

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DRAFT - PENDING SUPERINTENDENT APPROVAL

DBN: (i.e. 01M001):

02M551

School Name:

URBAN ASSEMBLY NEW YORK HARBOR SCHOOL

Principal:

KIMBERLY SWANSON

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 02M551
School Type: CTE Grades Served: 9-12
School Address: 10 South Street, Slip 7, New York, NY 10004
Phone Number: 212-458-0800 Fax: 212-458-0801
School Contact Person: Kimberly Swanson Email Address: kswanson2@schools.nyc.gov
Principal: Kimberly Swanson
UFT Chapter Leader: Sarah Gribbin
Parents' Association President: Adrienne Ferenczy
SLT Chairperson: Sarah Gribbin
Student Representative(s): Joseph Jimenez, Jesse Floyd, Elise Arndtsen, Alexis Erey, Jonathan Young

District Information

District: 02 Superintendent: Marisol Bradbury
Superintendent's Office Address: 333 7th Avenue, Room 711, New York, NY 10001
Superintendent's Email Address: mbradbu@schools.nyc.gov
Phone Number: 212-356-3739 Fax: (212) 356-7514

Cluster and Network Information

Cluster Number: 01 Cluster Leader: _____
Network Number: Urban Assembly Network Leader: Shannon Curran

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kimberly Swanson	*Principal or Designee	
Sarah Gribbin	*UFT Chapter Leader or Designee	
Adrienne Ferenczy	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jesse Floyd Elise Arndtsen Alexis Erey Joseph Jimenez Jonathan Young	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Pete Malinowski	CBO Representative, if applicable	
Janice Derow	Member/ Parent	
Anna Lucena	Member/ Parent	
Paulette Roberts	Member/ Parent	
Nerissa Alvarez	Member/ Parent	
Siri Kagan	Member/ Parent	
Leanne O'Sullivan	Member/ Teacher	
Mauricio Gozalez	Member/ Teacher	
Christopher Salvato	Member/ Teacher	
Thomas Bradway	Member/ Teacher	
	Member?	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Located in the heart of New York Harbor, and accessible only by ferry, Harbor School offers a unique, on-water learning experience for all its students. The mission of the school is to provide a college-preparatory education built upon New York City's maritime experience that instills in students the ethics of environmental stewardship and the skills associated with careers on the water. Students learn to build and operate boats; spawn and harvest millions of oysters; design submersible, remotely-operated vehicles; conduct real-life research; and dive underwater. Students go on trips, tour colleges, hear and learn from experts in science and industry, and participate in the school's on-going oyster restoration research program.

The maritime programs of Harbor School are supported through funding provided by New York Harbor Foundation, a nonprofit organization dedicated to improving the condition of, and promoting access to and education about, New York Harbor. New York Harbor Foundation seeks to achieve these objectives by conducting research and outreach activities, and designing and running services to improve the quality of the Harbor. The Professional Advisory Committee (PAC) at Harbor School is comprised of over sixty professionals from industry and higher education. Members team up with our school's CTE instructors to advise on curriculum and work-based learning opportunities, college programs, and career pathways. The PAC meets annually in a General Session and, at least, one additional time in Sub Committees for each of the school's six CTE programs of study.

Strengths of the school include the integration of the instructional shifts into the CTE curricula to incorporate literacy, technology, scientific research, and real world applications that offer college and career readiness. Additionally, the school effectively uses partnerships with The Harbor Foundation, industry partners and university partners support the school's mission of preparing students for college and careers. The School Leadership Team provides a space for all stakeholders to discuss schoolwide concerns and to have a voice in decisions being made. Additionally, teachers actively seek opportunities to take on leadership roles and to have a voice in the decisions of the school community.

Currently, the greatest need of the school community is re-articulating and invigorating its mission. After twelve years of various transformations of the maritime theme, staff and leadership turnover, a move to Governors Island, and a shift in the demographics of students, Harbor School now finds itself in a moment of transition. In order for the community to move forward together with a renewed purpose, all the stakeholders groups need to re-engage with one another in order to ensure that all students are prepared academically and socially-emotionally for college and careers. A strong school culture is evident in communities with a shared sense of what is important, a shared philosophy of caring and concern, and a shared commitment to challenging students to learn at the highest possible levels.

A focus area this year is creating a more student-centered environment where students are challenged academically and receive the social emotional supports necessary to be successful in school. Classroom instruction is currently highly teacher-centered and lacking rigor. Much of the professional development this year is focused on creating a more student-centered approach through inquiry-based instructional practices. Additionally, students' social-emotional needs are not being met at the levels that they should be. There are separate referral systems for discipline and guidance. These systems are disconnected and don't provide for a holistic picture of students who need support. Additionally, many teachers need capacity building to address the social-emotional needs of their students during class time. One way we plan on achieving this is through the integration of our current discipline and guidance systems and the development of a Culture Committee to identify ways to make school more safe and comfortable for both students and staff.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

<ol style="list-style-type: none"> 1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). 2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> • Based on the results of the June 2014 Regents, 33% of students passed the new Common Core-aligned Algebra Regents. • Initial observations of our 9th grade math teacher indicates a need for professional support in creating a rigorous curriculum aligned with the Common Core Standards.

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Teachers will analyze student assessment data from 8th grade test scores and Regents examinations to identify standards that individual students and groups of students have not mastered. Teachers will implement targeted interventions, both during the school day and after school, to support students in reaching mastery of these standards resulting in 50% percent of students passing the Common Core Algebra Regents by June 2015.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Data Specialist/ Coach from the New York City Leadership Academy will work with the math team to develop skills for analyzing student test data from both the Regents exams and eighth grade test scores. Teachers will also learn how to use this data to make strategic decisions around adapting instruction to meet students’ needs both individually and in groups.	Math Department	November	Principal; Math Team Leader
Math Department will use both standardized and local testing data to target after school interventions for students who need additional support. The team will continuously assess student mastery of standards and adjust interventions as necessary.	Students	January - June	Math Department
The Math Department, along with our Parent Coordinator will plan a common core outreach session for parents in order to provide them	Parents Students	February - June	Parent Coordinator; Math

with information and resources to support their students' learning.			Department
Collaboration between the math department and CTE department to reinforce Algebra skills in CTE courses.	Math Department; CTE Department	Ongoing	Math Team Leader; CTE Team Leader; Billion Oyster Project Director/ Curriculum Writer

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Math teachers; Per session funding; Data Specialist/ Coach; Common Core Curriculum and Resources

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
Students take Mock Regents exams in February with a 40% passing rate.				
Part 6b. Complete in February 2015 .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> • 2013-14 school survey data reveals the following: <ul style="list-style-type: none"> ○ 27% of students disagree or strongly disagree with the statement, “Most adults at my school care about me.” ○ 20% of students disagree or strongly disagree with the statement, “At my school, there are clear consequences for breaking the rules.” ○ 20% of students disagree or strongly disagree with the statement, “At my school, there is an adult whom I can trust and can go to for help.” ○ 46% of students disagree that students treat other students respectfully and 48% of students disagree that students treat adults respectfully. • Almost 50% of incidents in OORS involve students with IEPs. • There is currently a lack of clear, appropriate, and consistently applied consequences for inappropriate behavior. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, the implementation of a school culture committee and the integration of guidance and discipline systems will ensure that students feel physically and emotionally secure as measured by a decrease in incidents reported in OORS between September 2014 and June 2015 and 90% of students agreeing or strongly agreeing with the statement, “There is an adult in my building whom I trust and can go to for help with a problem” on the school survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Implementation of a School Culture Committee made up of teachers and other school staff; Creation of more detailed discipline systems and structures.	Teachers; Guidance Office; Support Staff	September (bimonthly meetings)	UFT Representative; Principal

