English. During the parent workshops, the ELL teacher interprets the information being presented in Spanish, and parents who need interpretations in Arabic are paired with other parents who also speak Arabic and are proficient in English.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

LANGUAGE TRANSLATION AND INTERPRETATION 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05M154 School Name: Harriet Tubman Learning Center

Cluster: _____ Network: CFN 406

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

Part A: Needs Assessment Findings

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.

As an initial step to every student's registration process, parents are provided with the Parent's Preferred Language Form, where they inform the school in what language they would like to receive written information from the school and what language they prefer to communicate orally with school staff. The data gathered from these surveys is then entered in the ATS system and utilized to communicate with parents in the most convenient and understandable manner.

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.

Parents who speak other languages than English are native Spanish, Arabic, Chinese, and French speakers. Some parents speak African dialects such as Fulani, Mandingo, and Wolof. This latter group of parents has expressed they also speak and understand French. Our LEP parents rely on oral interpretations and written translations to understand school information about their children's educational options, academic achievement, conduct, safety, and discipline, special education and related services, in addition to transfers and discharges. Parents' preferred language option is available in the child's cumulative record and ARIS biographical data. Teachers also maintain teacher-created records to keep track of parents' communication preferences.

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.

School documents such as flyers, invitations, letters, report cards, among others; are available in Spanish and/or translated by school staff members who are literate native Spanish speakers. In order to communicate with Arabic, French, and Chinese speaking parents our school has often requested services from the Translation and Interpretation Unit. It is not always possible to provide translation in every language; (i.e., African dialects with no written system,) hence parents are sent written notifications in French and English.

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

Spanish speaking school staff is available to provide oral interpretations during citywide parent meetings, school meetings with teachers and staff; and is ready to assist in communicating with parents via phone calls. The Translation and Interpretation Unit over the phone services have been utilized for oral interpretations for Arabic speaking parents. Parent volunteers who work with the African Services Committee are available upon the school's request to come in and provide oral interpretations for parents who speak African dialects.

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>.

To ensure that parents in need of language access services are not prevented from communicating with school staff, parents are provided with a translated copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 05	Borough Manhattan	School Number 154
School Name Harriet Tubman Learning Center		

B. Language Allocation Policy Team Composition [i](#) 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 Elizabeth Jarrett	Assistant Principal Raymond De Jesus
Coach	Coach type here
ESL Teacher Marlene Acevedo	Guidance Counselor Wendy Mejia
Teacher/Subject Area Tonato Perez	Parent Erona White
Teacher/Subject Area Yvonne La Roche	Parent Coordinator Monique Kennedy
Related Service Provider Shirley Lai Quong	Other Cassita Massiah
Network Leader(Only if working with the LAP team) type here	Other type here

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	0
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)	321	Total number of ELLs	41	ELLs as share of total student population (%)	12.77%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In				6	6									12
Pull-out	8	7	5			9								29
Total	8	7	5	6	6	9	0	41						

