

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

05M175

School Name:

HENRY HIGHLAND GARNET SCHOOL FOR SUCCESS

Principal:

KAVITA JAGARNATH-PEREIRA

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 05M175
School Type: Elementary Grades Served: PK-5
School Address: 175 West 134th Street, NY, NY 10030
Phone Number: 212 283 0426 Fax: 212 283 6319
School Contact Person: Kavita Jagarnath-Pereira Email Address: kpereir@schools.nyc.gov
Principal: Kavita Jagarnath-Pereira
UFT Chapter Leader: Jennifer Cuyson
Parents' Association President: Tameeka Benjamin
SLT Chairperson: Mari Moss Yawn
Student Representative(s): _____

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street, NY, NY 10027
Superintendent's Email Address: greeves@schools.nyc.gov
Phone Number: 212 769 7500 Fax: 212 769 7619

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 551 Network Leader: Marge Struk

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kavita Jagarnath-Pereira	*Principal or Designee	
Jennifer Cuyson	*UFT Chapter Leader or Designee	
Tameeka Benjamin	*PA/PTA President or Designated Co-President	
Princess E. Hardy	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Monique Meghie	CBO Representative, if applicable	
Charmaine Downton	Member/ UFT	
Sonia Francis	Member/UFT	
Genevieve Vincent	Member/ UFT	
Rezila Stapleton	Member/ PA	
Junior Maynard	Member/ PA	
Ronnie Minor	Member/PA	
Mari Moss Yawn	Member/ PA	
Beatrice Maldonado	Member/PA	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 175 is a K-5 Community School located in the Harlem neighborhood of Manhattan. The school currently has 372 students. The student body is comprised of 10% English Language Learners and 23% Students with Disabilities. The ethnicity of the student body is 65% black, 32% Hispanic, 17% other ethnic including just 1% white. The languages spoken by the families of the PS 175 students include English, Spanish, Arabic, and French. To meet the needs of the students and families, P.S. 175 has strategic partnerships, collaborations, and initiatives with the New York City Mission Society, WOW reading program of New York University, Reading Partners, Project Pupil, Harlem Elders, Fordham University, Cornell University Cooking classes for parents, Ballet Tech of New York City, Cerebral Palsy Foundation Art in the classroom, Learning Leaders, student teaching partnerships with City College and Barnard University, Mighty Milers, Carmel Hill, Literacy Inc., and Fuel Up to Play 60.

The strengths and accomplishments of P.S. 175 include several new collaborative models that involve administrators, educators, and parents; recognizing and celebrating excellent teaching practices; increased professional development for educators; full-day kindergarten; new initiatives to communicate with parents; and a renewed school-wide focus on science. These collaborative models include a designated for professional development of teaching practices, a committee and structured planning time by the students with disabilities to improve the quality of IEPs and compliance, a committee to strategically develop and implement new positive behavior expectations and a school-wide approach to the learning environment, and the additional focus of the student leadership team to develop additional collaborative opportunities for parents, educators, and students. Excellent teaching practices and successes are celebrated and communicated to the entire community through a designated bulletin board and weekly staff newsletter. An increased focus on professional development has developed through the work of the PLT committee, weekly planned professional development for the entire staff, outside professional development days for the entire staff, and targeted professional develop for specific academic areas and needs. New initiatives to communicate with parents include planned parent workshops, departmentalized parent newsletters, and a variety of communication practices by the parent coordinator. The school-wide renewed focus on science has culminated in "Science Fridays" when all students in all classes focus on hands-on science investigation and learning at the start of the school-day.

While the school is making positive strides in a variety of critical areas, P.S. 175 is focused on meeting the challenge of developing and implementing system-wide accountability for more qualitative measures of student academic progress, achievement, and specific needs.

The areas P.S. 175 has made the largest growth have been professional development opportunities for educators, a renewed academic focus on science, and parent communication. As a learning community, in the coming year we will be focused on addressing our challenge of implementing qualitative measures of student progress and our ongoing efforts to increase parent involvement.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
P.S. 175 has the strength of meeting the target in the School Quality Guide in the area of meeting the achievement gap. An additional strength is the steady increase of teachers moving from developing to effective in Danielson’s Framework component 3 based on teacher observations. However, based on the grade 3-5 results of the NY State Academic Assessment, P.S. 175 needs to strive to continue to improve teacher practice to support rigorous instruction and student achievement.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
100% of teachers will strive to improve the teaching practice of engaging students in learning as it relates to Danielson’s Framework component 3.C as utilized in the Advance teacher evaluation system. By June 2015, 60% of teachers will rate an effective or highly effective in this area on their annual Advance MOTP as evidenced by formal and informal observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teachers will identify their areas of needed improvement based on the IPC meeting to increase student academic engagement	Teachers	October 2014	Principals, Assistant Principals
Based on observations and administrator feedback, teachers will show visible evidence of increased practices as aligned to Danielson’s Framework	Teachers	October 2014-May 2015	Principal, Assistant Principals
At least 60% of teachers will have achieved effective or highly effective ratings on the end of year summative meeting based on Danielson’s Framework component 3.C	Teachers	May 2015-June 2015	Principal, Assistant Principals
Feedback that is timely and actionable creates a culture of mutual respect and focuses on student outcomes	Teachers	October 2014-June 2015	Principal, Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Network Coaching, Feedback from District 5 Talent Coach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

All IPC meetings will be held with teachers to identify areas of improvement and teacher observations for best practices will have commenced and be ongoing by February 2015.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on our school quality guide and our school survey environment results, our school scored well receiving a 93% on instructional core, 90% on school culture, and an 88% on structures for improvement. However, only 58% of the teachers at the school indicated on the School Environment survey, compared with 81% citywide, felt the school maintained order and discipline. The school is striving to implement school-wide positive behavior expectations and a common positive language to create a supportive environment based on trust to allow students to achieve their fullest potential.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, P.S. 175 will create a PBIS implementation team. The team will attend network level professional development and based on OORS data and teacher input, will work collaboratively to create a school-wide system that will be rolled-out and implemented in strategic stages to staff, students, and parents. The PBIS implementation will include a school-wide matrix of behavior expectations, a reward system, the development of a universal definition of problematic behaviors, and a system to address behaviors. As a result of the implementation of the behavior system our discipline referrals will decrease by 80% and thus improve the overall school environment. By June 2015, we are striving to reduce the number of level 3 and 4 infractions by 50%. As a result of the shift in culture PBIS will bring, the attendance rate will also increase by 4% by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Creation of a PBIS Implementation Team to receive formal professional development in PBIS systems	Entire School Community	October 2014- December 2014	Implementation Team including principal and team co-facilitators
Development of School-Wide Behavior Expectations Matrix	Entire School Community	October 2014- December	Implementation Team including principal and team

