

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

DRAFT - PENDING SUPERINTENDENT APPROVAL

School Name: HARVEST COLLEGIATE HIGH SCHOOL

DBN (i.e. 01M001): 02M534

Principal: CATHERINE (KATE) BURCH

Principal Email: CBURCH2@SCHOOLS.NYC.GOV

Superintendent: MARISOL BRADBURY

Network Leader: VIVIAN ORLEAN

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
Catherine (Kate) Burch	*Principal or Designee	
John McCrann	*UFT Chapter Leader or Designee and Facilitator	
Pam Mancini	*PA/PTA President or Designated Co-President	
Shania Santana	Student Representative	
Zach Feal	Member/ Student	
Lucas Gomes	Member/ Student	
Ron Diorio	Member/ Parent and Chair	
Jennifer Goodman	Member/ Parent	
Frantz Pierre	Member/ Parent	
Paula Hajar	Member/ Parent	
Elizabeth Krone	Member/ Teacher and Secretary	
Laura Mourino	Member/ Teacher	
Frankee Grove	Member/ Teacher	
	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	
	School Leadership Team Signature Page
	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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

Goal 1: Curricula and academic tasks increase college and career readiness, emphasizing rigorous habits of mind and higher-order skills, including the use of evidence, perspective, connection, and voice; 90% of all gateway projects will meet Gateway Level Standards by June 2015.

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.

Through implementation of the process described below in our inaugural 2013 school year, 100% of our students attained credits for promotion to the 10th grade and we saw significant growth in student use of evidence, perspective (in humanities) and experimental design (in science).

Instructional Strategies/Activities

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

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

1. Teachers screened for high cognitive expectations of students during hiring process so that they will be equipped to challenge and support students in an inquiry model. Two weeks of August PD plus the ISA Summer Institute to develop curriculum around habits of mind.
2. Teachers will plan curriculum aligned to assessments in "habits of mind" with essential content that will engage students.
3. The school will specify and communicate expectations for Gateway Projects, including deadlines, evaluation rubric, and timeline for any necessary interim steps. The school will introduce this information at curriculum night and offer to discuss this information at scheduled PTA meetings.
4. Through regular monitoring (approximately every six weeks) students will complete Benchmarks, performance assessments which show student achievement on habits of mind specified by discipline. Individual teachers and teacher teams will formally analyze results to see which skills and students needs more attention, and correspondingly address the needs in their curriculum and teaching.
5. Teachers refine and norm assessments for a consistent understanding of student progress. This process results in a shared and deep understanding of academic expectations within departments and creates conditions for aligned teaching and course design.
6. Principal and teachers will create systems to collect and analyze ratings of student work, including analysis of struggling students.
7. Tier II team will meet every two weeks to plan interventions for struggling students.
8. Three teachers paired with "Master Teacher" to work closely with their curriculum implementation with the support of partnership with the New Teacher Center to support effective pedagogy.

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

1. Hiring committees by discipline and interest evaluate teacher candidates in a formal two-part process including standard interview with sample lessons and assessments and a demonstration lesson, including of students.
2. Items #2-4 led with weekly regularity by departmental chairs and new teacher leadership positions under PROSE.

- 3. Formulation of Tier II Team consisting of Dean, Social Workers, AP, Advisory Coordinator, Special Ed Coordinator and Principal.
- 6. Experienced teachers mentor our newest teacher.

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

- 1. (For items #2-#5) Every 6-8 weeks spreadsheets tracking the growth of all students in all disciplines according to their growth on Benchmarks will be produced. This rigorous and focused system on student progress in key skills will result in 90% of all gateway projects meeting Gateway Level Standards by June 2015.
- 2. (For #1 and #7) All teachers will be hired by June to allow for collaborative planning time over the summer. Newer teachers will be pairs with experienced mentors by September.

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

- 1. Gateway progress will be monitored at least three points formally through the year through our benchmark process: October, December and March. Additionally, teacher assessment will create a warning system in January and June to assign students to extra supports such as the Gateway Intensive or mandatory tutoring. Formal results will be gathered twice a year at Gateway presentations in January and June.

