Department of Education
Carmen Fariña, Chancellor

2014-2015

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**HARBOR HEIGHTS MIDDLE SCHOOL**
DBN (*i.e. 01M001*):	**06M349**
Principal:	**MONICA KLEHR**
Principal Email:	**MKLEHR@SCHOOLS.NYC.GOV**
Superintendent:	**MANUEL RAMIREZ**
Network Leader:	**JORGE IZQUIERDO**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Monica Klehr	*Principal or Designee	
Roberto Gomar	*UFT Chapter Leader or Designee	
Maria Mendez	*PA/PTA President or Designated Co-President	
Aydee Cabrera	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Pedro Rodriguez	Member/ teacher	
Elisa Mogena	Member/ teacher	
Carmen Gomez	Member/ parent	
Isabel Linares	Member/ parent	
Ramona Serrata	Member/ parent	
Raul Kelly	Member/ parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, ELL students in grades 6-8 will make literacy progress as evidenced by a 5% school-wide increase of students at the 75th growth percentile or higher as measured by the Spring 2015 NYS ELA exam from 43.8% to 48.8%.

Comprehensive Needs Assessment

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

Our school serves a recently-arrived immigrant population of 97% Spanish-speaking ELLs. 20% of our students are Students with Interrupted Formal Education (SIFE). The average school-wide performance score on the 2014 ELA exam was 1.8 out of 4.5 possible points. Based on our most current school-wide English language running records data, the percent of students reading independently at each grade level are as follows: 29% Kindergarten, 25% 1st grade, 13% 2nd grade, 3% 3rd grade, 2% 4th grade, and 6% 5th grade. 54% of our students read below a second grade level.

Last year we used TCRWP Running Records as a Measure of Student Learning (MOSL), but that tool does not identify the varied needs of all our students. Some students score lower than beginner level A and others have already achieved level Z.

Last year we did not have a school-wide process to identify literacy coded and meaning based trends across classes in order to plan short and long-term literacy development programs for this high needs population.

Instructional Strategies/Activities

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

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

1. Lead teacher and principal turn-key to Language Arts team, the professional development learning provided in a 9-day institute in 2013-2014 by the Harvard School of Education titled: Language Diversity &Literacy Development: Leading Advanced Literacy Instruction to Foster ELL's Achievement in Middle Schools and ESL/ELA team on language and literacy development for ELLs and SIFE.
2. Principal purchases research-based literacy assessment tools that can identify literacy coded and meaning based trends in the school
3. Principal and language arts team learn, practice and execute assessment delivery and trends analysis
4. Principal and language arts team plan and revise whole class and small group instruction using data from our trends analysis.

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

1. Principal and Language Arts lead teachers, using the institute resources and notes.
2. Principal uses Title III funds to purchase assessment tool: Gates-MacGinitie Reading Tests.
3. Principal and Language Arts team
4. Principal and Language Arts team using school data and Atlas curricula development platform

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

1. Principal and lead teachers will survey LA team at the end of each meeting to ascertain misunderstandings and plan the next topic of study
2. Review of Galaxy expenditures by end of December 2014.
3. Review of assessment tool and practicality for administration
4. Review of Atlas platform shows planning development and adjustments in alignment with trends analysis

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

1. From January 2015 to June 2015

2. December 2014
3. January 2015-February 2015
4. February 2015-June 2015

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

1. Weekly content team meetings using the institute resources and notes
2. Principal uses Title III funds to purchase assessment tool: Gates-MacGinitie Reading Tests.
3. Principal and Language Arts team using assessment tool: Gates-MacGinitie Reading Tests during regular school day in LA classes
4. LA team uses Atlas platform during weekly content team meetings

Strategies to Increase Parental Involvement

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

Our parent coordinator, in collaboration with teaching staff and our community based organization partner: "The Children's Arts and Sciences Workshop" will organize parent workshops such as "Introduction to Second Language Learning and Academic Expectations at Harbor Heights"; "Helping Children in Bilingual Homes with Schoolwork"; "How parents can support Literacy Growth in the Content Areas"; "How to help low level students become successful". These workshops will be linked to in-class discussions with students about language and literacy in the content areas.

Budget and Resource Alignment

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

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By the end of June 2015, the entire school staff will implement research based academic vocabulary instruction that yields improved comprehension, in two languages, for ELLs using the Word Generation (WG) program as evidenced by the completion of final unit essays assessed with a common writing rubric.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Our school serves a recently-arrived immigrant population of 97% Spanish-speaking ELLs. 20% of our students are Students with Interrupted Formal Education (SIFE). The average school-wide performance score on the 2014 ELA exam was 1.8 out of 4.5 possible points. Based on our most current school-wide English language running records data, the percent of students reading independently at each grade level are as follows: 29% Kindergarten, 25% 1st grade, 13% 2nd grade, 3% 3rd grade, 2% 4th grade, and 6% 5th grade. 54% of our students read below a second grade level. In order for our ELLs to access rigorous state learning standards and curricula, they need systematic learning of academic vocabulary in both languages for cross-content comprehension purposes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Administration will provide access to all materials and establish implementation protocols by November 2014 with scheduled WG lead teacher. 2. Teachers will attend training on Word Generation program resulting in a culture of mutual accountability for these expectations. 3. School Support Staff will be familiarized with the Word Generation Program to establish a culture for learning that systematically communicates a unified set of high expectations for all students. 4. Teachers will implement Word Generation Program in their classroom to support student progress towards the mastery of Common Core Learning Standards.
2. Key personnel and other resources used to implement each strategy/activity
1. Principal and WG Lead Teacher with WG materials 2. All Teaching Staff with WG materials 3. Principal, WG Lead Teacher and support staff with WG materials 4. All teachers with WG materials
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Create school structures to gather and share Word Generation program materials and student data and progress upon implementation. 2. After the training, teaching staff will complete a survey to ensure that all instructions are clear and identify any follow-up training necessary. 3. After the training, support staff will complete a survey to ensure that all instructions are clear and identify any follow-up training necessary. 4. From November 2014-June 2015, lead teacher reviews school-wide implementation status and reviews with principal for program modifications after completion of each 2-week unit.
4. Timeline for implementation and completion including start and end dates
1. From September 2014-November 2014. 2. November 2014. 3. From December 2014 to June 2015. 4. From November 2014 to June 2015.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Lead teacher scheduled two professional periods per week to coordinate and direct WG program. Free Word Generation program materials

(including teachers' guides, target word lists, writing samples, instructional activities, and references) created by the Strategic Education Research Partnership (SERP), accessed on-line.