		2014	co-facilitators
Develop a plan to teach the 1)staff, 2)students, and 3)parents about new positive behavior expectations to increase the level of trust between all learning community members that P.S. 175 is a safe environment aimed to support all stakeholders	1)Teachers and school staff 2) student body 3)parents	January 2015-February 2015	Implementation Team including principal, team co-facilitators, student council
Ongoing support of positive behavior plan by supporting students through positive rewards and tracking and addressing behavior problems	Entire School	January 2015-June 2015	Implementation Team including principal and team co-facilitators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Time for the PBIS team to attend professional development. Substitute teachers to cover PBIS team members when attending PD.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
TL RS Mandated counseling, School Support Supplement , Title 1 SWP									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Midpoint benchmarks will include the monitoring of the progress of completing the first three steps by the end of January 2015 and the monitoring of school OORS report behavior referrals as well as the monitoring of in-school discipline incident referrals.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The teachers of P.S. 175 desire to work together to create rigorous instruction that is based on the specific academic needs, strengths of students, and implications for improvement. More rigorous instruction is needed based on the academic achievement of the students from P.S. 175 on the Spring 2014 NY State ELA and Math Assessment where less than 10% of students scored 3 or higher in the areas of math and ELA. To address this need, teacher teams will be created and put into practice to analyze student work and improve teaching practices.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Inquiry Teams will be developed based on grade levels. Following an agreed upon protocol, teachers will work collaboratively and with trust in reviewing student work, identifying areas of strength and weaknesses and developing targeted teaching strategies to improving student writing skills . Each will choose 10% of their class to focus on. By June 2015, 10% of all students will demonstrate improvement in their writing craft with a focus on elaboration and transition as evidenced in the data analysis writing baseline and endline. The analysis will be derived from the NYC ELA Performance Task rubric focused on writing.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Professional Learning Team will study and learn the protocols of Targeted Teacher Teams for academic instruction	Members of the Professional Learning Team	October 2014- December 2014	Principal
Members of the Professional Learning Team will provide professional development for the entire staff and model the protocols and process of reviewing student writing as a Lead Inquiry Team.	Staff members	December 2014- January 2015	Members of the Professional Learning Team, Principal, APs

The teachers will work in grade bands to analyze student work in order to improve student achievement in the specific area of writing.	Staff members	January 2015	Principal Members of the Professional Learning Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Assistant Principal and key members of the Professional Learning Team will attend regular Network Provided Professional Development on the Inquiry Cycle. In order to release teachers, sub money will be provided to hire substitute teachers.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
PS 175 will use Title 1 SWP , TL Citywide Instructional Expectations, TL MOSL									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Members of the PLT will be trained in the proper protocols for Inquiry Teams, will understand the process, and will turnkey through staff professional development by January 2015. The grade band Inquiry Teams will replicate and implement the strategies and protocols turn keyed to them from the Professional Learning Team. By June 2015, 10 % of our students will demonstrate an improvement in understanding informational text by examining a specific topic to convey ideas and information clearly as evidenced by data analysis of NYC ELA Performance Task.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
N/A					

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The principal of P.S. 175 is committed to ambitious intellectual activity, critical thinking skills and academic progress of all students. This commitment is evident by the teachers receiving effective on the Danielson Framework teacher evaluations and a principal that is dedicated to nurture the professional growth of teachers and staff. New leadership has brought a higher level of cooperation between teachers who are receptive to working collaboratively in teacher teams. However, based on the results of the 2014 NY State assessments where students scored below city-wide performance levels, additional focus on teaching practice in order to meet the needs of the teachers to provide this level of instruction is needed. Additional professional development for teachers in the area of teacher team protocols is a needed priority for improving the school’s NY State Assessment data and the student performance percentages presented in the School Quality Guide.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve teaching practices which provide the students of P.S. 175 with rigorous instruction, the principal will provide a professional learning structure which includes weekly professional development focused on the school-wide Instructional Focus: “PS 175 will ensure rigorous and coherent instruction in all subject areas, with a focus on Mathematics.” By June 2015, 50% of students will increase their score in the area of “elaboration/explaining their thinking during problem solving” as evidenced by the end of year NYS Math Performance Task baseline.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
A school-wide expectation and schedule of weekly professional development on Monday afternoons will be established where teachers will: <ul style="list-style-type: none"> • Analyzed a variety of data sources • NYS 2014 ELA and Math Tests 	Teachers	September 2014- June 2015	Principal, Assistant Principals, PLT Members, Network Coach

<ul style="list-style-type: none"> • MOSL Baselines • In-house surveys of teacher identified needs • Administrative classroom environment walk-throughs • Advance teacher evaluations • DOE student academic assessments will be identified. 			
<p>A school-wide structure of weekly Science Investigations, called Super Science Friday.</p> <ul style="list-style-type: none"> • Teachers will engage students using rigorous Science content • Student-Friendly Rubrics • Annual Science Fair 	Teachers	September 2014-2015	Principal, Assistant Principals, Teachers
<p>School-wide Celebrations will increase the parental involvement and build a culture of celebration of success through:</p> <ul style="list-style-type: none"> • Monthly Writing Celebrations • Winter and Spring Concerts • Science Celebration and Fair for Families 	Teachers	September 2014-June 2015	Principal, Teachers, AP Science, Parent Coordinator
<p>PLT communicates to whole school faculty their findings and trends from School-Wide Inquiry</p>	Teachers	October 2014-June 2015	Teachers, Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Aris Item analysis data, MOSL rubric norming, feedback from DOE Talent Coach, Modeling and Professional Development Provided by Network Coaches, Substitute teacher coverage money for teacher release to attend Network Professional Development .

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	x	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Per Session for PLT Member (Title 1)

Part 6 – Progress Monitoring

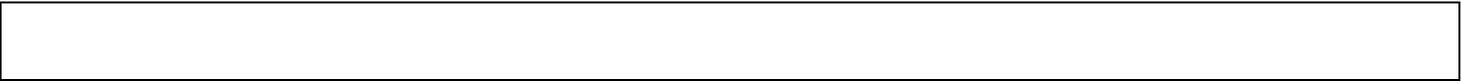
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, the routine of Monday teacher practice professional development will be routine and ongoing. 100% of teachers will be participating in and facilitating professional development as evident by the school calendar, meeting agendas, participant sign-in sheets, and student work samples that reflect growth in the area of “elaboration.” Using the Writing Pathways TC Writing Assessment Method.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the School Survey, on-going community partnerships, and new initiatives to communicate with parents, P.S. 175 rates in the percentile that exceeds the target in the areas of School Environment. However, the school needs to continue to strive to improve the family-community ties to create a supportive and collaborative environment to support student achievement and families through the arts, writing celebration, and science.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Spearheaded by the School Leadership Team, P.S. 175 will develop and host a Parent Pep Rally to bring together teachers, parents, and community partners to increase parental involvement and work collaboratively to identify new parent volunteer areas to address the needs of students and families, thus furthering the environment of trust between all stakeholders in the P.S. 175 learning community. By June 2015, parental involvement will increase by 20% as evidenced by the NYC School Environmental survey and parental workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Work collaboratively to develop a one day event to bring together parents, teachers, and community partners to increase parental involvement and provide a forum for parents to identify and offer additional ways to volunteer for the school.	parents	November 2014-February 2015	SLT Team
Host a one day “Parent Pep Rally” to educate parents about opportunities to serve the school, community partnerships, and allow them to indicate areas of interest	parents	January 2015-February 2015	SLT Team
Continue to foster and implement new methods of parental involvement as well as increase existing involvement	parents	September 2014-June	SLT Team, PA, Teachers,