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

- Summer planning time supports the development of rigorous curricula designed through higher-order thinking skill tasks. Faculty Collection time allows for
- Resources dedicated to reducing teacher load (i.e. number of students each teacher is responsible for)allowing for greater personalization, feedback and attention to interests of individual students.
- Teacher leaders given release time or procession to design, monitor and implement academic and behavioral interventions.
- Title I money purchases JumpRope online progress communication system according to habits of mind and learning goals.
- All “circular 6” teacher periods dedicated to collaborative teacher planning time.
- Dedicated time each Monday afternoon during staff meeting, as well as six additional afternoons per year, to develop curriculum, pedagogy and culture.
- Classroom 411, “Harvest Central,” dedicated for use of formal and informal teacher collaboration.
- External professional development opportunities supported by the Network and professional teacher associations.

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).
- Parents will be introduced to the Gateway expectations through a curriculum night, parent assessment meeting and written material throughout the fall. To support progress monitoring, Advisors schedule meetings with every family for parent-teacher conferences to help them understand their child’s progress.
 - Syllabi with learning expectations sent home for parent signatures.

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

Donor’s Choose and donations support an enriched library and access to technology.

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.

Goal 2: Ensure that all students experience rigorous and relevant enrichment curriculum - either extracurricularly or built into the curriculum – to maximize student engagement and learning: 85% of students or more report meaningful involvement in music, extracurriculars, Collegiate Futures, Urban Ecology or community service.

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.

Last year, we achieved over 80% of student participation in extracurricular activities and all students participated in an experiential learning course about the city called Urban Ecology. Student survey data and teacher report showed interest in Urban Ecology program but not yet organized into fully coherent units which were redesigned with greater success in 2013-2014. Last year, we also had 90%+ of students learning a musical instrument which was appreciated by students informally. The School Survey showed the highest results in Climate, Academic Expectations, Safety and Respect (every category) and high attendance rates around 93%.

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

- Students are offered course selection opportunities through course catalogue that provide engaging themes and meet state requirements.
- Choice offered of Band, Chorus, Guitar, or Piano.
- Multiple access points, differentiation and heterogeneous grouping of students.
- Reduction in number and variety of learning goals in Urban Ecology—“less is more” approach adopted—to increase alignment to learning outcomes
- For community service, a process developed for student interest in site selection, ongoing journal reflection and student presentations.
- In 2014, a new course Collegiate Futures introduced.
- Art Therapy introduced as an alternative to music, that also provides some academic support.

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

1. All students have an advisory with a approximate 16:1 student-teacher ratio to help guide course selection and connect the interests of students to curricular and extracurricular opportunities.
2. Two music teachers and significant investment in instruments.
3. 3 experienced teachers given release time to develop and implement revised Urban Ecology program.
4. Community service director.
5. Teacher and social worker time, college consultant, and resources through Kaplan SAT prep dedicated to supporting the success of this class and our students. CARA helps with professional development of this program.

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

- a) 80% or more of students will have participated in at least one afterschool courses offered by the school or taking place outside of school.

- b) All students will have experienced and documented in journals and/or projects their visits to at least three neighborhoods in New York city in the experiential course Urban Ecology
- c) 80% of students receive instruction in a musical instrument four times per week
- d) To support the 10th grade community service program, Harvest will develop a sustainable relationship with at least 20 organizations by June 2015.

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

- 1. September-June for music, Urban Ecology, Collegiate Futures and community service program run year long. Extracurricular participation monitored periodically by club leaders and Advisors. Music and Urban Ecology monitored at least each marking period.

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

- 1. One dedicated, certified music teachers hired and one 1/5 days a week.
- 2. 3/5ths of a teacher position is dedicated to student enrichment of Urban Ecology; 2/5 of a teacher position for Community Service for all students above and beyond classroom time requirements.
- 3. Private grant funding to pay per session for after school clubs; Title I used for activity fees.
- 4. Private grant used to pay for instruments.

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).

"Every student playing a musical instrument" is part of our mission and recruitment process. Student concerts highlight music program.

Extracurricular menu presented at family meetings throughout summer and used to engage student, parents and advisor in extracurricular choices. An orientation day extracurricular fair further introduces students to opportunities. Extracurricular involvement is promoted and celebrated in ongoing communication materials.

College Night offered for junior parents in the morning and evening providing information on financial aid and other matters.

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

Tides grant for Robotics; Arnhold Dance grant; direct grant to Third Street Music Settlement; Office of School Wellness Grant.

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.

Goal 3: Effectively manage school growth while continuing to establish a flourishing culture that supports students' academic, social, and emotional needs and promotes a "sane society," one of mutual respect, for both students and faculty through the implementation of a tiered system for student support, including a new Discipline Ladder.

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.

While school survey of 2014 showed strong school culture indicators from all stakeholders, the second year of the school had seen an increased percentage of student behavioral incidences and suspensions.