2. CFN 511 facilitated training
3. Lead teacher scheduled two professional periods per week to coordinate and direct WG program. Free Word Generation program materials (including teachers' guides, target word lists, writing samples, instructional activities, and references) created by the Strategic Education Research Partnership (SERP), accessed on-line. .
4. Each content team has scheduled day of the week to present program-related activities to all students

Strategies to Increase Parental Involvement

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

Our parent coordinator will include a description and a list of Word Generation vocabulary in her monthly communication with parents. Parents who volunteer to work in the classroom on special projects will enforce and aid in the use of the Word Generation vocabulary.

Budget and Resource Alignment

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

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, all teachers will lead at least one in-house professional development session in alignment with the school's PD master plan as evidenced by 75% of teachers scoring a level of *effective* in component 4e as measured by *The Danielson Framework for Teaching* and at least 50% of responding teachers will agree or strongly agree they have been provided with leadership opportunities as indicated on the 2014-2015 school environmental survey.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The 2013-2014 School Quality Guide indicates we are approaching our target for school environment measurements. 38% of responding teachers believe teachers were provided with leadership opportunities last year, while Quality Review Indicator 3.4 requires development of teacher leadership. Six of eleven teachers are new in our school this year and only three of the new pedagogues have prior teacher experience. We have established mentoring partnerships amongst the staff, but we need to present our newer teachers with basic professional development topics pertaining to our particular student population in alignment with the New York City Dept. of Education instructional expectations. and the New York State learning standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
1. Principal will structure staff time as part of the HHMS Professional Development Plan to include teacher led in-house professional development opportunities. 2. Principal will share the HHMS Professional Development Plan vision and assure all teachers are able to access draft plan using shared google docs. 3. Teachers will either identify established activities/topics or add their own suggestions for PD activities and indicate PD session activities and dates they propose to prepare and facilitate. 4. A professional development committee will be established to better design and coordinate the HHMS Professional Development Plan. 5. All teachers will facilitate at least one professional development session as part of the school's PD plan.
2. Key personnel and other resources used to implement each strategy/activity
1. Principal 2. Principal and teachers 3. Principal and teachers 4. Principal and committee teachers 5. Teachers
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Plan will be written and shared on google docs
2. Teachers will access the plan on google docs be able to edit google docs effectively
3. Teachers will access the plan on google docs and edit it in communication with principal for approval
4. Committee will improve plan and decide on ways to communicate teacher leadership responsibilities to all teachers
5. All teachers will effectively facilitate at least one PD session, as evidenced by submitted agenda, materials and culminating survey to the PD committee.

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

1. October 2014
2. October 2014
3. From October 2014 to June 2015
4. January 2015
5. From October 2014 to June 2015

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

1. Principal refers to citywide instructional goals, ADVANCE guidelines and Quality review indicators to post plan on shared google docs
2. Teachers access google docs on school-provided laptops
3. Teachers access google docs on school-provided laptops
4. PD committee will meet once a month after school supported by per session monies.
5. Teachers will facilitate sessions on Mondays or Tuesdays after school

Strategies to Increase Parental Involvement

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

We will keep parents informed of what the teachers and staff are learning at the Professional Development sessions they attend that will help them instruct the students.

Budget and Resource Alignment

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

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

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

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, there will be an increase of 10% in collective teacher performance in eight components of the Danielson Framework for Teaching.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The 2014-2015 NYC DOE Citywide Instructional Expectations and state law require that both administration and teachers work under a new teacher evaluation system using the Danielson Framework for Teaching.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
6. Strategies/activities that encompass the needs of identified subgroups
1. Initial Planning and End of Year conferences with all teachers to clarify instructional expectations and set goals for the year 2. Regular observations to provide teachers with actionable, targeted feedback to enhance instruction 3. Bi-weekly content team Professional Learning Communities 4. Participation in outside Professional Development Opportunities
7. Key personnel and other resources used to implement each strategy/activity
1. Administration and teachers 2. Administration and teachers 3. Administration and teachers 4. Administration, teachers, NYC DOE coaches and trainers
8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Administration will take notes at all IPCs and EOY conferences 2. Administration will document all formal and informal observations with feedback as required in ADVANCE program 3. PLCs share learning via Google docs 4. Documentation of activities and evaluation of professional development will be established and shared
9. Timeline for implementation and completion including start and end dates
1. October 2015 2. From October 2014 to June 2015 3. From November 2014 to June 2015 4. From September 2014-June 2015
10. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Administration coordinates all conferences on shared calendar to meet deadlines 2. ADVANCE resources 3. Monday and Tuesday professional learning time will be dedicated to these activities 4. Per diem subs will be provided for teachers attending PD.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
We will keep parents informed of what the teachers and staff are learning at the Professional Development sessions they attend that will help them

instruct the students.