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	27		6	14		5				41

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	27	0	6	14	0	5	0	0	0	41
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	
	ELL	EP	ELL	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	
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	5	5	4	3	5	7								29
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic	2			1	1									4
Haitian														0
French			1	1		1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2		1		1								4
TOTAL	8	7	5	6	6	9	0	41						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
As tools to assess the early literacy skills of our ELLs, our school uses data from TCRWP Running Records and will be using the assessments provided by the Ready Gen and Go Math Programs for the very first time. These data provide information to plan instruction and create flexible grouping depending on students' academic ability.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT data show the ELLs are making gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are at the beginning level are mainly newcomers and in grade 1. The largest ELL population in our building is currently in grade 5. The data patterns reveal that most of our 3, 4, 5 ELLs are proficient in listening and speaking, however it is the reading and writing modalities which impede them to become fully proficient in the English language. After looking at the modality analysis for NYSESLAT, it was evident that the reading and writing scores caused most students to remain at the advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
NYSESLAT 2013 data revealed that ELLs in grades K-2 struggle the most on the Speaking and Writing subtests, while grades 3, 4, and 5 students had lower scores on their Reading and Writing subtests. This school year we will target these skills so that students continue to make progress in all language modalities. The AMAO tool allows us to automatically measure ELLs' progress toward English proficiency between two administrations of the NYSESLAT and those who are taking the test for the first time. These data allow us to monitor the progress of our ELL subgroups in order to plan instruction and interventions accordingly. The data reveal that 59% of our students made progress (AMAO 1) and 18% of our ELL population achieved English proficiency (AMAO 2.) Analyzing the student achievement data will help us design effective instruction and identify best practices to boost academic achievement for the school year 2013-2014.
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?
- After looking at the different proficiency levels across the grades, 80% of our K-2 students are at the Beginning or Intermediate levels, while 20% are at the Advanced level. 29% of our grades 3-5 students are at the Beginning or Intermediate level, while 71% are Advanced ELLs. We do not have any students taking state exams in their native language, however in previous years we had students who were literate in their native language and took the Mathematics and Social Studies State Exams in a Spanish translated version. We have also provided oral interpreters for Arabic speaking students taking the Mathematics Exam and have encouraged the usage of glossaries and dictionaries. Our current ELLs are English dominant speakers and not literate in their native language, therefore all state exams are administered in their English version. Periodic Assessment data are used to assess students' strengths and weaknesses in three language modalities: listening, reading, and writing mechanics. An initial Fall administration helps us diagnose the students' proficiency levels and plan instruction based on students' needs, while the second administration of the assessment, which occurs in the Spring helps us identify progress and measure gains.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We guide instruction for ELLs within the RTI framework by utilizing data from different sources such as: School Net Benchmark Assessments; assessments from TCRWP, and assessments embedded in the Core Curriculum. These data determines whether students are at risk for not meeting standards in a given academic subject. Once students are identified they are grouped in one of the three tiers (Tiered Model For Instruction and Support) based on the content with which they struggle. Student performance is monitored to identify which students are making progress and make changes to instruction and intervention.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Student second language development includes scaffolded instruction in which teachers support students through modeling, questioning, utilizing visual aids, among others. Students receive all instruction in English including academic content area instruction using ESL methodology and strategies. Scaffolding may be gradually subtracted as students gain proficiency in the English language.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ELL Program by monitoring data to ensure that students make gains in terms of scores, move up English proficiency levels and meet grade standards in all subject areas. Useful tools such as the AMAO allows us to see progress and lack of in terms of NYSESLAT data. We also have success stories based on formative assessments such as: students moving up reading levels, students being more willing to speak and be actively engaged in tasks done in the classroom, among others.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Parents fill out a Home Language Identification Survey (HLIS) provided by a bilingual secretary during the registration process of their child in our school. Translated versions are available for parents in their native language. To provide native language support, we have access to interpreters for low incidence languages (i.e., Wolof and other African dialects.) Bilingual pedagogues are able to assist Spanish, Chinese, and Korean speaking parents if needed. A certified ELL teacher reads every newly admitted students' HLIS form in order to verify which students may be eligible for LAB-R administration. When a parent states the student speaks or understands another language other than English, the ELL teacher interviews the parent and the child. The ELL teacher asks the parents: "What language(s) is/are spoken at home?" "Which language is predominant?" "Is the student literate in his/her home language?" "What language (s) does the student understand?" Subsequently the student is interviewed. The student is asked open ended question that elicit language use, such as: "What do you like to eat?" "Where do you like to play when it's sunny outside?" "How many brothers and sisters do you have?" If the student shows English fluency that approximates to that of a native speaker and is able to provide an answer that makes sense in context, the LAB-R is not administered. On the other hand, if a student is eligible to be administered LAB-R; and Spanish LAB when applicable, the assessment is administered within the first ten days of enrollment in the school.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
After looking at the LAB-R manual scores, we know which students are eligible for ELL services. Entitlement letters are hand delivered to parents of these students by the ELL teacher, and in rare cases if the parent does not come in to the school, they are sent home with the students via parent communication folders. Parent letters are available in English and in the home language, and they provide information of their child's eligibility to be in an ELL program. A parent orientation is scheduled within ten days from the first day of school and parents are notified of this event via flyers available in English and other languages translated by the DOE Translation Unit. Parents also receive phone calls that remind them of the event. During this meeting, parents are presented the Orientation video for Parents of Newly Enrolled ELLs, which is available in nine different languages and explains all three NYC program models. After viewing the video, the parent coordinator and ELL teacher answer any questions the parents may have regarding the three program choices. Finally, parents complete the Parent Survey and Program Selection Forms. Pedagogues, as well as administrators in our school are able to communicate with parents who speak: Spanish, Chinese, and Korean if necessary. The school Parent Coordinator has a network of individuals who speak low incidence languages (i.e., Wolof, Arabic, French, among others) and are available to translate important information to parents who do not speak and understand English. Parents who are not able to attend the Orientation Meeting are able to schedule an individual meeting with the ELL teacher and are notified of the program choices. After parents complete the surveys, placement letters are sent home notifying parents of their child's placement in an ELL Program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
To ensure Parent Surveys are returned to our school, the Parent Coordinator and ELL teacher call parents who did not attend the orientation to schedule one on one meetings. If necessary, parents are greeted in the mornings before school starts and during dismissal times to have impromptu meetings where they are informed of the three programs. They are given the Parent Survey and Program Selection Form to fill out at the moment. Parent Surveys as well as copies of the entitlement, placement, continued entitlement, non entitlement and transition letters are kept and secured in an ELL binder which is stored in the school's main office. We strive to have 100% of Parent Surveys back as it is imperative parents know they have a right to choose a program for their child and do so.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- During the school year 2010-2011, 28 parents filled out the Parent Survey. 23 parents (82%) selected Freestanding ESL Program as a first choice of an ELL Program for their children. Four parents (14%) marked Dual Language Program as their first choice; three of whom were native speakers of Spanish; and were in grades 2, 3, and 5; while the other was a French native speaker in grade 5. One Spanish native speaking parent (4%) requested TBE as first choice.