- 93% of students on track for 4-year graduation, 23% above the borough average
- 91% of all Gateways completed to show student skill with Common Core standards
- Majority (approximately 56%) of students have earned GPA to qualify for four-year college
- Attendance is 93%

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

Tier I for All Students: Culture Building Supports for All Students

- Core Values and Habits of Mind and Heart widely articulated and incorporated into all learning. Publication of a Family Handbook that explains values and school policies.
- Advisories of approximately 15 students provide a "home" at school for every child; Advisors help students facilitate student-led discussions on teen and world conundrums; conference with them about their goals and academic progress and serve as primary attendance contacts to families
- School starts each day with an affirmative Morning Meeting including student interpretations of Habits of Mind and Heart, mindfulness, appreciations and music.
- Experiential education structured programmatically for all students broadens perspectives and sense of home in the world, connects students to meaningful postsecondary opportunities and promotes student agency, Responsibility, Curiosity and Creative Contribution ("Harvest experience" of Urban Ecology, community service, college prep, internship plus PCB overnight orientation, annual college visits, and January Intensive)
- Extracurricular activities twice a week for all promote esteem, talent, belonging

Tier II and III Interventions: For Some Students:

- A Tier II student support team consisting of 2 social workers, Advisory Coordinator, Dean, IEP Coordinator, Community Service Director, AP and Principal reviews student need based on GPA, attendance and behavioral incidences each marking period to plan further interventions for them
- Art Therapy class to build academic skills and emotional expression (new)
- Young Men's Forum (new)
- Advisory Representatives for involve student voice in Discipline Ladder

- After school and before school tutoring
- Individual and group counseling
- Mediations
- “Collaborative problem solving” conferences a la Dr. Ross Greene (new)
- Fairness (student-involved restorative justice process) and Restorative Circles
- Gateway Intensive (pure academic focus to make up high standards of work)
- SummerBurst (experiential three-week summer program for interdisciplinary inquiry to support Gateways)
- Creation of spring skills class to support students who need stronger basics
- Tier III: referral for cognitive behavioral or other intensive therapy

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

1. 2 dedicated full-time Social Worker and intern.
2. Creation of teacher leadership positions: Dean of School Culture, Dean of Academic Progress, Special Education Coordinator to support growth in all areas.
3. Hire an additional Special Education teacher, to allow for more inclusion choices as well as more release time/dedicated resources for our Dean.
3. Per session for Advisor-family-Principal meetings dedicated over the summer time to proactively build relationships and cultural expectations.

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

1. Intervention Ladder known and used by all community members.
2. Morning Meeting a reported better, more positive experience by students and faculty.

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

1. Weekly monitoring of student incidents on JumpRope.
2. Schoolwide review of program each semester.

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

4. TL funding for Dean, Community Associate and school aide/campus coordinator
5. Grant money for teacher leadership positions.
6. Social Worker funded in part with RTT, who also supervises an Intern, free to the 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).

- Frequent phone or email communication with parents regarding their children’s academic and behavioral progress
- Parent meetings with teachers and staff
- Fall curriculum night to introduce students to expectations
- Invitation of parents to school functions and spring school day visits
- School website with access to school information
- Parent workshops throughout the year

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

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, 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	Writing Center. Activating and developing schema and prior knowledge, Targeted instruction focusing on key habits of mind.	Tutoring, team teaching, small group and one-on-one, variously.	During school, after school
Mathematics	Inquiry, multiple ways to find and express solutions, Targeted instruction focusing on key habits of mind.	Tutoring, team teaching, small group and one-on-one, variously.	During school, after school
Science	Inquiry and real world experimental design. Vocabulary scaffolding. Targeted instruction focusing on key habits of mind.	Tutoring, team teaching, small group and one-on-one, variously.	During school, after school
Social Studies	Writing Center. Activating and developing schema and prior knowledge, Targeted instruction focusing on	Tutoring, team teaching, small group and one-on-one, variously.	During school, after school

	key habits of mind.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Social emotional strategies and guidance, counseling.</p> <p>Targeted instruction focusing on key habits of mind.</p>	<p>Girls' Group</p> <p>Boys' Group</p> <p>One-on-one</p> <p>Workout Fitness</p>	During school, after school