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2015, 100% of teaching staff will participate in 80 minute bi-weekly collaborative professional learning communities from November 2014 thru June 2015, focusing on the study of student work and subsequent unit and lesson planning.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Quality Review Indicator 4.2 requires a well developed school to engage the vast majority of teachers in collaborative professional teams. Indicator 1.1 requires planning and revising to ensure access to curricula and cognitive engagement for all students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
5. Strategies/activities that encompass the needs of identified subgroups
1. Principal will structure staff time as part of the HHMS Professional Development Plan to include Professional Learning Communities. 2. All teachers will serve on content team professional learning communities 3. Principal will share the HHMS Professional Development Plan vision and assure all teachers are able to access draft plan using shared google docs. 4. School will administer baseline MOSL assessments and assure results are accessible to all teachers. 5. Administration and lead teachers will develop protocols and shared data and planning templates for Professional Learning Communities 6. Teacher teams will implement and adjust protocols to meet their needs. 7. Teacher teams will produce shared meeting agendas of their work in each meeting.
6. Key personnel and other resources used to implement each strategy/activity
1. Principal 2. Teachers 3. Principal and teachers 4. Administration and teachers 5. Principal and lead teachers 6. Teacher teams 7. Teacher teams
7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Plan will be written and shared on google docs 2. Attendance and agendas 3. Teachers will access the plan on google docs be able to edit google docs effectively 4. MOSLs administered, scanned and scored within compliance timelines 5. Data templates will be shared and viewed on shared google docs 6. Data templates will be shared and viewed on shared google docs 7. Agendas and minutes will be shared and viewed on shared google docs
8. Timeline for implementation and completion including start and end dates
1. October 2014 2. From November 2014 to June 2015 3. October 2014 4. From September 2014 to October 2014

5. November 2014
6. From November 2014 to June 2015
7. From November 2014 to June 2015

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

1. Principal refers to citywide instructional goals, ADVANCE guidelines and Quality review indicators to post plan on shared google docs
2. Teachers access google docs on school-provided laptops
3. Teachers access google docs on school-provided laptops
4. Administration secures MOSL materials and supervises all MOSL baseline administration and scoring
5. Teachers access google docs on school-provided laptops
6. Teachers access google docs on school-provided laptops
7. Teachers access google docs on school-provided laptops

Strategies to Increase Parental Involvement

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

We will keep parents informed of what the teachers and staff are learning at the Professional Development sessions they attend that will help them instruct the students.

Budget and Resource Alignment

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

X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	RIGOR (Reading Instructional Goals for Older Readers)	Groups of 5-8 students	During regular school day as pull out
Mathematics	Small Group Remedial Math	Groups of 5-8 students	During regular school day as pull out
Science	Lower class size	20-25 students per class	Regular school day
Social Studies	Lower class size	20-25 students per class	Regular school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Counseling for personal family matters, classroom behavior, inappropriate peer interactions (Name-calling, bullying, fighting) attendance and academic concerns.	1 to 1	Regular school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

7. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All staff is currently highly qualified or actively enrolled in credit- bearing coursework towards full certification. We intend to retain these teachers by providing the professional development described below and ensuring teacher voice in decision making processes in the school.

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).
Our common branch, subject area teachers, assistant principal, guidance counselor, parent coordinator and secretary (we do not have a bilingual/ESL coordinator, paraprofessionals, special ed. teachers, psychologist and occupational therapist) all engage in a wide variety of differentiated professional development actives throughout the school year provided by a combination of CFN network support, NYCDOE Division of Students with Disabilities and ELLs, professional consultants and in-house teaching staff to include the following: 1. ADVANCE teacher development training using the Danielson Framework for teacher effectiveness 2. Professional Learning Communities (Looking at Student Work as a result of MOSLs and PBATs in alignment with the NY State CCSS) that meet once a week for 45 minutes throughout the entire school year 3. DOE source systems (ATS and STARS) training every other month for 7 hours for secretary. 4. Teachers take part in 4 full day sessions per year working closely with the new CCSS curricula materials: Scholastic Code X and Pearson's CMP3 Mathematics curricula 5. Specific advisory curriculum training during faculty conference meetings for all of our teachers and our bilingual guidance counselor at least every other month for 1-2 hours because the advisory program they instruct guides students in orientation to middle school procedures, expectations and protocols as well as high school expectations, requirements and choices. Teachers are trained in strategies and methodologies for individual student academic and social affective goal setting.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our TL funds, Title I and Title III funds are seamlessly integrated and combined in all aspects of our budget, including portions of salaries of teachers who work directly with SIFE students, portions of costs for extended-learning student field trips, portions of our instructional supplies.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All teachers are educated on the ADVANCE system of Measure of Student Learning (MOSL) and have a choice in the type of student assessments that are used throughout the year. Our school formed and trained a MOSL committee that communicated on regular basis with all teaching staff.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

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

HARBOR HEIGHTS MIDDLE SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

Harbor Heights Middle School-Parent Compact
Parent Responsibilities:

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

WE AGREE TO WORK TOGETHER, TO THE BEST OF OUR ABILITIES, AS EDUCATORS AND PARENTS TO FULFILL OUR COMMON GOAL OF PROVIDING FOR THE SUCCESSFUL EDUCATION OF OUR CHILDREN.

Monica R. Klehr	Maria Mendez
School Principal	Parent Association President

II. Student Responsibilities:

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

DBN: 06M349

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 codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	$116,097.30	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	$17,812.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$1,144,172.00	X	See action plan

[1]**Explanation/Background:**

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 06	Borough Manhattan	School Number 349
School Name type here		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Monica Klehr	Assistant Principal Edgar Reyes
Coach N/A	Coach N/A
ESL Teacher Urpi Jimenez	Guidance Counselor Miguelina Trujillo
Teacher/Subject Area Alexa Goldstrom/Mathematics	Parent Wendy De la Rosa
Teacher/Subject Area type here	Parent Coordinator Jacqueline Brito
Related Service Provider Margarita Modesto	Other type here
Network Leader(Only if working with the LAP team) N/A	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers not 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	8	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	161	Total number of ELLs	158	ELLs as share of total student population (%)	98.14%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☒	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%)							2	2	3					7
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	2	2	3	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	158	**Newcomers (ELLs receiving service 0-3 years)**	150	**ELL Students with Disabilities**	2
SIFE	26	**ELLs receiving service 4-6 years**	8	**Long-Term (completed 6+ years)**	0

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							46	51	61					158
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	46	51	61	0	0	0	0	158

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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)							37	42	38					117
Intermediate(I)							5	6	14					25
Advanced (A)							4	3	9					16
Total	0	0	0	0	0	0	46	51	61	0	0	0	0	158

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	13	5			18
7	29	5	5		39
8	19	19	3		41
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6		6		21		3		1	31
7		10		25		15		3	53
8		2		13		34		4	53
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8		0		47		25		1	73