Training on Restorative Approaches, Conflict Resolution, and Peer Mediation through the Office of School and Youth Development/ Morningside Center	Culture Committee; Teachers and other school staff	January - March	School Leadership
Integration of guidance and discipline systems (both physically and roles and responsibilities)	Principal; Guidance Staff; Dean	December - March	Principal; Guidance Staff; Dean
Implementation of a Case Management Team that meets weekly, identifies high need students, determines appropriate interventions, tracks interventions, and assigns high need students to staff mentors; Team will include Dean, Guidance Office, School Leadership, and Special Education Teacher	Dean, Guidance Office, School Leadership, and Special Education Teacher	January - March	Principal; Social Worker

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School Staff (Administration, Teachers, Guidance, Support Staff); Per session

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Office of Safety and Youth Development (Training on Restorative Approaches, Conflict Resolution, and Peer Mediation; Training Rate)									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> Guidance Staff and Dean share an office by December Roll out new discipline policies/ procedures by December Decrease in OORS incidents from November through February Tracking system implemented for the Case Management Team by February 				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

13.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> • According to the 2013-14 Quality Review, “there were inconsistent processes put in place to support and evaluate the work of teams” and that grade teams had “not yet identified patterns, trends or a systemic approach to support student learning across the grade.” • According to the 2013-14 Quality Review, “administrators have not yet captured the professional development opportunities to strengthen the collective work of teachers and provide specific actionable feedback in order to maximize their previous time and effort.” • In the 2013-14 academic year, teacher teams were not provided with meeting time during the school day. • Initial observations of teacher teams in September/ October 2014 indicate a focus on changing student behaviors, but lack a consistent focus on shifting instructional practice. • Teacher collaboration between core academic courses and CTE courses were limited in the 2013-14 school year. • Forty percent of 2014 graduates met CUNY’s standards for college readiness in ELA and math. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
In order to increase reflective, professional dialogue focused on shifting instructional practice to meet the needs of all learners, capacity will be built in team leaders to facilitate inquiry cycles focused on student-to-student discussion and questioning resulting in improved college readiness as measured by 43% of graduates meeting CUNY’s standards for college readiness in math and ELA.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Implementation of grade team meetings during the school day (2-3 times per week); These teams will consist of both academic and CTE teachers.	All teachers	September (ongoing)	School Leadership
Biweekly meeting between administration and Grade Team Leaders to provide professional development and support.	Grade Team	September (ongoing)	School Leadership

	Leaders		
Roll out of inquiry cycles with questions grounded in data, a focus on target students, and systems to monitor and evaluate student progress as a result of inquiry work.	Grade Teams	February - June	Grade Team Leaders with coaching from School Leadership and Urban Assembly Leadership Coach
Sharing of curricula and standards between CTE teachers and academic teachers on the same grade teams in order to identify areas for interdisciplinary lessons, projects and units.	Grade Teams	February - Jun	Grade Team Leaders with support from Billion Oyster Project Director/ Curriculum Writer

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
All teachers; Per Session; Urban Assembly Leadership Coach; Billion Oyster Project Director/ Curriculum Writer; Room in schedule for grade teams to meet

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> Mid-year report submitted by grade team leaders outlining each team's work during the first semester Team leader professional development on inquiry cycles completed by February 				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

- Based on the 2013-2014 Advance data, Danielson domains 3B: Engaging Students in Learning and 3C: Questioning and Discussion Techniques are areas in need of improvement for the majority of teachers.
- Initial Planning Conference discussions and initial observations at the beginning of the 2014-15 academic year confirmed that domains 3B and 3C are the area where teachers need the most support.
- According to the 2013-14 Quality Review, administrators “have not used the analysis of student work to provide guidance to teachers to show the connection between curriculum, pedagogy, and student learning.”
- According to the 2013-14 Quality Review, “the school’s current struggle to use student performance as well as teacher observation data to inform professional development opportunities is hindering pedagogical growth among teaching staff.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, all teachers will receive a minimum of four observations accompanied by actionable feedback and next steps based on the Danielson Framework for Teaching resulting in at least one level of growth in 3B or 3C by 75% of teachers from September 2014 through June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Professional development on student-centered instructional practices, inquiry-based learning, and student questioning and discussion techniques.	All teachers	September - May (Monday PD time)	School Leadership
Completion of 4-6 Advance observations with specific, actionable feedback that is connected to professional development.	All teachers	November - May	School Leadership

Incorporation of student work as part of the feedback process for teacher observations/ evaluations.	All teachers	November - May	School Leadership; Team Leaders
Implementation of a system of tracking teacher observation data as a means of providing targeted coaching and differentiated professional development.	All teachers	November - May	School Leadership; Team Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal; Assistant Principal; Team Leaders; Monday professional development block; Urban Assembly Leadership Coach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> Assessment of growth in domains 3B and 3C in February; 40% of teachers show movement in one of these components 				
Part 6b. Complete in February 2015 .				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

33.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> • Observations and discussions with all school stakeholder groups have uncovered a lack of alignment in mission and core values between groups, as well as a lack of transparency between groups, which results in a lack of trust between groups. • The 2013-2014 School Survey indicates that 76% of teachers disagree or strongly disagree with the statement, “The principal at my school encourages open communication on important school issues.” • Student attendance remained consistent at 89 percent in 2012, 2013, and 2014. 	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, a rearticulation and invigoration of the school’s mission and core values, along with improved communication between parents, teachers, administration, other school staff, and Harbor Foundation staff will result in a stronger sense of community at Urban Assembly New York Harbor School, as measured by a 2 percent increase in student attendance from the 2013-14 academic year to the 2014-15 academic year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Organize a retreat with teachers, parents, students, school administration, and Harbor Foundation staff to discuss divisions that currently exist within the school community and to begin a dialogue around aligning the work and values of all stakeholder groups.	Teachers, parents, students, school administration, and Harbor Foundation	January - February	School Leadership; Foundation Leadership

	staff		
Create an action plan for creating more integration of academic and CTE curriculum and courses.	CTE and Academic Teachers	February - June	School Leadership; Foundation Leadership; Teacher Committees
Implementation of monthly newsletter created by and distributed to all stakeholder groups.	Teachers, parents, students, school administration, and Harbor Foundation staff	February - June	Representatives from each of the key stakeholder groups
Interventions and outreach to improve student attendance data.	Guidance Office, Teachers, Parents, Students	September - June	Guidance Office

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Representatives from all school stakeholder groups; Money to pay for retreat venue/ facilitator; Per Session