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

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

C.S. 154 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to develop literacy and academic skills through English. The program models that take place in our building are push-in: to a grade 3 and a grade 4 classrooms; and pull-out for grades K, 1-2 in a mixed group, and grade 5. All students are provided ELL services by a fully certified ESL teacher. For each model, an instructional approach of Content-based ESL is utilized. Classroom teachers and the ESL teacher teach content areas, delivered through thematic units and serve as the vehicle for second language learning.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Beginning and Intermediate ELLs receive 360 minutes of explicit ESL instruction per week, whereas Advanced ELLs receive 180 minutes of explicit ESL instruction per week. For the pull-out model, students are grouped by grade and proficiency levels. Students have been grouped by grade bands K, 1-2, and 5 in order to better target NYSESLAT demands. Grades 3 and 4 are served through Push-in services in their classrooms. Since the majority of our ELLs are in the Advanced level of English proficiency, the schedule has been created to provide 180 minutes of ESL instruction to each group. However, there is a Pull-out group of Beginning and Intermediate ELLs in grades 3, 4, and 5 which meets an additional 180 minutes to complete the 360 minutes of ELL instruction they are entitled to receive.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The goal of our ESL Program is to provide instruction in a rigorous learning environment where students' needs and differences are acknowledged and respected and encourage English proficiency. In order to reach these goals we utilize scaffolding strategies such as modeling, schema building, bridging, contextualization, among other strategies that allow students to participate more fully in their academic tasks. We use content areas as medium for second language learning, focusing on vocabulary and developing literacy through thematic units. Content areas are delivered in English with native language support. Instruction supports the comprehension of challenging material through the use of strategies such as: rephrasing, questioning, expanding vocabulary, providing additional time on challenging tasks, presenting realia, manipulatives, and visual aids in different content area subjects to aid and increase comprehension of tasks that are aligned to Common Core Learning Standards, and using verbs from the Depth of Knowledge Chart in lesson plans to raise higher order thinking and understanding.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Some strategies and grade-level materials that teachers of ELLs-SWDs use to provide access to academic content and accelerate English language development are targeting small group instruction, using visual and auditory cues that reinforce learning, using graphic organizers and checklists to monitor student progress, pre-teaching and reviewing, using verbal prompts, directions reread, teacher redirection, direct modeling, multi-sensory instruction, taking frequent breaks and having clear and consistent class routines in each classroom.