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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	20	24	20	34				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   Our school uses the Fountas and Pinnell and EDL to assess the early literacy skills of our students. Most of our students are at least 2 years below grade level. Our students' lack of reading and writing skills in their L1 interfere with the transitioning of these skills to L2 as evidenced by our students lack of ability to perform well on state assessments in English reading and writing. It is imperative that

we look closely at closing this literacy gap in their native language if we hope to improve performance in ELA.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

74% of our students scored B (beginner) 16% scored I (intermediate) and 10% scored A (advanced). 80% of our 6th graders and 82% of our 7th graders are at a beginner level, while 62% of our 8th graders are at a beginner level. As our students progress from 6-8th grades, they are performing better on the NYSESLAT. Students continue to make slow but steady growth. It is important to make sure these students are given adequate progress this year. Both of our 6th grade classes and 7th grade classes are considered beginner classes. IN the 8th grade, two classes are considered beginner classes and 1 class is considered intermediate.

The results of the LABR for the new arrivals are at beginner level and therefore placed in the beginner classes at their appropriate grade level.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)

The 2013 NYSESLAT combined modality sets analysis has not been releasedby SED as of 12/13/13. We will use the reader's workshop model for the advanced and proficient students to focus on their reading and writing skills. The ELA teacher for these classes is Ms. Valerie Mettler. Our small-group pull-out intervention will focus on our school's lowest third students, first in listening and speaking and later in reading and writing. The teachers assigned to small-group pull-out are Ms. Urpi Jimenez, Ms. Erika Klein, Mr. José Concepción, Ms. Rosanny Ventura, Mr. Roberto Gomar, Ms. Valerie Mettler, Ms. alexa Goldstrom and Mr. Erick Perez.

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?

4a. Overall our students perfrom better on the Math test than the ELA exam. The Math assessment is given in both languages (an ELL accomodation) which illustrates that our ELL students are faring better on the tests taken in their native language than in English.

4b. Our students take the NYSESLAT predictive exam. The results are used to group students (beginner, intermediate, and advanced) for extended day academic support programs. These groupings are determined by Mr. Edgar Reyes in consultation with grade teams of teachers. Furthermore, these results allows us to identify and target beginner students who will be taking the ELA exam and therefore need extra intervention. The ESL/ELA teachers (Ms. Valerie Mettler, Ms. Urpi Jimenez, and Mr. Roberto Gomar) assist the administration and the data specialist in identifying and grouping for intervention.

c. The Periodic Assessments show that our ELLs are making slow growth. The native language is used as a support in content areas to target the CALP (Cognitive Academic Language Proficiency) so that students are receiving grade level instruction while acquiring English as a Second Language.

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*.)

N/A

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

All of our students participate in a transitional bilingual education program. Students' second language development is evaluated periodically throughout the year in order to move students from class to class where more or less intensity is given to the first or second language of instruction.

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

N/A

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

We evaluate the success of our programs for ELLs using the following tools: The Principal Performance Review, the School Progress Report, the School Quality Review and the SIFE Grant Program evaluation.

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.)

   Our admissions process is conducted by a designated team consisting of: Bilingual (Spanish/English)Parent Coordinator (Jacqueline Brito) Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), Bilingual (Spanish/English) Assessment Coordinator (Maria Lozada) and the Bilingual (Spanish/English) Assistant Principal (Edgar Reyes)and Bilingual (Spanish/English) Principal (Monica Klehr). When new students arrive at our school, our Bilingual (Spanish/English)Parent Coordinator (Jacqueline Brito) and Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), first conduct an informal interview and administer the Home Language Identification Survey (HLIS). When the HLIS indicates Spanish as the main language spoken by the student with the family in the home, the LAB-R is administered within ten days of admission into the school. Our Bilingual (Spanish/English) Assessment Coordinator, Maria Lozada is responsible for administering the LAB-R and Spanish LAB to new students within ten days of arrival and our Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) analyzes the results to determine program placement. If, during the informal interview process we are provided information that the student has previously attended school in the US, we conduct a test history search to determine whether or not the student has been administered the LAB-R or NYSESLAT exam in order to identify our new student as on ELL or EP student and whether or not we should adminster the LAB-R and Spanish LAB. During the initial admission process we also administer a SIFE student questionnaire and informal assessment if the family informs us the student is over-age for the grade. All ELL students in our school regularly take the annual NYSESLAT exam in the Spring of each year if their admission date falls before the NYSELAT administration date and the results of the NYSESLAT are analyzed by our principal.

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.

   Parents are shown the ELL orientation DVD in their native language about the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL) during the initial interview process described above. The parents are also provided with the information in the brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language by our Bilingual (Spanish/English) Assistant Principal (Edgar Reyes)and Bilingual (Spanish/English) Principal (Monica Klehr). As this school only provides transitional bilingual classes, parents are informed that their child will be placed in a transitional bilingual program and that their choice of other than such will be noted so that when more than 15 parents in two consecutive grades chose a different option, their program of choice will be established. These choices are also discussed with the parents in their native language.

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].)

   Entitlement letters and parent survey and program selection forms are distributed and collected during the initial admission process with our designated team assisting families on a case-by-case basis in a private setting (for the newcomers) and during specially designated Parent Association meetings for the general population of returning students. The letters, survey and forms are also mailed to homes for returning students. Once Parent Survey and Program Selection Forms are collected, they are maintined in our ELL Compliance Binder in the principal's 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.

   All ELL students are placed into our Transitional Bilingual Education (TBE) program once the parents are aware of the program our school provides. Once the placement letters are given to parents, the placement letter records are maintained in our ELL Compliance Binder in the principals' office. As this school only provides transitional bilingual classes, Bilingual (Spanish/English) Assistant Principal or Bilingual (Spanish/English) Principal, Monica Klehr, communicate to parents, verbally, that their children will be placed in a transitional bilingual program and that their choice of other than such will be noted so that when more than 15 parents in two consecutive grades chose a different option, their program of choice will be established. These choices are also discussed with the parents in their native language, with no tranlsation services required. Continued entitlement letters are mailed to returning students and continued entitlement letters are maintained in our ELL Compliance Binder in the principal's office.