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> Retreat in January resulting in actionable next steps for re-aligning the mission/ core values between all stakeholder groups First newsletter sent out in February 				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Protocol implemented by grade teams using student testing data and observations to identify students who need interventions/ types of interventions	Office Hours; After School Credit Recovery; After School Regents Prep; Online coursework; Peer tutoring; Co-teaching (Special Education)	Small Group; One-to-one; tutoring; online	Before School After School Lunch Periods
Mathematics	Protocol implemented by grade teams using student testing data and observations to identify students who need interventions/ types of interventions	Office Hours; After School Credit Recovery; After School Regents Prep; Online coursework; Peer tutoring; Co-teaching (Special Education); LRE	Small Group; One-to-one; tutoring; online; whole class	Before School After School Lunch Periods
Science	Protocol implemented by grade teams using student testing data and observations to identify students who need interventions/ types of interventions	Office Hours; After School Credit Recovery; After School Regents Prep; Online coursework; Peer tutoring; Co-teaching (Special Education) ; LRE	Small Group; One-to-one; tutoring; online; whole class	Before School After School Lunch Periods
Social Studies	Protocol implemented by grade teams using student testing data and observations to identify students who need interventions/ types of interventions	Office Hours; After School Credit Recovery; After School Regents Prep; Online coursework; Peer tutoring; Co-teaching (Special Education) ; LRE	Small Group; One-to-one; tutoring; online; whole class	Before School After School Lunch Periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandated counseling; Recommendations by grade teams; Post-suspension support where necessary	Counseling; Connecting students and families to outside services	Small Group; Individual	Throughout the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Attendance at NYCDOE and university recruitment fairs
- Recruitment from DOE pool of highly qualified applicants
- Partnerships with New York City Teaching Fellows and Peace Corps Fellows
- Co-teaching to ensure Students with Disabilities are in the Least Restrictive Environment
- Pipeline to leadership for teachers (LEAP)

2b. High Quality and Ongoing Professional Development

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

- Whole school professional development on Monday afternoons, on the Chancellor's professional development days, and daily during common planning time
- Grade teams meet 2-3 times per week to work on the following:
 - Interdisciplinary lessons and/ or units
 - Analysis of student achievement patterns and identification of strategies to support individual students' needs
 - Kid talk Protocol to determine appropriate interventions
 - Use of protocol to provide feedback on lesson plans and instructional practice

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Measures of Student Learning Team includes teachers who select Local Measures of Student Learning. Team Leaders roll out inquiry cycles that use student data to improve instructional practice.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$192,712	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	\$2,900,524	X	
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¹Explanation/Background:

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

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

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

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

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

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

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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 the school. Urban Assembly New York Harbor 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 the school and the families. The 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 the school community. Urban Assembly New York Harbor 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 2	Borough Manhattan	School Number 551
School Name Urban Assembly New York Harbor School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Edward Biedermann	Assistant Principal Claire Lorenz
Coach type here	Coach type here
ESL Teacher Anna Lurie	Guidance Counselor
Teacher/Subject Area Jeremy Lynch/CTE	Parent Nerissa Alvarez
Teacher/Subject Area type here	Parent Coordinator
Related Service Provider type here	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	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)	441	Total number of ELLs	16	ELLs as share of total student population (%)	3.63%
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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														
Discrete ESL class										1	4	2	2	9
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	4	2	2	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	4

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									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

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		
ESL	6	0	4	6	0	2	4	0	3	16
Total	6	0	4	6	0	2	4	0	3	16

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: _____ Asian: _____ Hispanic/Latino: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	7	1	1	13
Chinese														0
Russian											1			1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	1			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	5	9	1	1	16

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 NYSES LAT* 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)											3	1	1	5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										5	5			10
Total	0	0	0	0	0	0	0	0	0	5	9	1	1	16

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	1	0
Integrated Algebra	8	2	3	1
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	5	2	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
Since the New York Harbor School has a small number of ELLs, the ESL teacher and ELA teachers are able to use data generated in class (teacher-created assessments, students participation, writing samples, informal observations) to fully understand the literacy skills of our ELLs, instead of relying only on standardized testing. We supplement this data with formalized data collection as well, including NYSESLAT scores, LAB-R scores, Grade 8 scores, and information from periodic assessments, Common Core assessments, and Regents exams.

Our school gives the Degrees of Reading Power (DRP) assessment three times a year. The score reports for this test give us extensive data on the English reading skills of our students, which we can then supplement with information about their literacy skills in their native language collected through the Spanish LAB-R or other native language assessment.

From the data we gather, we are able to modify and scaffold our curricula to better meet the literacy needs of ELLs by selecting different texts and supplemental materials, both in English and in the students’ native languages. We create individualized goals for our ELLs based on our informal and formal data collection, and then scaffold instruction and provide extra support before, during, and after the school day in order to assist students in meeting their goals.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The New York Harbor School currently has 1 Beginner student, 5 Intermediate students, and 10 Advanced students. The majority of our ELLs are in grades 9 and 10. As is consistent with the previous year, most of our ELLs are Advanced and are in the 9-10 grade band.

In order to fully understand ELL data patterns, it is not enough to look at NYSESLAT proficiency levels. Our ELLs are a complex and diverse group of students. Behind each ELL’s data is a story, and we at the Harbor School do our best to learn, understand, and honor each child’s unique experiences and situation. For example, our data shows that we have 6 “Newcomer” ELLs. Newcomers are defined as students who have received between 0-3 years of ESL service. However, only 2 of our “Newcomers” have actually been in the country for three years or less. The rest are students who, for one reason or another, never received service in elementary or middle school. Labeling them as Newcomers is inaccurate. At the Harbor School, we make sure to know each student as an individual so that we do not make inaccurate assumptions based on numerical data.
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 NYSESLAT Modality Analysis is not available on ATS this year due to changes in NYSESLAT scoring; however, the ESL coordinator analyzed each student’s individual NYSESLAT score report in order to better know their proficiency levels. The data suggest that most, but not all, of the ELLs at the Harbor School have more developed Listening and Speaking skills than Reading and Writing skills. This trend is consistent with the nature of language learning, but it is more prevalent in students who struggle with literacy, namely Long Term ELLs and ELL-SWDs.

At the Harbor School, our focus is to help our students develop true literacy in every sense of the word – oral and written communication and expression, social interaction, critical thinking, critical reading, etc. Therefore, all instruction reflects this focus and strives towards a well-rounded, inquiry-based approach that will inspire students to reach their highest personal potential. However, we are also mindful of the trends in data, as we must be in order to best teach our students. As evidenced by NYSESLAT data, the majority of ELLs at the Harbor School are less proficient in Reading and Writing than they are in Listening and Speaking. Therefore, the focus of ESL instruction is developing reading and writing, through the lens of holistic literacy, which allows for ample opportunities for students to speak and listen, as well.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. There is limited Regents data available about our current ELLs, as the majority of them are only in grades 9-10 this year. Ninth and tenth grade students took the Integrated Algebra exam. Students were given the option of testing in their native language or English; all students chose either to test in English or to have both languages available and respond in English or Spanish. Of the ten students who took the exam, only four passed. Two of these students took the exam in Spanish (with a side-by-side English translation); one passed. In Earth Science, none of the seven ninth graders who took the test passed, including the two who tested in Spanish.

As we do not offer bilingual classes, it makes sense that students would choose to test either in English (the language in which they learned most of the content) or with a side-by-side translation. In general, however, we are determined to raise our ELLs' achievement on standardized tests in Science and Math and have taken a number of steps to achieve this goal, including scheduling changes in Math, targeted professional development for content teachers of ELLs, resource room support that focuses on the content areas, and providing more helpful and accessible resources to students in the content areas.

b and c. We do not give the ELL Periodic Assessment, as the ESL coordinator/instructor has not found it to be helpful in her past experience. Instead, the ESL coordinator/instructor develops NYSESLAT-based tasks to evaluate students' progress in each modality over the course of the year.