		2015	Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PS 175 will use Title 1 Parent Involvement funding.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Title 1 Parent Involvement funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 the SLT will have developed, planned, and held a Winter concert and MLK Celebration to bring together teachers, parents, and community partners to encourage parent volunteers.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Progress monitoring within the classroom and formal and informal assessment results	Guided reading, strategy-groups, Wilson/Fundations, Read Alouds-Ready Gen, guided writing; Test Sophistication Academy	Small group, tutorial, individualized instruction	During the school day
Mathematics	Progress monitoring within the classroom and formal and informal assessment results	Math strategy groups, math games, technology linked math activities, tiered assignments, Go Math! Enrichment and Extension activities	Small group, tutorial, individualized instruction	During the school day
Science	Progress monitoring within the classroom and formal and informal assessment results	Strategy-groups, FOSS Science Stories/Delta Science Readers and Science Classroom Libraries	Small group, tutorial, individualized instruction	During the school day
Social Studies	Progress monitoring within the classroom and formal and informal assessment results	Higher-Order critical thinking strategies – facts/details, comparing primary/secondary sources, notetaking, summarizing, citing evidence from the text	Small group, tutorial, individualized instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	OORS reports, CST referrals	Counseling sessions, play-therapy, Art, puppets, toys and games, film, Computer activities,	Small group, tutorial, individualized instruction, Individual Counseling,	During school

		P.B.I.S.- a system that rewards positive behavior in order to decrease the frequency of negative infractions	Small, Home visits	
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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 (CEP) 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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal	\$248,732	x	8, 10, 12, 14, 18
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$103,957	x	18
Title III, Part A	Federal	\$11,200	x	12, 14, 18
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	\$1,956,511	x	8, 10, 12, 14, 18
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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:

1. 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.
2. 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 ²programs indicated on the chart above (Part 4C of this section) are as follows:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

I. GENERAL EXPECTATIONS

THE HENRY HIGHLAND GARNET SCHOOL FOR SUCCESS (05M175) AGREES TO IMPLEMENT THE FOLLOWING STATUTORY REQUIREMENTS:

- THE SCHOOL WILL PUT INTO OPERATION PROGRAMS, ACTIVITIES AND PROCEDURES FOR THE INVOLVEMENT OF PARENTS, CONSISTENT WITH SECTION 1118 OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA). THOSE PROGRAMS, ACTIVITIES AND PROCEDURES WILL BE PLANNED AND OPERATED WITH MEANINGFUL CONSULTATION WITH PARENTS OF PARTICIPATING CHILDREN.
- THE SCHOOL WILL ENSURE THAT THE REQUIRED SCHOOL LEVEL PARENTAL INVOLVEMENT POLICY MEETS THE REQUIREMENTS OF SECTION 1118 (B) OF THE ESEA, AND INCLUDES, AS A COMPONENT, A SCHOOL PARENT COMPACT CONSISTENT WITH SECTION 1118(D) OF THE ESEA.
- THE SCHOOL WILL INCORPORATE THIS PARENTAL INVOLVEMENT POLICY INTO ITS SCHOOL IMPROVEMENT PLAN.
- IN CARRYING OUT THE TITLE 1, PART A PARENTAL INVOLVEMENT REQUIREMENTS, TO THE EXTENT PRACTICABLE, THE SCHOOL WILL PROVIDE FULL OPPORTUNITIES FOR THE PARTICIPATION OF PARENTS WITH LIMITED ENGLISH PROFICIENCY, PARENTS WITH DISABILITIES, AND PARENTS OF MIGRATORY CHILDREN, INCLUDING PROVIDING INFORMATION AND SCHOOL REPORTS REQUIRED UNDER SECTION 1111 OF THE ESEA IN AN UNDERSTANDABLE AND UNIFORM FORMAT AND, INCLUDING ALTERNATIVE FORMATS UPON REQUEST, AND, TO THE EXTENT PRACTICABLE, IN A LANGUAGE PARENTS UNDERSTAND.
- THE SCHOOL WILL INVOLVE THE PARENTS OF CHILDREN SERVED IN TITLE 1; PART A PROGRAMS IN DECISIONS ABOUT HOW THE 1 PERCENT OF TITLE 1, PART A FUNDS RESERVED FOR PARENTAL INVOLVEMENT IS SPENT.
- THE SCHOOL WILL BE GOVERNED BY THE FOLLOWING STATUTORY DEFINITION OF PARENTAL INVOLVEMENT, AND WILL CARRY OUT PROGRAMS, ACTIVITIES AND PROCEDURES IN ACCORDANCE WITH THIS DEFINITION:
 - * PARENTAL INVOLVEMENT MEANS THE PARTICIPATION OF PARENTS IN REGULAR, TWO WAY, AND MEANINGFUL COMMUNICATION INVOLVING STUDENT ACADEMIC LEARNING AND OTHER SCHOOL ACTIVITIES, INCLUDING
 - ENSURING
 - * THAT PARENTS PLAY AN INTEGRAL ROLE IN ASSISTING THEIR CHILD'S LEARNING;
 - * THAT PARENTS ARE ENCOURAGED TO BE ACTIVELY INVOLVED IN THEIR CHILD'S EDUCATION AT SCHOOL;
 - * THAT PARENTS ARE FULL PARTNERS IN THEIR CHILD'S EDUCATION AND ARE INCLUDED, AS APPROPRIATE, IN DECISION MAKING AND ON ADVISORY COMMITTEES TO ASSIST IN THE EDUCATION OF THEIR CHILD; THE CARRYING OUT OF OTHER ACTIVITIES, SUCH AS THOSE DESCRIBED IN SECTION 1118 OF THE ESEA.
 - * THE SCHOOL WILL INFORM PARENTS AND PARENTAL ORGANIZATIONS OF THE PURPOSE AND EXISTENCE OF THE PARENTAL INFORMATION AND RESOURCE CENTER IN THE STATE.

II. DESCRIPTION OF HOW P.S.175 WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

1 HENRY HIGHLAND GARNET SCHOOL FOR SUCCESS WILL TAKE THE FOLLOWING ACTIONS TO INVOLVE PARENTS IN THE JOINT DEVELOPMENT OF ITS SCHOOL PARENTAL INVOLVEMENT PLAN UNDER SECTION 1112 OF THE ESEA: PIP WILL BE DEVELOPED BY THE SLT IN CONSULTATION WITH THE PARENT ASSOCIATION (PA) OR, IF APPLICABLE THE TITLE I, PAC.

ALL PARENTS ARE INVITED TO PROVIDE SUGGESTIONS.

2. HENRY HIGHLAND GARNET SCHOOL FOR SUCCESS WILL TAKE THE FOLLOWING ACTIONS TO INVOLVE PARENTS IN THE PROCESS OF SCHOOL REVIEW AND IMPROVEMENT UNDER SECTION 1116 OF THE ESEA: PROPOSED SCHOOL IMPROVEMENT AND REVIEW IDEAS, AND INVITATION FOR PARTICIPATION WILL BE PRESENTED TO THE PA AND THE SCHOOL LEADERSHIP TEAM (SLT).