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.

   Our principal is responsible for ordering sufficient testing materilas for all of our ELL students and our assistant principal is responsible for scheduling and administering the NYSESLAT under supervision of our principal. Classroom teachers administer all sections of the exam including the speaking portions. ATS report to identify ELLs is used to determine NYSESLAT elegibility. All four

compnents are scheduled on consecutive days to be administered and make-up test dates are scheduled immediately thereafter to assure all students who are absent from any compnenet adminstration are accounted for and examined.

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.

100% of our parents choose the TBE program for their students in our school. Our program model is in alignment with the parents' choice.

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])?

   Our 6-8th grade students travel together as groups in classes of 16-29 students to receive instruction from content area teachers in the following subject areas: Native Language Arts (NLA), English as a Second Language (ESL), English Language Arts (ELA), Math, Science, Social Studies, Advisory and Physical Education. The classes on each grade are grouped homogeneously by English Language abilities as determined on the LAB-R and NYSESLAT examinations.

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)?

   Each content teacher is specifically assigned to teach each class in each grade in both Spanish and English. The exception is that Physical Education is taught exclusively in English and Advisory is taught exclusively in Spanish to support the TBE mandated minutes. In this way we are able to assure that each homogeneous language class receives the mandated number of minutes for the TBE model in each language in all content areas. Explicit ESL, ELA and NLA mandated instructional minutes are delivered 100% in the language of instruction as regular content classes by certified ESL or NLA teachers. Our beginning and intermediate level classes receive ESL instruction 100% of the time to support ELA content standards. Our advanced class receives 50% ESL and 50%

ELA instruction. All NLA classes are delivered 100% in Spanish (NL) and the instructional units are aligned to the CCSS grade level standards.

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.

   Math, Social Studies, and Science are taught in both Spanish and English. According to a breakdown of our instructional minutes per week (and using the TBE suggested time allotments table in CR Part 154) for each leveled class for the school year, the following are the percentages that each class receives in their content area courses: The beginning classes receive 80% native language content instruction and 20% English language content instruction. The intermediate classes receive 60% native language content instruction and 40% English language content instruction. Our advanced class receives 5% native language content instruction and 95% English language content instruction. All class levels receive Physical Education in 100% English language instruction and they receive Advisory in 100% native language instruction.

   All content area teachers have been trained and use the Sheltered Instructional Observation Protocol (SIOP) approach. In the SIOP approach, instruction consists of eight components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery and review/assessment. In the SIOP approach, materials are provided such as graphic organizers (for contextualizing key vocabulary, diagramming problems, writing procedures, tree map for classifying and grouping, webs, t-charts, Venn Diagrams, brace map for analyzing whole objects and parts, etc.), grouping strategies, note-taking methods, guidelines for writing content and language objectives, etc. In mathematics teachers use various materials such as CMP3, and nonfiction literacy. The science material used are: FOSS, SEPUP, GLENCOE textbook, Access Science: Building through Learning textbook, Visual Learning Co. Instructional DVDs, free online resources, concept maps, Planting Science, Disney's Planet Challenge, GLOBE program, and Leave-it-better program. For social studies the content materials consist of: Student Atlas, GLENCOE Spanish history textbooks for 6-8th grades, internet resources such as New York Historical Society (nyhs.org), Gilder Lehrman Society (gilderlehrman.org), Library of Congress (lc.gov), and Digital History (digitalhistory.org).

   In all content areas, each class period begins with instruction in English (based on the above percentages) to enable students to determine key technical vocabulary, concept words, and other words needed to read or write about the topic of the lesson. As the English level abilities of each class progresses throughout the year, the time allocation transitions towards a higher percentage of English language instruction during the class period.

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

   Native language evaluation occurs during NLA instruction time through informal assessments such as portfolios and teacher anecdotals. In additional, all students are evaluated three times per year with a Spanish Running Record, aligned to Fountas and Pinnell levels.

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

   Our ESL/ELA team is currently studying which type of formative assessment is appropriate for this evaluation.

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. Our SIFE students are integrated into regular TBE classes and receive differentiated instruction along with their classmates. In addition, SIFE students take part in academic intervention classes during extended day programs and in pull-out small group instruction with teachers that have been trained in the use of RIGOR (Reading Instructional Goals for Older Readers) in Spanish and are assigned for this work during their regular instructional periods.

b. 96% of our students are newcomers receiving our regular instructional program as described above. Each student is placed into a class based on their level (beginning, intermediate, or advanced). All students are given phonemic awareness, phonics, fluency, comprehension, and vocabulary instruction through the use of Words Their Way to enhance their English instruction outside of the ESL class and through small group instruction within the ESL class. In addition, small group pull-out instruction is provided to meet the needs of homogeneous groups within a class using programs such as English Rigor and System 44 components (other than technology). In class, beginning level ELLs use computerized reading programs to support their English reading instruction through the use of Raz-Kids and/or System 44. In addition, an allotted amount of time throughout the school year which is used to do test preparation prior to the state exams as well as year round instruction in reading strategies.

c. 4% of our students are ELLs receiving services for 4-6 years through our regular instructional program as described above. In addition they take part in academic intervention and/or enrichment courses during extended day programs and in small group pull-out sessions with teachers assigned for this work during their regular professional periods. Teachers use The Comprehension Toolkit by Stephanie Harvey & Anne Goudvis to engage students in active literacy discussions during pull-out enrichment groups.

d. We currently do not have any long-term ELLs. In the case that we were to enroll a long-term ELL, this student would be included in the SIFE intervention plan. They would also be given small group or one-to-one pull-out intervention services which will include NYSESLAT test preparation and reading strategy instruction at their grade level.

e. Former ELLs take part in advanced native language arts books clubs two periods per week in a small group session.

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?