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](#).)

This question is not applicable to our school

6. How do you make sure that a child's second language development is considered in instructional decisions?
Whenever possible, the ESL coordinator/instructor meets with grade and department teams, as well as with individual teachers, to help plan instruction for ELLs in the content area. In these meetings, teachers have a chance to discuss the needs of individual students, as well as learn more about second language development in general.

At the beginning of the year, teachers are provided with information about the ELLs in their classes, including background information and proficiency and skill levels. Additionally, the ESL coordinator/instructor suggests research-based strategies for teachers to use with students who are language learners.

The ESL coordinator/instructor also maintains and adds to a library of ESL resources that teachers can consult, including helpful manuals, books, and textbooks.

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?

This question is not applicable to our school.

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

The New York Harbor School evaluates the success of our program for ELLs based on a number of factors: NYSESLAT scores, growth and pass rates on required exams, credit accumulation, teacher, parent, and student anecdotes, and student participation in school life. The school takes ELL participation and achievement seriously, and analyzes all data related to the efficacy of the program in order to see what changes need to be made immediately, or in the following year.

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](#).)

When a new student enters the school from outside of the city or from a private school, the Pupil Personnel Secretary immediately alerts the English as a Second Language (ESL) coordinator. The ESL coordinator sets up a timely meeting with the parents and the student in order to conduct an informal interview and administer the Home Language Identification Survey. The HLIS is administered by the ESL coordinator, Anna Lurie. The ESL coordinator is Spanish-English bilingual; when translation is needed in other languages, the school calls on a qualified bilingual staff member or a translation service. If the home language is determined to be English or the student's only language is English, the student is not classified as Limited English Proficient and will enter the general education program. If the home language is other than English, the student is administered the Language Assessment Battery – Revised (LAB-R) by Anna Lurie, the ESL coordinator within 10 days of entry to determine his or her English proficiency level.

Once administered the LAB-R, the coordinator works with the parents to determine the appropriate placement for the student. If the student tested above proficiency, he or she is not considered an English Language Learner (ELL) and enters a general education program. If the student places below proficiency, the student's parents are called in once again for an informational meeting about ELL program choices. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. The bilingual ESL coordinator holds an orientation with the parents that describes the three program choices. Parents view the Office of English Language Learners (OELL)-produced informational video during the orientation in which program placement options are presented with clarity and objectivity. The video is available in nine languages. The ESL coordinator also provides parents with informative brochures in their native language to support their understanding of the available programs. In addition, parents are invited to visit the ESL classroom before making their choice. After participating in these activities, the parents complete the Parent Option form. If the parents do not select an option, the default option is Transitional Bilingual Education and the student is automatically placed in an ESL class until a Transitional Bilingual placement can be found for them. If the parents select an option other than ESL (which is the only program Harbor School offers at this time), the school guidance team and ESL coordinator work with the parent to find an appropriate placement, meanwhile providing the student with the appropriate number of ESL classes for the student's level.

In April and May of each year, the ESL coordinator administers the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs according to the process indicated in the directions. If the student scores below proficiency, he or she will continue to receive appropriate ESL services in the following year.

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.

In order to ensure that parents fully understand all three program choices for English Language Learners before choosing, the ESL Coordinator (Anna Lurie) holds an orientation about the three program choices immediately after the HLIS process is completed and it has been determined that the student is an ELL through the administration of the LAB-R. This process happens within 10 days of a student's initial enrollment. The ESL coordinator is bilingual in English and Spanish and therefore can communicate with Spanish-speaking families in their native language. If parents speak a language other than English or Spanish, a qualified bilingual staff member or a translation service is used to communicate. The ESL coordinator shares the Office of English Language Learners (OELL) produced materials to ensure that parents understand all three program choices (Dual Language, Transitional Bilingual, and ESL) and can make an informed decision. During the orientation, the parents watch the informational video in their native language before completing the parent choice form.

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

At the beginning of each year and throughout the school year, the ESL coordinator (Anna Lurie) is responsible for writing and sending out the appropriate entitlement letter to each family. She uses ATS reports (RLAT, RELL) to ensure that she is reaching each parent and providing the correct information about students. She utilizes the entitlement letters supplied by the OELL, and makes sure that each family is receiving the appropriate letter in both English and their home language. If the family speaks a language other than the thirteen major languages translated by the DOE, the ESL coordinator uses translation services to translate the letter into the home language of the family.

After sending the letter, the ESL Coordinator reaches out to families to schedule a time for an in-person meeting to discuss program choices. Once parents come in to the school, the ESL Coordinator gives the orientation and ensures parents understand the possible program choices before having the parent complete the Parent Survey and Program Selection Forms.

When the school sends forms such as the Parent Survey to a parent, we follow-up regularly through the above mentioned methods in order to ensure the return of the form.

Once a form is completed, the ESL coordinator makes a copy of the form, retains one copy in an ESL binder and places the other in the student's cumulative folder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. The Urban Assembly New York Harbor School makes every effort to place students in the program selected by their parents. The ESL coordinator (Anna Lurie) works extensively with parents in their native language to inform them and help them determine the appropriate program choice for their child. If a parent does not choose an option, the default program is Transitional Bilingual, as per CR Part 154. At this point in time, Harbor School offers only ESL classes because we do not have the required number of students whose parents chose Transitional Bilingual classes in order to start a program. If parents want their student to be in a bilingual or dual language program, the school works diligently with the network to inform the parents in their native language of a school where the desired program exists, as well as to help the parents understand that we will provide their children with excellent language development and academic support through our ESL program until the student is able to be transferred into a school that offers a program aligned with the parents' choice.

Once the student has been placed in the appropriate program, the ESL Coordinator writes and sends parents a placement letter informing them of their child's placement. She uses the Placement Letter template on the DOE website and ensures that parents receive the letter in their home language, either by using a translated copy of the letter or by using a translation service for lower incidence languages. She also ensures that the ELPC screen in ATS is updated within 20 days.

At the beginning of each year, the ESL coordinator writes and sends Continued Entitlement and/or Non-Entitlement Transition letters to parents in their native language. She uses the templates provided on the DOE website or a translation service when necessary.

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. In April and May of each year, the ESL coordinator (Anna Lurie) administers the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs according to the process indicated in the directions. The ESL coordinator works with the Assistant Principal (Claire Lorenz) to order the exams in a timely manner. Test administration is scheduled ahead of time with plenty of time left within the administration window for make-ups if necessary. Students and parents are informed in English and in their native languages about the test through class, letters, phone calls, and emails. The ESL coordinator works diligently to ensure that each student is given every part of the NYSESLAT by using the RLAT and RELL reports on ATS and follows up repeatedly with students who miss a part of the test so that a make-up can be given before the window closes.