3. HENRY HIGHLAND GARNET SCHOOL FOR SUCCESS WILL PROVIDE THE FOLLOWING NECESSARY COORDINATION, TECHNICAL ASSISTANCE, AND OTHER SUPPORT IN PLANNING AND IMPLEMENTING EFFECTIVE PARENTAL INVOLVEMENT ACTIVITIES TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT AND SCHOOL PERFORMANCE: THE PARENT COORDINATOR WILL WORK WITH THE PA AND THE GUIDANCE OFFICE IN PROVIDING PARENTS WITH INFORMATION AND ASSISTANCE TO IMPROVE THEIR CHILDREN'S ACADEMIC ACHIEVEMENT AND SCHOOL PERFORMANCE. PARENTS WILL BE INFORMED OF THE QUALITY OF STUDENTS' SCHOOL WORK AND RESOURCES AVAILABLE TO IMPROVE SUCH WORK.

4. HENRY HIGHLAND GARNET SCHOOL FOR SUCCESS WILL COORDINATE AND INTEGRATE TITLE I PARENTAL INVOLVEMENT STRATEGIES WITH PARENTAL INVOLVEMENT STRATEGIES UNDER THE FOLLOWING OTHER PROGRAMS: WE WILL COORDINATE AND INTEGRATE (SWP) OUR PARENT INVOLVEMENT STRATEGIES BY ORGANIZING THE FAMILY DAY; ORIENTATION DAYS; TRIPS TO CULTURAL AND EDUCATIONAL INSTITUTIONS; PARENTS DEVELOPMENT WORKSHOPS.

5. HENRY HIGHLAND GARNET SCHOOL FOR SUCCESS WILL TAKE THE FOLLOWING ACTIONS TO CONDUCT, WITH THE INVOLVEMENT OF PARENTS, AN ANNUAL EVALUATION OF THE CONTENT AND EFFECTIVENESS OF THIS PARENTAL INVOLVEMENT POLICY IN IMPROVING SCHOOL QUALITY. THE EVALUATION WILL INCLUDE IDENTIFYING BARRIERS TO GREATER PARTICIPATION BY PARENTS IN PARENTAL INVOLVEMENT ACTIVITIES (WITH PARTICULAR ATTENTION TO PARENTS WHO ARE ECONOMICALLY DISADVANTAGED, ARE DISABLED, HAVE LIMITED ENGLISH PROFICIENCY, HAVE LIMITED LITERACY, OR ARE OF ANY RACIAL OR ETHNIC MINORITY BACKGROUND). THE SCHOOL WILL USE THE FINDINGS OF THE EVALUATION ABOUT ITS PARENTAL INVOLVEMENT POLICY AND ACTIVITIES TO DESIGN STRATEGIES FOR MORE EFFECTIVE PARENTAL INVOLVEMENT, AND TO REVISE, IF NECESSARY (AND WITH THE INVOLVEMENT OF PARENTS) ITS PARENTAL INVOLVEMENT POLICIES. THE PARENT COORDINATOR WITH THE ASSISTANCE OF VOLUNTEERING PARENTS MAY PROVIDE SURVEY ON THE EFFECTIVENESS OF OUR PARENT INVOLVEMENT POLICY. ALSO, PARENTS WILL BE ENCOURAGED TO PROVIDE AN ONGOING FEEDBACK ON THE EFFECTIVENESS OF THE PARENT INVOLVEMENT POLICY. THE FEEDBACK WILL BE REVIEWED BY THE SLT FOR NECESSARY ACTION.

6. HENRY HIGHLAND GARNET SCHOOL FOR SUCCESS WILL BUILD THE SCHOOLS' AND PARENT'S CAPACITY FOR STRONG PARENTAL INVOLVEMENT, IN ORDER TO ENSURE EFFECTIVE INVOLVEMENT OF PARENTS AND TO SUPPORT A PARTNERSHIP WITH THE PARENTS, AND THE COMMUNITY TO IMPROVE STUDENT ACADEMIC ACHIEVEMENT, THROUGH THE FOLLOWING ACTIVITIES SPECIFICALLY DESCRIBED BELOW:

A. THE SCHOOL WILL PROVIDE ASSISTANCE TO PARENTS OF CHILDREN SERVED BY THE SCHOOL, AS APPROPRIATE UNDERSTANDING TOPICS SUCH AS THE FOLLOWING, BY UNDERTAKING THE ACTIONS DESCRIBED IN THIS PARAGRAPH --

I. THE STATE'S ACADEMIC CONTENT STANDARDS

II. THE STATE'S STUDENT ACADEMIC ACHIEVEMENT STANDARDS

III. THE STATE AND LOCAL ACADEMIC ASSESSMENTS INCLUDING ALTERNATE

ASSESSMENTS, THE REQUIREMENTS OF PART A, HOW TO MONITOR THEIR CHILD'S PROGRESS, AND HOW TO WORK WITH EDUCATORS: BY PROVIDING ACTIVITIES SUCH AS WORKSHOPS, CONFERENCES, GUIDANCE MEETING, TECHNOLOGY. PARENTS WILL BE INFORMED ABOUT EQUIPMENT OR OTHER MATERIALS THAT MAY BE NECESSARY TO ENSURE SUCCESS OF THEIR CHILDREN.

B. THE SCHOOL WILL PROVIDE MATERIALS AND TRAINING TO HELP PARENTS WORK WITH THEIR CHILDREN TO IMPROVE THEIR CHILDREN'S ACADEMIC ACHIEVEMENT, SUCH AS LITERACY TRAINING, AND USING TECHNOLOGY, AS APPROPRIATE, TO FOSTER PARENTAL INVOLVEMENT, BY: PROVIDING WORKSHOPS AND CLASSES TO PARENTS.

C. THE SCHOOL WILL, WITH THE ASSISTANCE OF ITS PARENTS, EDUCATE ITS TEACHERS, PUPIL SERVICES PERSONNEL, PRINCIPAL AND OTHER STAFF, IN HOW TO REACH OUT TO, COMMUNICATE WITH, AND WORK WITH PARENTS AS EQUAL PARTNERS, IN THE VALUE AND UTILITY OF CONTRIBUTIONS OF PARENTS, AND IN HOW TO IMPLEMENT AND COORDINATE PARENT PROGRAMS AND BUILD TIES BETWEEN PARENTS AND SCHOOLS, BY CONDUCTING WORKSHOPS AND PROFESSIONAL DEVELOPMENT IN RELATED AREAS.

D. THE SCHOOL WILL, TO THE EXTENT FEASIBLE AND APPROPRIATE, COORDINATE AND INTEGRATE PARENTAL INVOLVEMENT PROGRAMS AND ACTIVITIES WITH THE OTHER PROGRAMS, AND CONDUCT OTHER ACTIVITIES, SUCH AS PARENT RESOURCE CENTERS, THAT ENCOURAGE AND SUPPORT PARENTS IN MORE FULLY PARTICIPATING IN THE EDUCATION OF THEIR CHILDREN, BY PROVIDING PARENTS WITH INFORMATION AS TO THE AVAILABLE PROGRAMS AND ACTIVITIES.