Our ELL-SWDs receive all services mandated in Individual Education Plans (IEPs) including counseling, speech and hearing and SETTs services in Spanish. Built into our regular programming is the use of SIOP that provides multiple strategies for ELL-SWDs in the regular classroom. Classroom teachers also use small group instruction within the classroom to assist ELL-SWDs in their content areas and in learning to use the learning strategies. Teachers must explicitly teach learning strategies to enhance access to content, academic, and life-skills proficiency (Echevarrria & Graves, 2007, p. 101) such as the use of cognates, the writing process, finding the main idea, steps for an expirement, procedures for solving a math problem, etc. As part of our regular programming, direct instruction about the process of second language acquisition is provided to all students to enhance thinking and listening skills and is supported throughout the year. ELL-SWDs are given explicit instruction in these skills during multiple lessons to enhance their understanding in language development.

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?

Our ELL-SWDs are integrated into regular TBE classes to maximze their time with the general population and they receive differentiated instruction along with their classmates. ELL-SWDs receive IEP services through pull-out and extended day intervention. ELL-SWDs are given explicit instruction and modified assignments (such as reduce the amount of work, extra time to complete assignments, adjust the pace of instruction, direct positive reinforcement, alternative activities, abundant guided practice, etc.). Depending on the student's individual needs, they are given opportunities to work independently, in cooperative learning groups and/or in small group 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

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

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

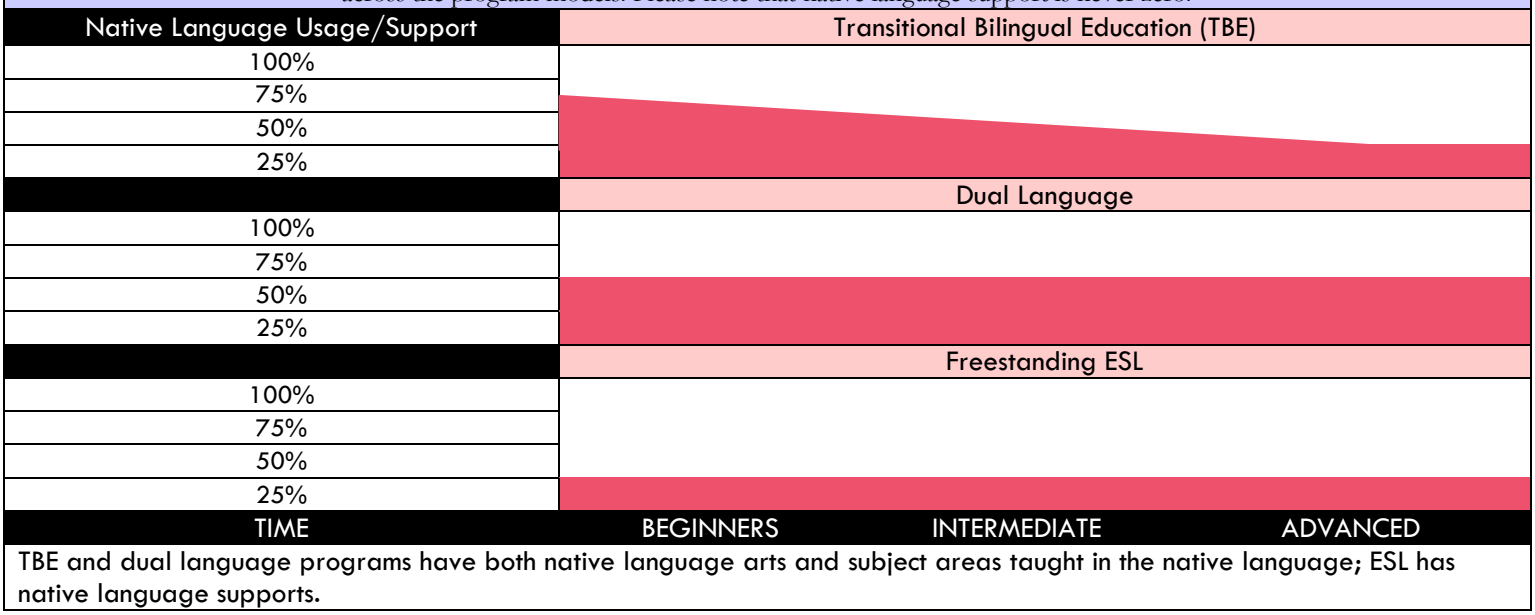
	Beginning	Intermediate	Advanced

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.



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.

   We provide instruction in Reading Instructional Goals for Older Readers (RIGOR) in both Spanish and English to SIFE and newcomer ELL subgroups. Each class receives 3 instruction periods per week in Words Their Way to support English language development in phonemic awareness, phonics, fluency, comprehension, and vocabulary. System 44 and Raz-Kids are used for small group reading intervention within the ESL/ELA block according to the students' proficiency levels in literacy and the highest needs subgroup receives extra practice during small-group pull-out. ESL/ELA alternative assessments include portfolios of student writing samples and reflections on learning. In math all students receive remedial intervention in the classroom through the use of TAI (Teacher Assisted Instruction) in order to develop their basic operation and computation skills at their own pace. The highest needs subgroup receives extra TAI and Mammoth Math intervention through small-group pull-out instruction to monitor their independent progress and give immediate feedback. Targeted intervention in science and social studies consists of small group or one-to-one instruction to frontload key terms and essential vocabulary.

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

    Our students need to understand why they are learning the content we present and to this end we employ the SIOP methodology using content and language objectives during all lesson delivery.

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

    We are currently studying and preparing to use the Word Generation Program for ELLs in order to build academic vocabulary across all subject areas.

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

    We are limiting our use of the System 44 technology program as the maintenance and upkeep of the program has been cumbersome.

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

    Our school recruits ELL students during registration fairs and middle school fairs in the Washington Heights and Inwood areas to come to our Middle School Transitional Bilingual program. Our Parent Association and school staff meet with Harbor Heights parents and students throughout the year to inform them of our assemblies and workshops that provide community services and educational programs that support our ELLs and their transitioning needs. These include the Children's Arts & Science Workshops providing access to free ESL classes for family members of our students, Alianza Dominicana providing access to housing and nutrition assistance and family counseling. People's Theater Project is an organization that supports the use of theater to raise awareness of the urgent issues impacting the community and advocates for social justice, and Dancing Classrooms works with our 8th graders and their parents to build social awareness, confidence and self-esteem in children through the practice of social dance. Other curricular and extracurricular programs that all of our students have access to include: Leave-It-Better, a program integrated into the science curriculum about environmental issues, soccer which enables team building and conflict resolution skills development, and a student advisory board which consists of our selcted students of the month representing all classes and grade levels in developing plans to improve the school.