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> Hiring process is collaborative, transparent and equitable seeking out top candidates in their field and assessing their knowledge of content and pedagogy, as well as commitment to serving our students and to the school. All teachers meet content knowledge expectations under NCLB. Harvest Collegiate High School has achieved prominence in its first year. We have been cited for excellence by the national Institute for Student Achievement, our cluster and the Chancellor.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> Partnership with the Institute of Student Achievement provides institutes and coaching in math, science, literacy and school design. As a school, our doors are always open: We welcome visitors, including hundreds of prospective applicants, and many prospective teachers from all over the world. We mentor student teachers from Columbia University Teacher's College, Hunter College and have interns from Swarthmore, Brown, Bowdoin, Vassar and other colleges. Every Wednesday and two weeks in the summer and dedicated to continuous professional development. Teacher work focuses on developing curriculum, effective pedagogy and analyzing student results for continuous improvement. In-school mentors are assigned to support struggling and un-qualified teachers. All of our new teachers attend staff development workshops for new teachers over the summer designed both by ISA and ourselves. All of our staff members are continually offered multiple opportunities to attend further staff development such as Q-TEL offered by West Ed. and workshops offered throughout the year by the New York Performance Standards Consortium as well on the Common Core Standards as well as many others.

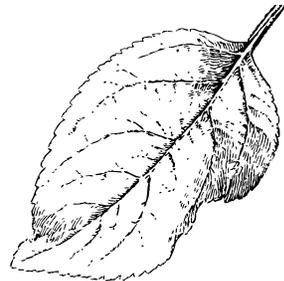
Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are used to support Advisory program for every student and full-time Social Worker to consolidate and address student need.

SWP Schools Only

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.
Assessments across the school are teacher-created and normed in departments with the assistance and supervision of our Assessment Director. Teachers select and design assessments to challenge students to meet college readiness expectations aligned to our in-house system of Habits of Mind.



Harvest Collegiate

HIGH SCHOOL

34 West 14th Street

New York, NY 10011

(212) 242-3384 Fax: (212) 242-4173

www.harvestcollegiate.org

Kate Burch, *Principal*

PARENT INVOLVEMENT POLICY (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DBN: 02M534

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$128,668.32	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		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,181,735.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to

coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet the 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 02	Borough Manhattan	School Number 534
School Name Harvest Collegiate HS		

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 Kate Burch	Assistant Principal Marita Franzman
Coach Eileen Cuff	Coach type here
ESL Teacher N/A	Guidance Counselor type here
Teacher/Subject Area Julissa Llosa/ Special Educati	Parent type here
Teacher/Subject Area Fayette Colon/ Social Studies	Parent Coordinator Tyree Jackson
Related Service Provider type here	Other Atash Yaghmanian/ Social Worke
Network Leader (Only if working with the LAP team) Cyndi Kerr	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.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	234	Total number of ELLs	5	ELLs as share of total student population (%)	2.14%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE											4			4
SELECT ONE											1			1
Total	0	0	0	0	0	0	0	0	0	0	5	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	1			3			1			5

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	1	0	0	3	0	0	1	0	0	5
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	2		4						6	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	2	0	4	0	0	0	0	0	6	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										1	4			5
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	1	4	0	0	5								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1			1
Intermediate(I)											1			1
Advanced (A)											3			3
Total	0	5	0	0	5									

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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

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

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	3	1	2	0
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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 [AMAQO tool](#))
See below
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?
 See below
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](#).)
See below
6. How do you make sure that a child's second language development is considered in instructional decisions?
See below
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 assess through Institute of Student Achievement (our partner organization) research-based benchmark diagnostic writing samples, which are normed on a common rubric as well, as the San Diego Quick assessment of reading ability. Their progress is then tracked through subsequent benchmark exams approximately every six weeks and scored along common departmental rubrics. We are adjusting the curriculum, instructional strategies and results based on student results. All ELLs are faring better on English tests than on tests in their native language. While ELLs are more advanced in speaking and listening, they need extra help in reading and writing. We have seen growth in all groups (including Ramon moving from a kindergarten to 5th grade level on the San Diego Quic Assessment of reading fluency) but we need to focus further to accelerate more growth. We will evaluate the success of our program based on their Benchmark results--their work on Common Core aligned performance assessments-- as well as on student proficiency on the NYSESLAT.

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

See below

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.

See below

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. 

Home Language Survey administered to all incoming students. Next year we will be moving to the NYSITELL test.

There are five (5) students identified as ELLs. They are all placed in the advisory of bilingual Advisors, who support with school-home language connections, including course choices. All families of ELL students have chosen ESL support, which is what we offer currently.

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])?

See below

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)?

See below

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.