E. THE SCHOOL WILL TAKE THE FOLLOWING ACTIONS TO ENSURE THAT INFORMATION RELATED TO THE SCHOOL AND PARENT PROGRAMS, MEETINGS, AND OTHER ACTIVITIES, IS SENT TO THE PARENTS OF PARTICIPATING CHILDREN IN AN UNDERSTANDABLE AND UNIFORM FORMAT, INCLUDING ALTERNATIVE FORMATS UPON REQUEST, AND, TO THE EXTENT PRACTICABLE, IN A LANGUAGE THE PARENTS CAN UNDERSTAND: BY SURVEYING PARENTS TO OBTAIN INFORMATION ABOUT SPECIFIC NEEDS.

III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

THE SCHOOL PARENTAL INVOLVEMENT POLICY MAY INCLUDE ADDITIONAL PARAGRAPHS LISTING AND DESCRIBING OTHER DISCRETIONARY ACTIVITIES THAT THE SCHOOL, IN CONSULTATION WITH ITS PARENTS, CHOOSES TO UNDERTAKE TO BUILD PARENTS' CAPACITY FOR INVOLVEMENT IN THE SCHOOL AND SCHOOL SYSTEM TO SUPPORT THEIR CHILDREN'S ACADEMIC ACHIEVEMENT, SUCH AS THE FOLLOWING DISCRETIONARY ACTIVITIES LISTED UNDER SECTION 1118(E) OF THE ESEA:

- INVOLVING PARENTS IN THE DEVELOPMENT OF TRAINING FOR TEACHERS, PRINCIPALS, AND OTHER EDUCATORS TO IMPROVE THE EFFECTIVENESS OF THAT TRAINING;
- PROVIDING NECESSARY LITERACY TRAINING FOR PARENTS FROM TITLE 1, PART A FUNDS, IF THE SCHOOL DISTRICT HAS EXHAUSTED ALL OTHER REASONABLY AVAILABLE SOURCES OF FUNDING FOR THAT TRAINING;
- PAYING REASONABLE AND NECESSARY EXPENSES ASSOCIATED WITH PARENTAL INVOLVEMENT ACTIVITIES, INCLUDING TRANSPORTATION AND CHILD CARE COSTS, TO ENABLE PARENTS TO PARTICIPATE IN SCHOOL RELATED MEETINGS AND TRAINING SESSIONS;
- TRAINING PARENTS TO ENHANCE THE INVOLVEMENT OF OTHER PARENTS;
- IN ORDER TO MAXIMIZE PARENTAL INVOLVEMENT AND PARTICIPATION IN THEIR CHILDREN'S EDUCATION, ARRANGING SCHOOL MEETINGS AT A VARIETY OF TIMES, OR CONDUCTING TELEPHONE CONFERENCES BETWEEN TEACHERS OR OTHER EDUCATORS, WHO WORK DIRECTLY WITH PARTICIPATING CHILDREN, WITH PARENTS WHO ARE UNABLE TO ATTEND THOSE CONFERENCES AT SCHOOL;
- ADOPTING AND IMPLEMENTING MODEL APPROACHES TO IMPROVING PARENTAL INVOLVEMENT;
- DEVELOPING APPROPRIATE ROLES FOR COMMUNITY BASED ORGANIZATIONS AND BUSINESSES, INCLUDING FAITH BASED ORGANIZATIONS, IN PARENTAL INVOLVEMENT ACTIVITIES; AND
- PROVIDING OTHER REASONABLE SUPPORT FOR PARENTAL INVOLVEMENT ACTIVITIES UNDER SECTION 1118 AS PARENTS MAY REQUEST.

IV. ADOPTION

THIS SCHOOL PARENTAL INVOLVEMENT POLICY HAS BEEN DEVELOPED JOINTLY WITH, AND AGREED ON WITH, PARENTS OF CHILDREN PARTICIPATING IN TITLE 1, PART A PROGRAMS, AS EVIDENCED BY ATTENDANCE AT THE SLT MEETING ON 10/14/14. THIS POLICY WILL BE IN EFFECT FOR THE PERIOD OF 2014/2015 SCHOOL YEAR. THE SCHOOL WILL DISTRIBUTE THIS POLICY TO ALL PARENTS OF PARTICIPATING TITLE 1, PART A CHILDREN ON OR BY 10/31/14

School-Parent Compact (SPC)

School/Parent Compact 2014-2015

Henry Highland Garnet School for Success, and the parents of the students, participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-15.

Required school/Parent Compact Provisions

School Responsibilities

Henry Highland Garnet School for Success will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Our highly qualified teachers will provide high-quality curriculum and instruction to our students in a supportive and effective learning environment. Students will be provided with rigorous and challenging curriculum and instruction. Support is widely available at our school before school, after school, on weekends, during special events and on holidays. Our After School Program is opened daily until 5:30 pm.
2. Hold Parent Conferences twice a year and Parent Teacher Conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held;
 - * Tuesday, September 16, 2014 Parent Conference (Evening)
 - * Thursday, November 13, 2014 Parent Teacher Conference (Afternoon & Evening)
 - * Tuesday, March 19, 2015 Parent Teacher Conference (Afternoon & Evening)
 - * Wednesday, May 13, 2015 Parent Conference (Evening)
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Report cards are issued to parents three times a year. They are distributed during Parent/Teacher Conferences and upon scheduled date.
4. Provide parents reasonable access to staff.. Specifically, staff will be available for consultation with parents as follows: Staff will be available to parents during Open School and on schedule appointments through the Guidance Counselor.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may see their child's teacher to schedule one to one meetings, observations and set up volunteering schedules. Volunteering information is provided during PA meetings and through calls from the Parent Coordinator. Parents may also inquire from the Parent Coordinator's office.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs, and to explain the Title 1, Part A requirements, and the right of parents to be involved in Title 1, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title 1, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title 1.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Ensuring that students arrive at school on time.
- Ensuring that my child's hygiene is taken care of.
- Monitoring my child's nutritional diet.
- Updating all contact information.
- Providing all necessary school supplies when possible.
- I have reviewed the discipline code with my child and will reinforce it at home.
- Willingness to learn new technology-based programs that support student learning.
- Ensuring that students are dressed in the proper school uniform

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 05	Borough Manhattan	School Number 175
School Name Henry Highland Garnet School for Success		

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 Kavita J. Pereira I.A	Assistant Principal Kim Caliman Byrd
Coach Salle Yunusi (ELA)	Coach Leana Borges (Math)
ESL Teacher Tanya Mejino Pragados	Guidance Counselor Felix Dela Cruz
Teacher/Subject Area Sidonie Tientcheu	Parent Sara Morales
Teacher/Subject Area Lekesha Morton	Parent Coordinator Ernest Clayton
Related Service Provider Sheila Robinson	Other Sharon Robinson
Network Leader(Only if working with the LAP team)	Other Michelle Murray (AP)

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	2
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	1	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)	376	Total number of ELLs	36	ELLs as share of total student population (%)	9.57%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	32	0	1	4	0	0				36

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	32	0	1	4	0	0	0	0	0	36
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	9	5	1	5	3								26
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				2	3									5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2		2									4
TOTAL	3	10	7	3	10	3	0	36						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	2	3	5	1								14
Intermediate(I)	1	4	4	0	4	2								15
Advanced (A)	1	4	1	0	1	0								7
Total	3	10	7	3	10	3	0	36						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B		0	1	2	1	0							