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.  In the past years, the Urban Assembly New York Harbor School has provided services that are in alignment with parent choice. So far, that has meant providing ESL services only, as the school has not had a population of 20 LEP students in a single grade or a grade span whose parents chose the bilingual program option. Currently, of our 16 ESL students, only five have parent choice on file. Of these students, two parents selected Transitional Bilingual and three selected English as a Second Language. None of our current students entered Harbor School as new admits; therefore, the parent option was either lost or not recorded by their previous schools. Every year, the ESL coordinator sends parents Entitlement letters in their native language which detail the student's current program and informs parents of their right to transfer their child to a school with a program that aligns with their choice. If parents do not respond, the default program remains ESL. When cases arise in which individual parents chose the bilingual or dual language program option, school staff including the guidance counselors, ESL coordinator, and parent coordinator work diligently to assist the parent in finding such an option. For the past two years, no parents have chosen to remove their child from Harbor School for this reason.

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])?

a. Organizational Model

The New York Harbor School uses a free-standing discrete ESL model for all ESL classes. The primary goals of the program are to support students in achieving English Language proficiency by:

- amplifying their literacy, language, and academic skills
- incorporating research-based ESL instructional strategies that support diverse ELLs' growth in all content areas and in literacy
- promoting a multicultural, holistic approach to learning that includes a multitude of cultural learning opportunities, such as field trips, community speakers and partnerships, and in-school events.

b. Program Model

The Harbor School programs ELLs in free-standing discrete ESL classes that are specifically designed to meet their individual needs. All ELLs are programmed into one 5-day a week heterogeneous, ungraded ESL class taught by the ESL instructor. Because Harbor School only has two ELLs in grades 11 and 12, these students are included in the classes with students at grades 9 and 10. If and when Harbor School has more students at grades 11-12, ESL classes will be separated into grade bands (9-10, 11-12). In addition to this class, Intermediate and Beginner students are programmed into ESL resource rooms with the ESL instructor. The purpose of resource room is to support ELLs' progress in their mainstream content area classes, while also

strategically providing extra opportunities for English language development.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL coordinator (who is also the ESL instructor) works diligently with administration to ensure that all students are receiving the required number of minutes as per CR Part 154. Beginners receive 540 minutes of ESL instruction per week. Intermediate students receive 360 minutes of ESL a week. Advanced students receive 180 minutes of ESL instruction per week, as well as 180 minutes of ELA instruction per week. Throughout the year, the ESL Coordinator works with the guidance team and programming coordinators to make sure that all ELLs are being appropriately served. With the addition of the resource room classes to our program, some students are actually receiving more than the minimum ESL instructional time, without any detriment to their credit accumulation or content-area learning.

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.

With the exception of Beginner and Intermediate ELLs, who are not programmed for mainstream ELA classes, all students are programmed at minimum for classes in the following content areas: ELA, History/Social Studies, Science, and Math. Because Harbor School is a Career and Technical Education school, all ELLs also take a CTE course each year. Depending on the flexibility of students' schedules, they also take Art, P.E./Health, and Electives.

The ESL coordinator/teacher acts as a consultant with content area teachers in order provide appropriate instruction and support for ELLs. All content area classes are taught in English; however, bilingual resources are provided for students in the form of bilingual peer partners or tutors, native language textbooks, dictionaries, glossaries, translations or summaries, bilingual websites, etc. Throughout the school year, the ESL coordinator/teacher works with teachers to improve their instructional methods for ELLs, specifically through modifying or amplifying materials, researching alternative resources, suggesting strategies, providing scaffolds such as graphic organizers, or providing students with extra support in ESL resource room. She also focuses on helping content area teachers learn and implement strategies for strategically incorporating language learning into their classes. While these strategies are essential for ELLs language development, they are often helpful for all students, as each content area has a domain language of its own.

In addition to the individualized or departmental support that content area teachers receive from the ESL coordinator/teacher, they also have opportunities for professional development provided through the school or outside organizations in order to learn new instructional approaches and strategies that are beneficial to ELLs. The ESL coordinator/teacher researches these opportunities and frequently informs staff about them, advocating for their continued development. These opportunities often focus on making the Common Core Learning Standards accessible to ELLs. She also prioritizes her own professional development, through events and trainings as well as research and reading, so that she can keep abreast of current research and learn new methodologies that are relevant to educating ELLs. She has created and continues to add to an online ESL resource folder with links to current research, helpful websites, training videos, and more that is helpful to all teachers as they work to provide ELLs with the best education possible.

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

All ELLs have the right to be assessed in their native language. At Harbor School, the ESL coordinator is familiar with the needs of each of the students in terms of their testing preferences and needs. At the beginning of the year, the ESL coordinator meets with students individually to discuss their rights for testing, as well as their personal preferences and needs. The ESL teacher informs teachers of the necessary accommodations, and works with them over the course of the year to ensure that students are being tested fairly and appropriately. In addition, students always have access to bilingual resources during regular instruction. In order to prepare for State testing, teachers are encouraged and supported in using bilingual modifications and extra time for classroom testing. When necessary, the ESL coordinator helps teachers provide translations or alternative assessments, as well as extra time when students need it.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Before the school year begins, the ESL coordinator/teacher analyzes the previous years' NYSESLAT results in great detail in order to plan appropriate instruction for the ELLs. She provides all teachers with a detailed explanation of students' proficiency levels and offers suggestions for strategies that will support students in each modality of the English language (Speaking, Listening, Reading, and Writing). Over the course of the year, she evaluates ELLs' growth in each modality through formal and informal assessments in ESL classes, as well as through observation of students in other classes and conferences with teachers. Formal and informal assessments include NYSESLAT-based tasks, classroom observation, participation in classroom discussion, reading

conferences, classwork, exit slips, and performance on rubric-based tasks. In the ESL classroom, all rubric-based tasks are aligned with aspects of the NYSESLAT rubrics for Speaking and Writing, while also taking into consideration rubrics for other assessments the students will have to take. As data is collected, the ESL teacher/coordinator plans instruction accordingly and provides appropriate support for ELLs in their content area classes.

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. SIFE

At the time of this report, Harbor School has no Students with Interrupted Formal Education (SIFE) and has not had any SIFEs enrolled for the past two years. However, should a SIFE enroll in the school, we would provide that student with additional support time in an appropriate manner to bolster their academic skills as well as their language proficiency. Within classes, SIFEs would be paired with students who are confident, capable, and welcoming academic partners.

b. Newcomers

Newcomers receive the appropriate amount of ESL instruction based on their level according to CR Part 154. They receive targeted language instruction and content area support through direct ESL instruction and ELL resource room. The ESL coordinator ensures that students learn and use a variety of text and online resources in their native language to bolster the content they learn in their classes. They are programmed for mainstream classes, unless they have additional instructional requirements such as an IEP or SIFE status. When a student first arrives at school, the ESL coordinator arranges for the student to be paired with an ELL ambassador, who helps the newcomer with adjusting to the school and social situations. Although ELLs are exempt from testing for one year after they first arrive, the school begins to prepare them in appropriate ways as soon as possible through content area classes and native language support for content area material. After the first year, students sit for the required exams and receive all ESL testing accommodations, including extended time, bilingual dictionaries and glossaries, separate location, side-by-side exam translations, and the listening section read three times on the English Regents.

c. 4-6 years

ELLs receiving service from 4-6 years take the required number of ESL instructional minutes as per their proficiency levels and CR Part 154. Frequently, students at this stage of language acquisition need additional support for tasks at the higher end of their grade band. The ESL teacher/coordinator determines the appropriate scaffolds for each student and designs instructional plans that can be implemented in each of the student's classes, making adjustments along the way as the student makes progress and new data is collected.

d. LTELLs

Long-term ELLs (LTELLs) take the required number of ESL instructional minutes as per their proficiency levels and CR Part 154. Students at this stage of language acquisition need additional support in reading and writing tasks at the higher end of their grade band. The ESL teacher/coordinator determines the appropriate scaffolds for each student and designs instructional plans that can be implemented in each of the student's classes, making adjustments along the way as the student makes progress and new data is collected.