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

    We have computer-based software to target balanced literacy skills to support all ELL subgroups such as Learning A-Z and Raz-kids. These are tailored to our ELLs' individual needs in literacy skills. Words Their Way is an instructional material to support ELLs' second-language acquisition by reinforcing phonics, phonemic awareness, vocabulary development, and fluency. There are four levels which we use to differentiate instruction according to students' English language levels. Every is classroom equiped with a bilingual library and refernce materials. The following technology enhancements are used to support instruction of ELLs by building background knowledge (ie. using smartboards to show images and create graphic organizers); teaching learning strategies (ie. using overhead projectors or document projectors to model notetaking skills); interacting with our beginning ELL subgroups (ie. projecting visuals and providing access to interactive websites and applications on laptops and iPads); providing predictible routines and uniform visuals that support all ELL subgroups in content areas (ie. poster maker to create visual resources posted in every classroom such as THINK-PAIR-SHARE), and differntiating assessments (ie. Zip cameras used to record presentations and projects as alternative assessments). The NLA materials used are Seleciones Literarias, RIGOR, SENDAS and Tio Nacho phonics and phonemic awareness curriculum.

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

All students receive NLA content classes. Based on each class's proficiency level they receive a percentage of their other content classes in the their native language. Extended day programs and pull-out groups are conducted bilingually based on students' proficiency levels. Our goal is for each class to move one proficiency level by the end of the year.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Required services and support corresponds to the age, grade level and language specified in for all ELL students. All new materials added to our program this year have been carefully selected to best meet the instruction at each proficiency level for all subgroups.

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.
    Every new student to the school undergoes an orientation session with their parents, provided by our admissions team (see above) that includes orientation to our school's mission and philosophy, rules of conduct, Comprehensive Education Plan (CEP) goals, uniform policy, advisory program and extended day program opportunities.

18. What language electives are offered to ELLs?
    We do not offer other language electives at this time.
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)?

    N/A

C. Professional Development and Support for School Staff

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

1. Our common branch, subject area teachers, assistant principal, guidance counselor, parent coordinator and secretary (we do not have a bilgual/ESL coordinator, paraprofessionals, special ed. teachers, psycholigist and occupational therapist) all engage in a wide variety of differentiated professional development actives throughout the school year provided by a combination of CFN network support, NYCDOE Division of Students with Disabilities and ELLs, professional consultants and in-house teaching staff to include the following:

a. ADVANCE teacher development training using the Danielson Framework for teacher effectiveness

b. Professional Learning Communities (Common Core State Standards (CCSS) curriculum development with focus on Performance Based Assessment Tasks (PBATS) in Literacy and Mathematics) that meet once a week for 45 minutes throughout the entire school year.

c. Professional Learning Communities (Looking at Student Work as a result of PBATS in alignment with the NY State CCSS) that meet once a week for 45 minutes throughout the entire school year.

d. Data Specialist training on data collection and analysis for formal and informal data collection once a month for three hours.

e. DOE source systems (ATS and STARS) training every other month for 7 hours for secretary.

2. Teachers take part in 4 full day sessions per year working closely with the new CCSS curricula materials: Scholastic COde X and Pearson's CMP3 Mathematics curriclua.

3. We provide specific advisory curriculum training during faculty conference meetings for all of our teachers and our biligual guidance counselor at least every other month for 1-2 hours because the advisory program they instruct guides students in orientation to middle school procedures, expectations and protocols as well as high school expectations, requirements and choices. Teachers are trained in strategies and methodologies for individual student academic and social affective goal setting.

4. Please see response to #1. PD agendas and sign in sheets are matined in the principal's office.

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. Parent Involvement in our school consists of a wide variety of activities including the following. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary:

a. Parent members of the school leadership team participate in school Learning Walks. Parents are interviewed as part of the school's Quality Review and parent surveys are a vital part of the School's Progress Report process.

b. Parents take part in on-going workshop series on the following topics, that are provided by our own teaching staff: Second Language Learning; Content area support at home; internet usage and ARIS system orientation and usage.

c. An evaluation is conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey is the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PA Executive board organizes the parent feedback and presents the findings to the principal for review and consideration. Parents have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security.

d. The school, with the assistance of the district and parents, educates its teachers, pupil services personnel, principals 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 ways to implement and coordinate parent programs and build ties between parents and the schools by: providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations; involving parents in the regular activities of the school and involving parents in the Student of the Month assemblies.

Parents support their children's learning in our school in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in their child's classroom.
- Participating, as appropriate, in decisions relating to their children's education.
- Promoting positive use of their child's extracurricular time.
- Staying informed about child's education and communicating with the school by promptly reading all notices from the school or the school district either received by child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, 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 Leadership Team or other school advisory or policy groups.

2. Our school partners with the Columbia Presbyterian Hospital School of Social Work and the Childrens Arts and Science Workshop to provide educational workshops for parents on a variety of topics addressing adolescent socio-emotional needs and the instructional workshops described in 1b. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

3. An evaluation is conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey is the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PTA Executive board organizes the parent feedback and presents the findings to the principal for review and consideration. Parents have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

4. Our parents have communicated to the school that they need instruction in ways to support their students' academic learning at home and in guidance to high school and beyond.. To this end, we provide the workshop series described above in 1b. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M349 **School Name:** Harbor Heights Middle School

Cluster: Groll **Network:** 403

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.