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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.
The assessment tools that the school uses include DIBELS, ECLAS-2, Foundations Probes and unit tracker, running records, Wilson Assessment of Decoding and Encoding and performance assessments for both math and ELA. The data from these assessments use to pinpoint skill development needs of students. The school translates data to form effective instructional groups, plans small group

instruction targeted to the needs of students and recognize the role of frequent monitoring as it directs fluid grouping. It also supports recommendations that intensive students should receive highly targeted attention and intervention, and be progress monitored as every 2 weeks in relevant skill areas, strategic students should receive targeted instruction in problem skills, and be progress monitored monthly.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Upon reviewing data patterns across proficiency levels, it showed that our ELLs are weaker in the reading and writing modalities. Data shows that newly arrived ELLs are at the beginning level in all four modalities. ELLs who are here in the US for a year or more make progress and vary in their proficiency levels. ELLs make good progress in both speaking and listening. Some ELLs move to the advanced level or even proficient in listening and speaking but the results differ in reading and writing. Some are still in the beginning level in reading and writing, some are in the intermediate and few are in advanced.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
It affects instructional decisions and instructional groupings for these students. The students are grouped according to their instructional needs. Students who scored low in reading and writing are grouped together to receive instruction and intervention which focuses on these skills/modalities and so with the other subgroup. NYSESLAT results are used to drive instruction. We use these results as a basis for our focus. Knowing now where their strengths and weaknesses lie, we are able to determine what particular modalities we should start with and which to highlight. Our goal is to move all our ELLs up at least one level or hopefully achieved proficient level in all modalities. ELLs are given age and grade appropriate tasks in order to practice strategies in all modalities. The focus is to continue building vocabulary in content and context areas. Leveled reading is implemented to assure comprehension and success. Patterns of need were seen in the reading and writing modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

c. ELL Periodic assessment has not taken in place in the school last school year so we do not have any data to review. The school will administer the Fall 2013 ELL Periodic assessment this week.
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](#).)
Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELLs progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention. Strong core instruction is delivered to all students in the general education classroom. When the instructional core is tailored to the needs of the classroom population, it holds particular promise in settings with high numbers of ELLs. Intensive targeted intervention is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured. If an ELL demonstrates persistent difficulties and challenges despite additional, high-quality supports and interventions provided over a suitable period of time, there is a need to be addressed. Practitioners such as the school-based support team must conduct a comprehensive, multidisciplinary evaluation to determine if a student requires special education services.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Second language development and/or acquisition of the second language are given emphasis in our instructional decisions. Mastering proficiency in a second language happens much the same as the development of one's first language. Teachers must understand the distinction between language acquisition and language learning or knowing about the language which is the result of a much more formal language learning process such as the rules of a language. Our school finds English in a Flash effective in acquiring the second language faster. Beginning and intermediate ELLs use this program during small group activities.
7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Our school does not have Dual Language Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The school looks at the standardized test results to check whether they met the AYP and determine whether ELLs make improvement on NYSESLAT or score proficient on NYSESLAT using the estimator tool.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon registration and/or enrollment, Ms. Tanya Pragados, the ESL teacher, together with the pupil secretary, Ms. Princess Hardy, meet with the parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) which is translated in nine languages. Parents complete the form to show what language the child speaks at home. If the parent speaks Spanish, Ms. Sonia Francis, a pedagogue who can speak Spanish conducts the interview. If the parent speaks French, Ms. Sidonie Tientcheu or Ms. Genevieve Vincent, pedagogues who can speak French help conduct the interview. If the parent speaks Arabic, Ms. Salle Yunusi, a pedagogue who can speak Arabic helps conduct the interview. If the parent/s speaks other languages such as African languages, the school requests for translator/s outside the building, with him/her conducting the interview are the ESL teacher and the pupil secretary. Once Ms. Tanya Pragados, the ESL teacher/LAB coordinator collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R), which is a test that establishes English proficiency level. LAB-R is administered to eligible students within the first ten (10) days of initial enrollment. Students that score below proficiency level on the LAB-R become eligible for state-mandated services for English language learners. Students who speak Spanish at home and score below proficiency level on the LAB-R are administered a Spanish LAB to determine language dominance. The New York State English as a Second Language Achievement Test (NYSESLAT) is administered annually to all ELLs or LEP students. Each student's performance on this test will be the basis for determining whether the student continues to be classified as ELL. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced or proficient. Such classification must be used to provide the required amount of language arts instruction prescribed under Part 154 of the Regulations of the Commissioner of Education. Our ELLs will be assessed every year to measure their English language proficiency in listening, speaking, reading, and writing. The NYSESLAT helps our school determine which instructional standards we must focus on to ensure that our ELLs will fully acquire the language proficiency that will prepare them for success in the classroom. Also it help us to focus on ways to improve instruction so that they become proficient in English, and it allows us to access to other content-based instructions, such as mathematics, social studies , and science.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
There are three program options for English language learners in the New York City Department of Education. They are the Transitional Bilingual Education (TBE), Dual Language, and Freestanding English as a Second Language (ESL). In TBE and Freestanding ESL, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). English language learners in Dual language program can be instructed in both languages from kindergarten through 12th grade and do not need to exit the program once they reach proficiency. Transitional Bilingual Education programs are designed so that students develop conceptual skills in listening, speaking, reading, and writing in English. A transitional program of instruction includes an ESL component designed to develop skills in listening, speaking, reading, and writing in English, it also include content area instruction in the native language, English designed to teach subject matter to English language learners, and a Native Language Arts (NLA) component designed to develop skills in listening, speaking, reading, and writing in the student's home language while cultivating an appreciation of their history and culture. As students develop English language skills,

time in the native language decreases. When English language learners reach proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT), they are placed in a monolingual class in English. Dual language programs are designed to continue developing student's native language as well as English language skills, throughout schooling. In addition, monolingual English students are given the opportunity to learn a second language. Dual language programs serve both language minority students in need of English language development and monolingual English speaking students who are interested in learning a second language. Dual language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language. Language is taught through content areas as well as through literacy. Freestanding English as a Second Language (ESL) programs provide instruction in English with native language support, emphasizing English language acquisition. Students in Freestanding ESL programs come from many different native language backgrounds, and English is the common language among students. At the secondary level, freestanding ESL programs are mainly departmentalized ESL classes and content courses that infuse ESL strategies; however, at the elementary level, there are three organizational models: push-in, pull-out and self-contained. Students in ESL are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores. The goals of the ESL program are to provide academic content-area instruction in English, use ESL methodology and instructional strategies, use native language support to make content comprehensible, incorporate ESL strategic instruction, assist students to achieve the state-designated level of English proficiency for their grade and help ELLs meet or exceed New York State and city standards.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Identified ELLs are placed according to their proficiency level. This is based upon the results of the two assessments, revised Language Assessment Battery (LAB-R) and New York State English as a Second Language Achievement Test (NYSESLAT). The school sends entitlement letter and continued entitlement letter in English and in their native language, which are available on the OELL website, to parents of English language learners. The school encourages the parents of ELLs to communicate with the parent coordinator or the ESL teacher for questions and/or progress of their child. Because ELL parents often speak a language other than