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

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

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

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

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

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

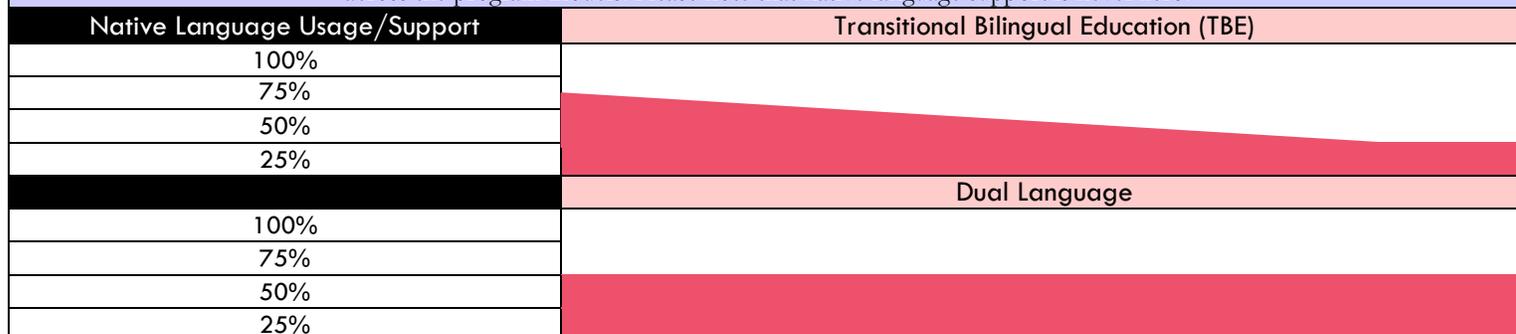
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The Ready Gen literacy Program and Go Math Program each have an intervention system that is built into the program. Classroom teachers as well as support service providers are responsible to provide it through a tiered system of instructional support based on the learner's needs. Targeted intervention allows setting high expectations for all students and provide multiple entry points into the curriculum. The first step is to identify the students who will be targeted, deliver appropriate instruction, and monitor progress to allow students to move between tiers as needed. All intervention activities are imparted in English. Newcomers, ELLs receiving services 4-6 years, and Former ELLs whose performance on Benchmark Assessments is not on grade level will be targeted.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We evaluate the success of our ELL by monitoring data to ensure that students make gains in terms of scores, move up proficiency levels, and meet grade standards in all subject areas.
11. What new programs or improvements will be considered for the upcoming school year?
- This school year we will implement more hands on projects as well as more use of technology in the classroom. Literacy and mathematical skills will be enhanced through the use of electronic tablets.
12. What programs/services for ELLs will be discontinued and why?
- For two consecutive years our ELLs used the Imagine Learning English web-based program to develop listening and reading skills. However, because this program is not aligned to Common Core Learning Standards we will not be integrating it as part of our curriculum.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Grades 3, 4, and 5 students have the opportunity to attend an after school enrichment program that provides the quality instruction to promote grade readiness. This program is tailored to students' academic needs in math and English Language Arts.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Some of the instructional materials used to support our ELLs are picture dictionaries, flashcards, books, big books, maps, globes, manipulatives, electronic tablets, Common Core aligned "modules", DOE Bundles, project based activities drawn from instructional models, such as Engage NY, among others.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in the ESL program through bilingual dictionaries and glossaries, having accessible books in the native language available in the classroom library and in the school library, grouping students who speak a same language together, and utilizing guided reading techniques where the teacher has a copy of the book in English while students have a copy in their native language and everybody analyzes and interprets the content.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Our ESL Program follows both, push-in and pull-out models in which students are provided instructional support with peers who are in a same grade. Some consecutive grades are grouped together, for instance grades 1-2.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- ELLs are invited to attend Summer Enrichment Programs for the purpose of language and social immersion. As for ELLs who enroll in our school throughout the school year, we encourage "buddy systems" and group them with students who speak the same language in their class.
18. What language electives are offered to ELLs?
- We currently do not offer any language electives to our ELL population.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

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

D. Parental Involvement

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

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

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

E. Additional Information

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

School Name: Harriet Tubman Learning Center

School DBN: 05M154

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

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