The ESL coordinator/teacher also takes LTELLs' specific social needs into consideration as well when planning instructional activities. As is the case at the Harbor School, the majority of LTELLs were born in or have resided in the United States for most of their lives. Sometimes, they do not identify themselves as English Language Learners because they grew up speaking both languages, and they may even take it as an insult that they are labeled as such by the State and the school as such. In order to counteract these feelings of disassociation, the ESL coordinator/teacher emphasizes that students are learning Academic English, just as all high schoolers are, and incorporates role models, cultural events, and field trips that will build LTELLs' engagement in the program.

e. Former ELLs

Former ELLs who have tested out of ESL within the past two years are provided with additional support from the ESL coordinator/teacher when appropriate, through individual conferences with students and teachers, extra help after or before school, and the use of native language online and textual resources. She frequently checks on the progress of the students in their mainstream classes, and implements any necessary interventions to support them. Additionally, the ESL coordinator ensures that all ELLs who tested out within the past two years continue to receive testing accommodations.

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?

The ESL coordinator/teacher works closely with the IEP coordinator to determine the best program choices for students with special needs. Together, they implement individualized strategies that will meet each student's unique needs. Most teachers at the Harbor School teach students who are classified both as ELLs and SWDs; therefore, the ESL and IEP coordinators work diligently with teachers throughout the year to ensure that these students are receiving rigorous, yet supportive, instruction. Harbor School believes that all students can access high-level material and content given the appropriate supports, and therefore scaffolding is a huge part of our instructional model for all of our students, but especially our ELL-SWDs.

Harbor School recognizes two fundamental concepts in relation to ELLs with disabilities. The first is that in general, ELLs are overrepresented in Special Education for a variety of reasons, including misdiagnosis. Second, in spite of their classification, each student has diverse learning needs. Teachers at Harbor School view each student as a unique individual before considering them as a part of a set subgroup. With this in mind, ELL-SWDs are not treated as one homogenous group with the same set of needs, but as a cohort of diverse individuals who each bring their own strengths and struggles to the classroom. The ESL coordinator and the IEP coordinator develop individualized learning for each student based on these two concepts.

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?

The Harbor School believes that programs for ELL-SWDs should allow for maximum flexibility while providing students the necessary support in the least restrictive environment. SWDs at Harbor School, including ELLs, are programmed into the program model (Co-Teaching, Self-Contained, SETSS) that will best meet their individual needs for learning content and bolstering English proficiency. Special Education teachers work extensively with content area teachers and the ESL teacher to ensure that students are being educated in the best environment and with the most effective strategies for each individual. In addition, all teachers are expected to take part in IEP meetings, and to be familiar with each students' IEP goals. The ESL teacher in particular is highly involved in planning and writing IEPs for ELL-SWDs, as well as in ensuring that teachers are aware of and understand them. The ESL coordinator, IEP coordinator, and Special Education teachers reach out frequently to parents of ELL-SWDs in order to involve them in the education of their children.

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
Native Language Arts:	N/A
Social Studies:	N/A
Math:	N/A
Science:	N/A

Class/Content Area	Language(s) of Instruction

Courses Taught in Languages Other than English ⓘ

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

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

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

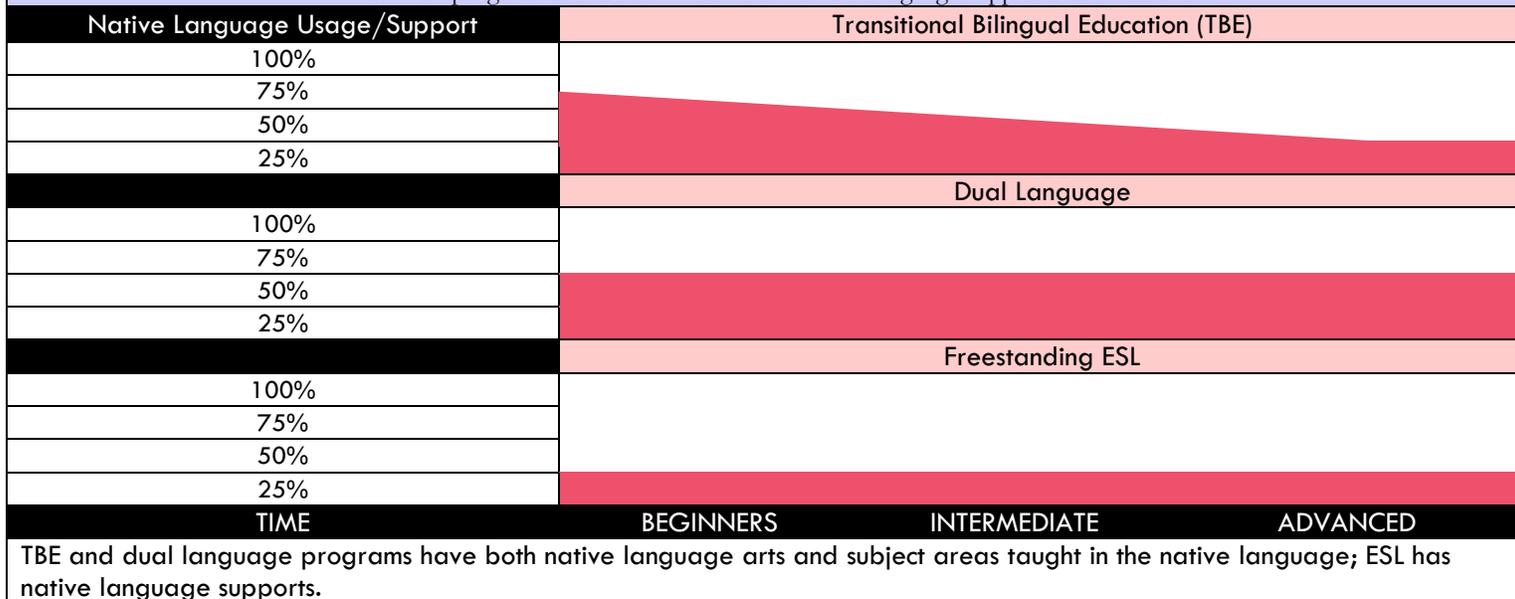
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

ELLs are targeted for intervention in their content area classes based on data collected through Grade 8 data, pre-assessments and interim assessments, classroom performance, and report cards. The ESL teacher works closely with content area teachers to improve classroom instruction for all ELLs, and supports Intermediate and Beginner ELLs content area classes through Resource Room. She also works with students after school or during lunches. Content area teachers also hold office hours regularly or by appointment, and ELLs are encouraged to attend. Most intervention services are offered in English, because the majority of our teachers speak English and not all of our ELLs speak the same language; however, we make sure to provide native language support through resources such as peer tutors, websites, text books, translations, and bilingual dictionaries.