English, the school uses the translated materials such as brochures and DVDs provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, as needed. Informational and question and answer sessions are provided through group orientations at the beginning of the school year and as when the need arises. The school prepares to inform parents throughout the school year in number of ways; including one-on-one meeting/s with ELL parents, phone conversations, district presentations, or at the very least, through informational packets. As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). The school notifies the parents of NYSESLAT outcomes and program eligibility. English language learners that score below level of English proficiency continue to be entitled to ELL services.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Survey and Program Selection forms for the past few years, we found that our parents preferred to have their children in the Freestanding ESL program. Every year the trend has never changed. Our ELL parents placed Freestanding ESL as their number one choice. As a matter of fact with the 11 parents who attended, viewed the orientation video, and filled out the survey and selection form recently, 8 parents chose Freestanding ESL. Parent Survey and Selection forms that were filled out by the parents during the orientation session/s are placed on file in the ESL teacher/coordinator's office and in the student's cum folder. The program offered at our school is completely aligned with the parents' request. Freestanding ESL is the program of choice. Parents indicated that they wanted this particular program because they wanted their children to be immersed in a monolingual class. They believe that if their children are immersed in an English monolingual class, they will learn faster. Parents said, their children speak or communicate using their native language at home and learn to speak, read and write English in school. The ESL teacher holds several parent orientation sessions at the beginning of the school year and as needed considering that there are quite a few English language learners arrive in anytime may it be in the middle of the school year or at the end of the school year. During the orientation session parents are required to fill out the parent survey and selection form. Those forms are being collected and are on file since these are also needed in filling the ELPC through ATS. Through this survey and selection form that were collected and filed throughout the years, the school was able to monitor the trend in the program choices that parents have requested.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The school provides the mandated number of instructional minutes according to proficiency levels to our English language learners. Our school uses Freestanding ESL program model. English language learners in freestanding ESL program receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English proficiency levels as determined by the LAB-R and NYSESLAT scores. In

order to maximize English language acquisition for ELLs, the ESL teacher and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of our ELLs. Our school spends the mandated minutes of ESL instruction aligned to ELA standards. For beginner and intermediate-level students, 360 minutes per week of ESL are required, and for advanced-level students, 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component, phonemic awareness, phonics, comprehension, fluency, vocabulary and most of all writing. Language development and support are offered for content instruction in the native language. Native language support such as using bilingual dictionaries, native classroom libraries, technology enrichments in the native language such as the Language First program from Leapfrog Schoolhouse system, and the buddy system are utilized.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

The school makes it sure that our English language learners take the NYSESLAT in all four modalities. RIGBY ELL Assessment is used to evaluate in all four modalities. DIBELS, ECLAS 2, Foundations, Wilson Assessment of Decoding and Encoding and running records evaluate ELLS speaking, listening, reading and writing skills.

6. How do you differentiate instruction for ELL subgroups?

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

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

b. The school has 32 ELLs in US school education system less than three years from kindergarten through fifth grade. Foundations and Words their Way programs are used for kindergarten through third grade and Wilson Reading System and Leaptrack assessment and instruction system in third grade through fifth grade. Foundations and Wilson reading systems are used for the first period of instruction and Words their Way and Leaptrack assessment and instruction system are used for second period of instruction. Foundations provides

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

c. The school has 4 ELLs who are receiving ESL services for 4 to 6 years. These are our students who are in the proficient level in listening and speaking but are in the advanced and/or in the intermediate level in reading and writing. They have Wilson reading system and Leaptrack system but have more focused on reading comprehension and writing during their ESL periods. These students receive extension of services 3 times a week besides the required number of minutes per week from the ESL teacher. Two of them receive extension of services five times a week from Ms. Sheila Robinson.

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

Courses Taught in Languages Other than English

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

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

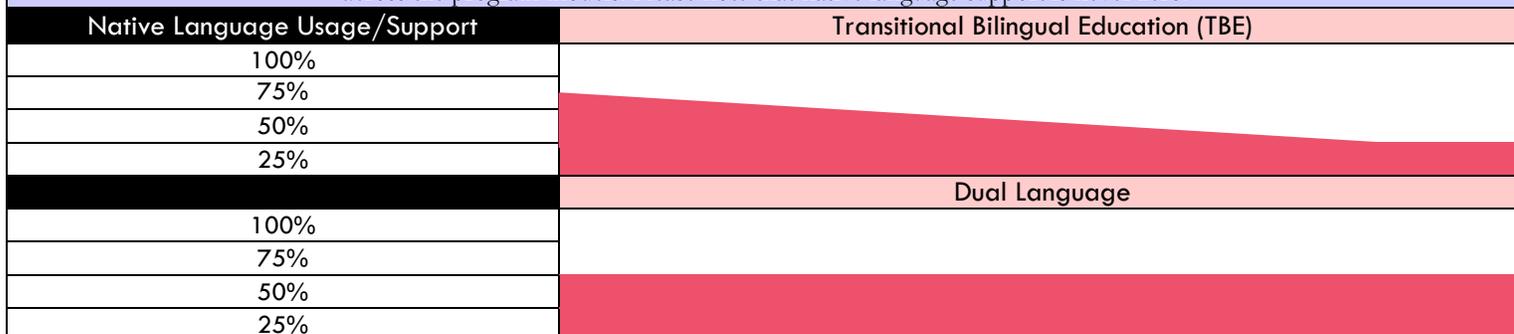
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
- Kindergarten through second grade ELL groups receive double dose of Foundations reading system and Ready Gen intervention piece and third grade through fifth grade receive Wilson reading system and Ready Gen intervention piece as well, during the skills period and in the 37 and 1/2 minute tutorial as their targeted reading intervention program. Go Math intervention piece is used as the math intervention program. They were grouped based on the results of DIBELS and state tests. There are few ELLs who are at risk receive other intervention services during the day. Skills period is at 8:00 to 8:25 am, Mondays through Fridays and the 37 and 1/2 minute tutorial is done on Mondays through Wednesdays from 2:20 to 2:58 pm.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The oral communication skills, listening skills, reading skills, fluency skills in reading, comprehension skills and writing skills of our English language learners are developed and if not developed are improved.
11. What new programs or improvements will be considered for the upcoming school year?
- The school wants/plans to offer Spanish class for the Hispanic family.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs or services for ELLs which will be discontinued. We find those programs or services helpful and successful.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. They are engaged into different programs in the school. They are in after school programs facilitated by the New York Mission Society where they are honed in arts, music, dance and sports. Most of our third, fourth and fifth grade ELLs are gifted in music and sports. They are in the Music and Brain after school program. Some of them are good and promising athletes. They are in the Mighty Milers and basketball team. Another program that is also taking place in our school is dance classes for our second grade students. This is offered by Columbia Ballet Collaborative Dance Outreach. This ballet program is done once a week. The students are going to have two performances. They will have a fall performance which will be done at the end of the fall semester and one at the end of the school year. Swimming lesson is also offered to our second grade students at YMCA. Wellness in the Schools (WITS) is another program that is visible in our school. Wellness in the Schools provides hands-on programs such as Cook for Kids, Green for Kids and Coach for Kids. This program provides our children from pre-k to fifth grade the opportunity to know the importance of eating, the fundamentals of cooking and the essentials of nutrition. The children have the opportunity to cook/make food like flat bread pizzas in the WITS lab. The lab recipes are selected in conjunction with menu items in the school cafeteria. Saturday academies for ELA and math will also take place for third grade through fifth grade. CITE program under Title III fund will start in the third week of November for first grade through fourth grade on Tuesdays and Wednesdays.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials, including technology are used to support ELLs. All classrooms have computers so students can use them when needed. Students have technology periods at least once or twice a week. Besides the computers in the classrooms, third grade through fifth grade students have access to laptops during their technology period and sometimes during their ELA specifically when they have to do their final piece of writing. Kinder through fifth grade classrooms have Promethean smart boards that they can use. Students have access to the media lab with the supervision of the technology teacher where they can go to starfall.com, brainpop, and tumble books. The school has the "Reach the World" program for third grade through fifth grade classes. Several technology instructional programs are in place in the school such as Renaissance Learning which comprises accelerated reader, Star early literacy, Star reading, English in a Flash, Star math, and math facts in a flash. Our students go to the school library twice a week where they will either hear a read aloud story from the librarian, listens to an audio book or view an ebook online and afterwards choose a book for them to read at home. The school library and classroom libraries have selections of bilingual children books available in Spanish, French and Arabic, and dictionaries available in Spanish, French and Arabic versions as well.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The school delivers Spanish language support in our program. Classroom teachers with ELLs who speak Spanish deliver the activity in English then in Spanish and with French as well, for ELLs who speak French. However, with ELLs who speak other African dialects such as Mandingo, Malinke and Bambara, few of our teachers/ staff try their best to deliver such support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Our school does not have dual language program.