Our admissions process is conducted by a designated team consisting of: Bilingual (Spanish/English)Parent Coordinator (Jacqueline Brito) Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), Bilingual (Spanish/English) Assessment Coordinator (Maria Lozada) and the Bilingual (Spanish/English) Assistant Principal (Edgar Reyes)and Bilingual (Spanish/English) Principal (Monica Klehr). When new students arrive at our school, our Bilingual (Spanish/English)Parent Coordinator (Jacqueline Brito) and Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), first conduct an informal interview and administer the Home Language Identification Survey (HLIS). When the HLIS indicates Spanish as the main language spoken by the student with the family in the home we prepare all communications in the native language of the home.

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.

Analysis of our HLIS indicate that 100% of our parents need to have written and oral interpretation into the Spanish language for all school communication. Our entire teaching and support staff are informed at the first faculty meeting of the year of this need and our School Leadership Team is informed of this finding at the first scheduled meeting of every year

Part B: Strategies and Activities

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

All of our written translation services are provided by school staff. Our entire staff is fluent in written Spanish and produces all original written communication to parents in Spanish. In addition all parents are provided with a translated Bill of Parents Rights and Responsibilities. All appropriate school signage and forms are in the languages required.

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.

All of our oral interpretation services are provided by school staff. Our entire staff is fluent in oral Spanish and is able to communicate at all times in Spanish with parents (inlcuding during our School Leadership Team meetings).

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.

Our parents are informed immediatley during initial registration of their children into our school, that the language of communication between our school and parents will be in the parents' native language of Spanish.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
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: Harbor Heights Middle School	DBN: 06M349
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 137 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information
☒6 ☒7 ☒8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 11 # of certified ESL/Bilingual teachers: 09 # of content area teachers: 11
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: Every ELL student in our school will participate in a 26 week curricular unit of two 45 minute sessions per week called the People's Theatre Project, that integrates theatrical arts within NYS blueprint and core standards, to transform the learning of students across academic disciplines. The residency explores a work of William Shakespeare in imaginative, innovative and experiential ways to inspire and deepen student understanding across multiple learning modalities. By interpreting, analyzing and making art from the heightened text of William Shakespeare, students will enrich their cognitive, visceral and social learning capacities. Inquiry and assessment based, students explore theatrical concepts and Shakespeare's work with a deeper involvement from their unique perspective, supported by their meta-cognitive learning of, and within the process. This work will develop students' social awareness and interpersonal skills through the rich historical and modern themes of his dramas, and the ensemble-building nature of the theatrical work. It provides meaningful opportunities for students to build their oral language and personal expression skills through theatrical performance tasks culminating in mid-year and final festival productions of the play. In summary, the unit will develop their ability to problem solve, imagine, critically think, community build, and better understand themselves and their potential to positively impact the world. The language of instruction will be English for all classes, staffed by a team of NY State certified teachers and artists in residence. The majority of the service providers involved in the Title III program are certified by New York State in one or two of the following areas: content with bilingual extension or ESL license. Two remaining teachers in the Title III program who do not poses the bilingual extension or ESL license are enrolled in State funded credit-bearing courses that lead to teaching license extensions in ESL or Bilingual Education. The artists in residency for this program are bilingual (English/Spanish). Special needs students will be identified and provided with academic intervention services during and after the regular school day using the Reading Instructional Goals for Older Readers (RIGOR I and II) program developed by Dr. Margarita Calderon. Only after providing the intervention services within our setting for one year will we seek out a formal evaluation with ensuing appropriate services. Conversely, we provide one-on-one tutoring and small group instruction in Read 180 in the area of ELA for students

Part B: Direct Instruction Supplemental Program Information
reaching proficiency on the NYSESLAT.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Our eleven Title III common branch and subject area teachers all engage in a wide variety of differentiated professional development actives throughout the school year provided by a combination of CFN network support, NYCDOE Department of English Language Learners Student Support, professional consultants and in-house teaching staff to include the following: a. All teachers and Assistant Principal will receive training on 11/04/14 and 06/04/15 provided by CFN 511 literacy coach Vivian Verstandig. This training will cover the topics of: Promoting Social Skills for Conversation and Collaboration and Effective Instruction for the Word Generation Program. b. Principal Klehr and teacher leaders (Klein, Perez, Tabares and Martinez) will lead Professional Learning Communities' understanding and commitments to a school-wide language developmet policy; theory of action for language learning; the development and execution of language appropriate Measures of Student Learning (MOSLs); analysis of student work produced as a result of MOSLs and systemization of PLC work cycle towards continuous improvement. These PLCs will meet every Monday for 80 minutes throughout the school year.

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: Parent Involvement in our school consists of a wide variety of activities including the following. All parent activities are conducted in the parents' native language of Spanish by our

Part D: Parental Engagement Activities

academic and nonacademic staff; written translation services are provided by our bilingual (spainsh/English) school

secretary:

a. Parent members of the school leadership team participate in school Learning Walks. Parents are interviewed as part of the school's Quality Review and parent surveys are a vital part of the School's Progress Report process.

b. Parents take part in on-going workshop series on the following topics, that are provided by our own teaching staff: Second Language Learning; Content area support at home; internet usage and ARIS system orientation and usage.

c. The school, with the assistance of the district and parents, educates its teachers, pupil services personnel, principals 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 ways to implement and coordinate parent programs and build ties between parents and the schools by: providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations; involving parents in the regular activities of the school and involving parents in the Student of the Month assemblies.

2. Our school partners with the Columbia Presbyterian Hospital School of Social Work and the Childrens Arts and Science Workshop to provide educational workshops for parents on a variety of topics addressing adolescent socio-emotional needs and the instructional workshops described in 1b. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary.

3. An evaluation is conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey is the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PA Executive board organizes the parent feedback and presents the findings to the principal for review and consideration. Parents have the opportunity to provide feedback on topics such as: instruction, school-to-home

Part D: Parental Engagement Activities
communication, guidance services, academic intervention services and security. All parent activities are conducted in the parents' native language of Spanish. 4. Our parents have communicated to the school that they need instruction in ways to support their students' academic learning at home and in guidance to high school and beyond. To this end, we provide the workshop series described above in 1b. All parent activities are conducted in the parents' native language of Spanish and refreshments are provided as incentives in the evening. This year we will also provide our parents with classes in the following areas: English as a Second Language and Physical Fitness.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	_____	_____