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

Harbor School's ELL population has declined considerably since the school's move from the Bushwick neighborhood of Brooklyn to Governors Island. As the population has diminished, the program has changed in scale and in approach. As population and therefore the program's budget has declined (for example, we no longer qualify for Title III money), one struggle has been to continue providing services to ELLs that not only support their language development and content learning, but also bolster their social and cultural growth, as well. Our ELLs are making progress, as evidenced by their growth on past years' NYSESLATs; however, we must improve pass rates for ELLs on standardized tests so that they are on track for graduation. Providing targeted content area support both in and out the classroom is essential to support ELLs' progress. The ESL coordinator/instructor has made a point to seek out and take trainings (along with content area teachers) in Science and Math to better serve our ELLs in those content areas and improve their performance on standardized tests. The past few years have been a time of transition, but we are determined to continue to serve our ELLs at the highest level, and we believe that serving ELLs and training them to be environmental stewards is an important part of promoting our school's mission and diversity.

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

Our ELLs need more support in the content areas, but because we have such a small population, it is not feasible for the school to offer specialized content area classes for ELLs at this time. In order to better serve ELLs in mainstream content area classes, the ESL coordinator is planning a series of trainings for content area teachers about teaching ELLs in the English-language content area classroom. By building capacity among our teachers, we can better support ELLs through our existing programs.

We would like to increase our ELL population and so are increasing outreach efforts to middle schools with a large number of ELLs. We are planning to begin producing promotional materials about our school in more languages, including Spanish and Chinese, so that our efforts can better reach parents of ELLs in middle school, as well.

Another program being considered for next year is not new, but has not been part of our ESL program for several years. The ESL coordinator would like to start an ELL Explorers program for ELLs to encourage their exploration of and participation in the culture of New York City. We would also like to start a peer tutoring program that would serve all students, with targeted interventions for ELLs, in particular. Finally, the school would also like to build capacity in order to offer a Spanish class for native speakers that would be focused on literacy skills to promote students' reading and writing abilities that will transfer to English proficiency and support them when they take standardized tests, as well.

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

Over the past several years, we have had to discontinue some programs due to our diminishing ELL population and lack of funding. We have had to cut back our city trips orientation program for newcomers, which exposed new students to New York City and taught them language and culture in the process.

We discontinued our push-in program because it was proving to be an inefficient use of the ESL teacher's time in reaching the needs of our ELLs. Given that there is only one ESL teacher at Harbor School, it is not feasible for her to meet with teachers enough to plan effective push-in services as well as teach direct ESL classes. Instead of using the push-in model to provide content area support for ELLs, we are now focusing on training teachers and supporting ELLs through resource rooms and extra help.

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

ELLs are informed of and encouraged to join any and all school programs. Many participate in clubs and sports teams. This year, ELLs are participating on the Rowing, Sailing, and Swimming teams, in the Photography Corps, the Composting Internship, the National Park Service Club, and the Yearbook and Newspaper staff. We ensure that ELLs have the opportunity to participate in

conferences and college trips, as well. All students, including ELLs and SWDs, are supported in their participation in after-school activities, particularly through partnering with peer mentors who have had more experience in the club.

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

The school provides instructional materials to promote ELLs' social, academic, and cultural development. We provide bilingual resources including: native language textbooks, translations of texts, dictionaries, thesauri, and glossaries. We use the Words Their Way for English Language Learners instructional guide for improving reading and spelling. For Beginner ELLs, we use the Keys to Learning for Newcomer ELLs, which includes a technological component. Given our budget restraints, the ESL coordinator regularly researches helpful websites and apps that students can use free of charge, including Khan Academy, PHschool.org, and Brainscape.com. We also use an online grading system that allows students to closely follow their grades and progress over the course of the year. Parents also have access to the system.

A major part of a Harbor School education is maritime studies. We say at the Harbor School that if you can build a boat, you can build anything. We sail, row, swim, build boats, scuba, grow fish and oysters, and all of this requires the use of vocabulary that most students, both ELLs and native English speakers, must learn. Therefore, the materials that we use to teach our particular classes are the materials of the Harbor. We are a hands-on school and students learn through participation. When needed, we provide additional support in the student's native language, peer tutoring, small group or one-on-one teacher tutoring.

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

Harbor School recognizes that ELLs bring with them a wealth of experience and knowledge, including their native language. In our ESL program, we encourage students' use of their native languages and incorporate their cultural heritages and backgrounds whenever possible. The ESL coordinator ensures that students always have the use of bilingual resources, including texts, dictionaries, websites, and apps. She also builds time in class for students to discuss their learning in their native languages with other students. Celebration is also an important part of showing students that their native languages and cultures are valued and students are invited throughout the year to share with the class.

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

The Harbor School believes in amplification, not simplification, when it comes to supporting ELLs. Therefore, all required services and resources correspond with the students' ages and grade levels. The ESL coordinator/teacher ensures that all materials are not only appropriate to students' ages and grade levels, but also their interests and academic needs. When students need additional support, teachers work to provide alternative pathways to understanding, not simply "dumbing down" content or providing translations.

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.

All freshman students participate in our Indock summer program, which introduces new students to our school and our island. ELLs are included in the Indock program.

The ESL coordinator/teacher works closely with all ELLs over the course of the year. She follows their progress and works with them every day in multiple contexts: class, resource room, one-one conversations, and after-school help. She also arranges parent-teacher conferences when needed, or meetings between teachers and students. Newly-admitted ELLs receive this same attention at a more intensified level for their first year at Harbor School. The ESL coordinator/teacher also pairs new students with student ambassadors who can help them navigate the workings of the school, including social situations.

18. What language electives are offered to ELLs?

Harbor School is a Career and Technical Education school and therefore much of our educational program is focused on maritime studies, Science, and Math. Currently, Harbor School only offers Spanish as a foreign language. At this time, we only offer Spanish I classes, which do not serve the language development needs of our ELLs (and other students) who already speak Spanish. However, all students are required to take a language course (unless they meet the exemption requirements), and so all of our students take Spanish at this point in time. We would like to develop a Spanish class for native speakers that would emphasize reading and writing at a higher proficiency level.

19. For schools with dual language programs:

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

(simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Professional Development Plan for ELL Personnel

The ESL coordinator (who is also the sole instructor of ESL) attends frequent professional development workshops and trainings throughout the year. She has attended multiple Quality Teaching for English Learners trainings, Office of English Language Learners workshops, NYS Teaching English to Speakers of Other Languages conferences, and other similar professional development offerings. Each year, she uses student data and teacher feedback to create a plan to attend professional development offerings that will facilitate her own development as coordinator and instructor, will better her ability to assist content area teachers in their instruction of ELLs, and will build capacity for supporting ELLs in all areas of their social and academic development.

The ESL coordinator also searches for opportunities that are appropriate and helpful for other teachers. She frequently shares opportunities (including workshops/trainings, webinars, text resources, websites, etc.) with the staff and encourages teachers to attend trainings that will further their development as teachers of ELLs.

Additionally, the ESL coordinator plans in-house trainings and workshops throughout the year. She uses student data and teacher feedback to plan these trainings in order to meet the specific needs of the staff and students. Some of these trainings are mandatory for all staff, while others are made available on a voluntary level. The ESL coordinator also works with teachers on an individual basis to support the work they are doing in the classroom on a more targeted basis.

2. Professional Development to Support Teachers with CCLS for ELLs

Teachers at the Harbor School are given the same training on the Common Core Learning Standards that is made available to all public schools across the city, including workshops offered by the DOE and in-house trainings given by the administration or other qualified staff members. In order to support teachers with CCLS for ELLs, the ESL coordinator meets individually and in small groups with teachers, provides multiple and varied helpful resources related to the issue, and engages in peer-observation.