See below

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
See below
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
See below
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).
See below
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?
See below
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 Instruction is primarily push-in, into the different content areas with additional pull-out for our one Beginner ELL/SIFE student. Classes are heterogeneous. Instruction is majority in English with native language supports for vocabulary, Spanish-English dictionaries and choice of bilingual reading material. We also make an effort to develop language by providing instructions in writing as well as orally, with additional visual enhancements where possible. All instructional minutes are delivered in a freestanding ESL program. Evaluation is in English with translation of particular words available upon request. Our program includes a supplemental period of language instruction for all ELL students every day, which includes half hour of differentiated leveled reading instruction each day in addition to full English and History to immerse students in English language learning through themes and books they select for engagement. While the mode is primarily push-in, our Beginner ELL will receive individual pull-out as needed for more intensive supports, as well as bilingual books. Our one SIFE student also receives small group tutoring before school 3x/week and after school 3x/week. Our ELL with SWDs also receive organizational support, refocusing, outline and graphic organizer help. Thus we use our heterogeneous program to maximize inclusion and intellectual challenge for our ELL students while supporting them in the class and with additional time as necessary.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

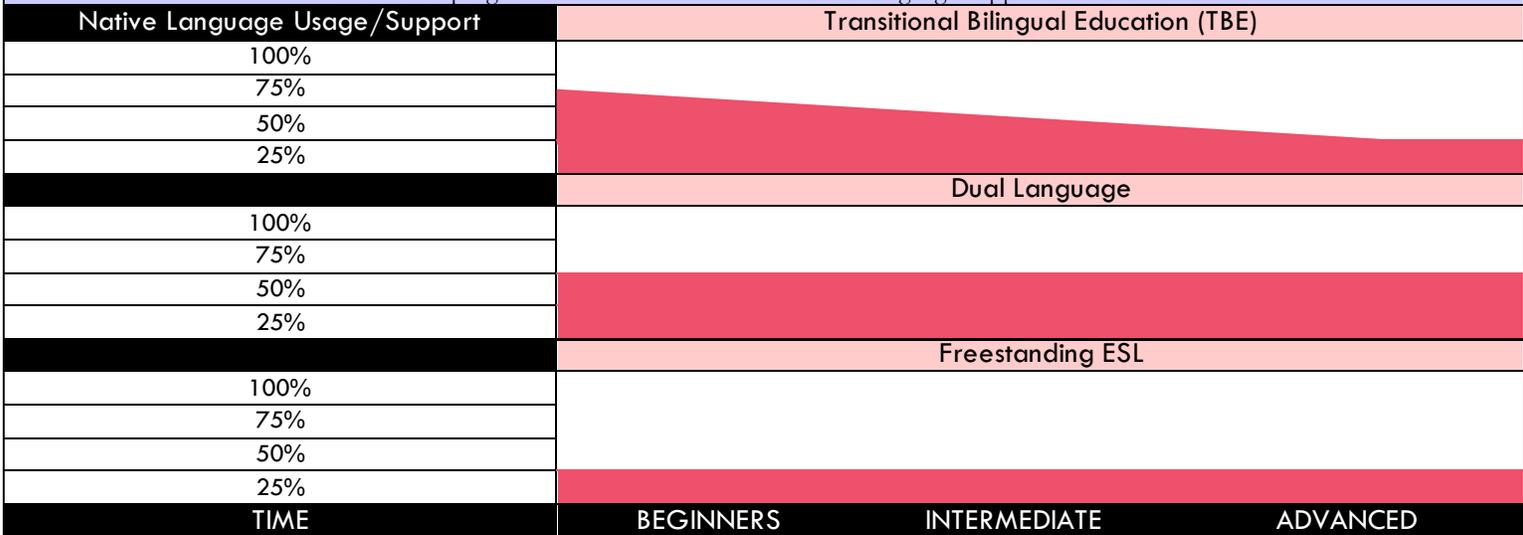
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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.
See below
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
See below
11. What new programs or improvements will be considered for the upcoming school year?
See below
12. What programs/services for ELLs will be discontinued and why?
See below
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
See below
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
See below
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
See below
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
See below
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.
See below
18. What language electives are offered to ELLs?
In math and science, advanced ELLs receive language supports as necessary such as translation, glossaries and dictionaries. ELLs also received targeted vocabulary instruction in conceptual, procedural and discipline-specific vocabulary. Students have a supplementary reading instruction program which involves them choosing literature at a range of different levels and with a bilingual options. Teachers track students' progress qualitatively and quantitatively, conference with them about their comprehension and suggest next appropriate books. For a Beginner ELL, a bilingual teacher works with him to assist with writing and English-Spanish translation of directions Spanish-English translation of his expression. We anticipate advanced ELLs reaching proficiency on the NYSESLAT and will continue to support them with native language translation where necessary. We plan to continue with our push-in freestanding ESL program with targeted pull-out for Beginner ELLs where necessary. All ELLs learn a musical instrument and are strongly encouraged to participate extracurricular enrichment (sailing, robotics, art, theater, Girls' Group, Principal's Book Club, filmmaking, student ambassadors) as well as before and after school tutoring. Instructional materials include dictionaries, glossaries and bilingual literature. We enhance English understanding with projectors and document camera. ELL students are met with during the previous summer for pedagogic assessment of their written and spoken language. All ELL students are also placed in Advisories with bilingual advisors who can assist in family-school connections. Spanish and Portuguese are the language elective we offer.
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. Professional development for teachers of ELLs takes three forms 1) QTEL training throughout 5 days over the school year, 2) targeted development on student thinking through a focus on key cognitive outcomes, articulated in rubrics and assessed in student benchmarks to monitor progress 3) explicit vocabulary instruction. Professional development occurred for two weeks over the past summer, twice weekly in departments and teacher inquiry groups.