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

School Name: The Henry Highland Garnet

School DBN: 05M175

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **5** Network: **CFN 551**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: The Henry Highland Garnet	DBN: 05M175
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 28
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Henry Highland Garnet School for Success is implementing Project CITE (Content Instruction through English) this school year 2014-2015. The primary focus for this program is to develop English literacy and written skills that will increase academic achievement and English language acquisition across all content areas and with the goal of achieving success through academic vocabulary acquisition, fluency and comprehension. The materials that our school will use have built-in assessments and cover topics on different specific content areas such as science and social studies. In addition, our school will also use NYSESLAT test prep materials in the middle of the school year to prepare the students for the NYSESLAT. The English language learners who will participate in this after school program are in grades 1,2,3 and 4 and are at the beginning and intermediate levels. There will be 28 English language learners that will be provided supplemental services. This after school program, which focuses on academic content enhancement, will be implemented every Tuesday for the 1st and 3rd grade groups and every Thursday for the 2nd and 4th grade groups. The program will begin at 3:00 pm and will end at 5:00 pm on Tuesdays and Thursdays. The program will kick off on November 18, 2014 and will culminate on March 31, 2015. English is the language of instruction. Two certified ESL teachers will provide direct instruction for these ELL subgroups. Our school will use English Now! materials. The rationale for the purchase of these materials is that these materials are especially designed for language learners who are acquiring proficiency in English specifically at the beginning and intermediate levels. The goals of these materials are to accelerate ELLs reading of grade level or near grade level texts, to read orally with fluency, ask and answer questions, and orally retell a story. The four modalities are incorporated in these materials. In listening, students can acquire academic and content vocabulary, negotiate meaning, and respond to minimal pairs, rhythm and intonation. In speaking, students can transform sentences from simple to elaborated, detect and correct own grammatical errors, orally compose own stories, and retell a story. In writing, students can write their own stories, detect and correct own mechanical errors. In addition to the primary resource materials that our school is using, Continental's New York ELLs for the NYSESLAT will also be used in the middle of the school year to prepare our students for the Spring achievement test.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Five professional developments are scheduled this academic year. Information and teaching strategies gathered from these professional developments will provide knowledge and practical support to these teachers who have English language learners in their classrooms. These will give them a better understanding of their English language learners, identify necessary support and implement best instructional practices for student progress and achievement. These will also serve as valuable educational tools which can be shared with colleagues as future resources in planning and implementing related activities. There will be five participants in this program which comprises of classroom teachers from kinder through fourth grade. This is going to run every 2nd Wednesday for the months of January, February and March and 3rd Wednesday for the months of April and May from 2:30 pm to 4:00 pm. The schedule of the five professional developments is as follows: January 14, 2015 (Assessment, Evaluation and Placement of ELLs), February 11, 2015 (AMAO: Accountability for ELLs), March 11, 2015 (English in a Flash), April 15, 2015 (Implementation of Instructional ESL Strategies during the Balanced Literacy), May 20, 2015 (Teaching Vocabulary for Writing). These professional developments will be provided by Tanya C. Pragados, Sharon Robinson, two ESL certified teachers and Valorie Williams, Technology Specialist of the school. The two ESL certified teachers who will teach in the Title III program will receive the following professional developments: November 4, 2014 from 8:30 am to 3:00 pm at American Museum of Natural History with the topic Common Core Literacy and Museum Learning Experiences, December 8, 2014, February 24, 2015, and March 26, 2015 from 9:00 am to 3:00 pm, Developing English Language Learners' Mathematical Reasoning in the Early Grades provided by Department of English Language Learners and Student Support, April 25, 2015 from 8:00 am to 1:30 pm at the Manhattan Center for Science and Mathematics, Dr. Nancy Cloud, keynote speaker.

Part D: Parental Engagement Activities

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

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

Begin description here: Five ESL adult class sessions will be provided to our parents of ELLs. This is going to run every last Wednesday of the month from 2:30 pm to 4:30 pm. The first session will be on January 28, 2015 then as follows, February 25, 2015 March 25, 2015 April 29, 2015 and May 27, 2015. This ESL adult class is primarily catered for parents with children who are English language learners. The main objective of this program is to engage parents directly in the education of their children. This program will correlate with what their children are doing and learning in the CITE program. Tanya Pragados, Sharon Robinson, both certified ESL teachers, and Valorie Williams, Technology Specialist of the school will provide the services. Parents will be notified through letter informing about the program. The parent coordinator will also post some information posters in the school entrance. In addition to the ESL adult class, four parent workshops will be held for this school year. The four parent workshops are as follows: January 6, 2015 from 5:30 pm to 6:30 pm, ELA Parent Workshop, Grades 3-5 teachers are the

Part D: Parental Engagement Activities

presenters. The second parent workshop will be on January 20, 2015 from 5:30 pm to 6:30 pm, Math Parent Workshop, Grades 3-5 teachers will be the presenters. The third workshop will be on February 10, 2015, from 3:10 pm to 4:10 pm, English in a Flash and Skoolboo (technology workshop), Valorie Williams, Technology specialist, will be the presenter. The last workshop will be on March 11, 2015 from 2:30 pm to 3:30 pm, Getting Ready with the NYSESLAT, Tanya Pragados will be the presenter.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
TOTAL	_____	_____