3. Support for Teachers of Transitioning ELLs (Middle to High School)

Before the start of a new school year, the ESL coordinator meets with freshman teachers to review the list of incoming ELLs and discuss their strengths and needs. The ESL coordinator checks in with teachers frequently throughout the year to provide targeted support.

Harbor School developed a program to support incoming freshman students called SAIL (Student Advisors Instilling Leadership), in which Senior students are trained to act as academic advisors for ninth graders. ELLs are included in this program and are ideally paired with a Senior student who speaks their home language and is a Former ELL. This program supports freshman students with some of the major issues of the transition into high school. It supports teachers by providing students with time to learn about and deal with these issues in a safe setting. Teachers can also invite SAIL advisors into their classrooms to do specific presentations if the need arises.

4. Minimum 7.5 Hours of ESL PD for All Staff (10 for Special Ed.)

The ESL coordinator plans and implements multiple professional development sessions over the course of the year to ensure that all teachers are equipped with strategies and methods for teaching ELLs, and also that they have an understanding of the language learning and acculturation process. She leads staff trainings, but also meets with individual teachers, departments, and grade teams to target specific issues concerning ELLs in the content areas. In all, the ESL coordinator provides over 7.5 hours of training to all staff (10 hours for Special Education teachers).

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. ELL Parental Involvement

Parents are involved at the Harbor School in a number of different ways. Over the course of the year, parents are invited to a number of trainings to learn about the school system, graduation requirements, and their child's education. The school has an active PTA and parents also serve on the SLT. The school sends out frequent bulletins and newsletters, often in English and Spanish. ELL parents are included in all of the above mentioned activities, and the ESL coordinator also calls parents personally to invite them to school events, or to inform them of their child's progress. Additionally, a number of workshops for ELL parents are held over the course of the year, namely workshops about the ESL program and supporting ELLs' education. All essential communication home is in the parent's home language. The school utilizes bilingual staff members (including the ESL coordinator) and/or DOE translation services to ensure that communication with parents happens in the language they know best. At the moment, the school does not have a parent coordinator on staff, but when one is hired, he or she will work closely with the ESL coordinator to promote ELL parental involvement through outreach and planning appropriate events and workshops.

2. Partnership with other agencies to support ELL parents

The ESL coordinator, PTA, and parent coordinator (when hired) inform parents in their home language when the DOE or other organizations hold relevant conferences, events, or workshops for parents, specifically parents of ELLs. We partner with the following agencies to support all Harbor School families, including ELL parents:

Friends of the Children
St. Christopher Ottley/Family Dynamics
The Family Assessment Program
Puerto Rican Family Institute
Henry Street Settlement
Camba, Inc.
Good Sheppard Services
New York Foundling
Lower East Side Family Union
Interborough Developmental & Consultation Center, Inc.

3. Evaluation of needs of parents

The school evaluates parent needs by soliciting and listening to parent comments through the SLT, PTA, and Parent-Teacher Conferences. We examine the yearly Parent Survey to better understand parents' needs. When the school hires a parent coordinator, he or she will work with parents of ELLs to better evaluate their needs. In addition, the ESL coordinator sends home an annual survey specific to ELL parents in order to gain information about their needs. The survey contains targeted questions in regards to the questions and concerns that parents have, as well as the type of support from which they would most benefit. The ESL coordinator ensures that all communication to parents of ELLs is in their home language, either through utilizing bilingual staff members or the DOE's translation service.

4. Meeting needs of parents through activities

All parental involvement activities are designed to meet the needs of the parent through furthering their knowledge and understanding of their child's development and learning, as well as better understanding school operations and opportunities. The ELL coordinator uses parent responses on the ELL parent survey to create workshops and activities that specifically meet the expressed needs of parents, for example, a workshop on helping students with homework or on improving communication with teachers. Additionally, the ELL coordinator works with teachers to ensure that there is regular communication about the child's progress in the parent's home language. At the moment, Harbor School does not have a parent coordinator on staff, but once one is hired, he or she will also help to create additional opportunities to involve and support parents.



E. Additional Information

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

Please see attached documents (shared with staff on Harbor School's Google Drive folder):

1. 2013-14 ELLs
2. Math Strategies for ELLs
3. Science Strategies for ELLs

Part VI: LAP Assurances

School Name: U.A. New York Harbor School

School DBN: 2M551

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Biedermann	Principal		11/15/13
Claire Lorenz	Assistant Principal		11/15/13
	Parent Coordinator		
Anna Lurie	ESL Teacher		11/15/13
Nerissa Alvarez	Parent		11/14/13
Jeremy Lynch/CTE	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M551 School Name: UA New York Harbor School

Cluster: 1 Network: 105

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.

There are three formats we utilize in order to assess the written translation and oral interpretation needs of our school community. First, we review & update our policy on a yearly basis. Second, we annually review the cultural and linguistic breakdown of our students and their families as per ATS reports (RPOB and RHLA) and Home Language Identification Services. Finally, we ask parents to indicate their needs and preferences for translation/interpretation services whenever we have an Orientation, Open School Parent Teacher Conferences, and other workshops or meetings. This information is retained for future analysis and use. In addition, the school's Parent Coordinator, PTA, Guidance and Social Work team, and ESL Coordinator collect information from parents in regards to home language use, student & parent language proficiency, and parental language preferences. All information is collected & distributed to school personnel.

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.

According to our analyses, we found that the home languages represented by our population of 449 students are 74.8% (336) English; 23.1% (104) Spanish; and less than 1% each of the following languages (Arabic, Bengali, Chinese, French, Haitian-Creole, Polish and Russian). The findings of these analyses were communicated to the Harbor School community through written communication via email and staff meetings, profession development workshops/trainings, School Leadership meetings, PTA meetings, and the school's Comprehensive Educational Plan.

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.

As per New York City Regulations, our school will provide in translations of written communication in a timely manor in the nine major languages, seven of which are represented in our school (Spanish, Arabic, Bengali, Chinese, Haitian Creole, Russian, and French). Documents needed in other languages will be translated by available members of the Translation and Interpretation Unit, faculty, staff, or community personnel that is qualified to to do so. Computer programs will be utilized to complete translations; however, qualified peronnel will review and correct these documents. Translated documents or communications will be provided by the Department of Education's central offices to the school, and the school will in turn share these items with parents when appropriate. Our school will post all available information published by the DOE to inform parents of translation services, including the calendars, posters and flyers contained in the Language Access Kit.

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.

Interpretation services will be provided in the school to the maximum extent practicable. For the languages of Spanish and French, faculty and staff are available to assist with interpretetation. In various instances in the past, bilingual members of the PTA have been utilized in interpreting for other languages. Bilingual students can give tours of the school and perform other non-confidential translation duties as a service to the school in some cases. When additional services are needed, the school will contact the Translation and Interpretation Unit for assitance or language support.

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>.

We will fulfill these requirements by sending out a mailing at the beginning of the year and by indicating to parents upon entry to the school that translation services are available in the principal languages spoken by the parents of our school. Signs will be posted and Guidance Department and office staff will instruct parents that translation services are available. The PTA will also help communicate the availability of translation services to parents through meetings and email newsletters.