Dates are:

Summer PD for teachers of ELLs August 19-23

Weekly Dept/Inquiry- Sept 11,18,25 Oct 2,9,16,23,30 Nov 6,13,20,27 Dec 4,11,18 Jan 8,15 Feb - June TBD

2. All of our students receive transition from middle school to high school support through our Advisory classes.

3. The 7.5 mandated ELL training was embedded in our professional development summer institute, all staff attended.

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 CommunityBased 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?

Parents are actively encouraged to understand and support their child's education. This starts with individual meetings with the Principal over the summer, continues through curriculum nights on reading, history, science and math, summer programs and information on teen development. Parents have access to information about student progress at all times through the online program JumpRope and also receive mailings about student progress six times a year. School mailings about curricular programs and offerings are translated into Spanish and, where possible, Chinese. We have many CBO partnerships though none that target ELL parents specifically though they might engage ELL students such as Hudson River Community Sailing and Stone Barns Center for Food and Agriculture. Parent needs are assessed in summer meetings, solicited at PTA events and monitored through continual debrief and evaluation. Plans are adjusted according to parent request.

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.

While we have five ELLs on record, only three of them are real English Language learners. One is a boy coming from self-contained who speaks minimal Spanish but struggles to pass the NYSESLAT. Another girl is coming from homeschooling and also struggles with test-taking skills. We offer extra support to these two students but give more language support to the other three. Thank you.

Part VI: LAP Assurances

School Name: **Harvest Collegiate HS**

School DBN: **02M534**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kate Burch	Principal		1/1/01
Marita Franzman	Assistant Principal		1/1/01
Tyree Jackson	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Julissa Llosa	Teacher/Subject Area		1/1/01
Fayette Colon	Teacher/Subject Area		1/1/01
Eileen Cuff	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
Cyndi Kerr	Network Leader		1/1/01
Atash Yaghmanian	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: 02M534 **School Name:** Harvest Collegiate HS

Cluster: 106 **Network:** 106

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.

All parents and students are met with over the summer prior to the start of school and their language needs identified and discussed, by teachers and Principal. Information is entered into ATS. Our Parent Coordinator has surveyed all families for preferred language and recorded all requests for translation services. We have several staff members that speak LOTE and are able to provide written and oral translations.

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.

23% of our families prefer communication in Spanish, 1% in Chinese and less than one percent (one family) in Bengali. During Open Houses and Tours, PTA and SLT families are informed of the translation policy. Multi-lingual posters also welcome families at the school entrance.

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.

Parents that request translation services are provided with a translated document for every Harvest Collegiate HS document. We release a Family Handbook last month that is in the process of being translated and posted onto our school website for all to access. Written translation services are provided by Harvest staff. In the case of the Bengali family, we are hiring an outside vendor since we do not otherwise have access to that language.

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.

Our Secretary as well as 5 pedagogues are fluent in Spanish and provide translation for families at every meeting needed. Our School Messenger system can provide translations for messages in any language.

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>.

PTA and Title I meeting notices are translated using the provided templates, as are materials for parent-teacher conferences. All requests for translations and interpretation services will be honored.