

2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001):

04M680

School Name:

THE HERITAGE SCHOOL

Principal:

DYANAND SUGRIM

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

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Section 1: School Information Page

School Information

School Name: The Heritage School School Number (DBN): 04M680
School Level: High School Grades Served: 9-12
School Address: 1680 Lexington Ave New York, NY 10029
Phone Number: (212)828-2858 Fax: (212) 828-2861
School Contact Person: Dyanand Sugrim Email Address: DSugrim2@schools.nyc.gov
Principal: Dyanand Sugrim
UFT Chapter Leader: Kenneth Martin
Parents' Association President: Lynda Lee
SLT Chairperson: Denise Byfield-Aboagye / Ditmar Cziborra
Student Representative(s): Alexis Parker, Alex Parker, Clarissa Hernandez, Sharise Maude

District Information

District: 04 Superintendent: Fred Walsh
Superintendent's Office Address: 333 Seventh Avenue New York, NY 10001
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: (212) 356-3739 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 562 Network Leader: Barbara Gambino

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 School Comprehensive Educational Plan (SCEP) 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:

- I. 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*.
- II. 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.**
- III. 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)
Dyanand Sugrim	*Principal or Designee	
Kenneth Martin	*UFT Chapter Leader or Designee	
Lynda Lee	*PA/PTA President or Designated Co-President	
Peggy Benjamin	DC 37 Representative, if applicable	
Alexis Parker, Clarissa Hernandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kecia Hayes, Teachers College Columbia University	CBO Representative, if applicable	
	Member/	

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

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

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools 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 SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

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 SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans 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 Six Elements of the Capacity Framework

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

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **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.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** 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.

- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** 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: 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)	Criteria for determining AIS services for ELA are: <ul style="list-style-type: none"> • All incoming 9th grade students • Students failing ELA Regents • Incoming 8th grade students with level 1 and 2 in ELA. 	As funded in the SIG <ul style="list-style-type: none"> • An additional period of writing and skill building in English Language Arts is provided for all 9th grade students, including students identified as level one and level two on the eighth grade ELA assessment. • An ELA and Social Studies (Humanities) Coach 	Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated strategies	Service will be provided in a forty-five period within the school day.
Mathematics	Criteria for determining AIS services for math are: <ul style="list-style-type: none"> • All incoming 9th grade students • Students failing Math Regents Incoming 8 th grade students with level 1 and 2 in math.	As funded in the SIG <ul style="list-style-type: none"> • An additional period of skill and concept building in Integrated Algebra is provided for all students identified as level one and 	Service will be provided on an ongoing basis and throughout the school day. Service will be provided in forty-five period during the day, five days a week and afterschool three	Service will be provided in a forty-five period within the school day. Service will be provided during the school day, after school hours, and during our Saturday Academy

		<p>two on the eighth grade Mathematics assessment.</p> <ul style="list-style-type: none"> Students will receive support through a peer-tutoring program. At risk students will be identified by scholarship reports, marking period grades, and teacher referrals. A Math Coach 	<p>sessions per week</p>	
Science	<p>Criteria for determining AIS services for science are:</p> <ul style="list-style-type: none"> 9th grade students received an additional lab period for 120 minutes based on NYSED requirements 	<p>As funded in the SIG</p> <p>Students will receive an additional Earth Science and Living Environment Lab period in conjunction with five instructional periods and the required one period for lab.</p>	<p>Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated strategies.</p>	<p>Service will be provided in a forty-five period within the school day.</p>
Social Studies	<p>Criteria for determining AIS are:</p> <ul style="list-style-type: none"> Students failing Social Studies Regents Incoming 8th grade students with level 1 and 2 in ELA. 	<p>As funded in the SIG</p> <ul style="list-style-type: none"> Students will receive an additional skill-based Social Studies Elective class to support critical thinking and analytical writing. 	<p>Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated strategies.</p> <p>Students will service using role playing various scenarios, discussions, and using accountable talk in a</p>	<p>Service will be provided in a forty-five period within the school day.</p> <p>Service will be provided in one hour long period twice a week after school</p>

		<ul style="list-style-type: none"> • Students will receive a 9th grade transitions class to help develop the necessary skills for success in high school. • An ELA and Social Studies (Humanities) Coach 	cooperative environment	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students identified by the following criteria:</p> <ul style="list-style-type: none"> • Suspension reports • Crisis Intervention team. • Individual Education Plan. • Mandated counseling. 	<p>As funded in the SIG</p> <ul style="list-style-type: none"> • Students will receive emotional, social, and educational services provided by the Guidance Counselor as prescribed by the student's Individual Education Plan, Academic needs, behavioral plan, and attendance records. • Students will receive a band class provided by the music teacher and our Attendance Intervention Dropout Program counselor. 	<p>Students will receive services in small group and one to one sessions.</p> <p>Students will receive services in small group, whole group and one to one sessions</p>	<p>Service will be provided on an ongoing basis and throughout the school day.</p> <p>Service will be provided in forty-five period during the day, five days a week and afterschool three sessions per week</p>

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

1. Section A. School Overview
2. Section F. Partnerships
3. Section H. Educational Plan, under Section III. Use of Time
4. Section K. Project Plan and timeline in the section which discusses “leading indicators”
5. Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2015, all students will have the opportunity to participate in our afterschool learning program and the Saturday Academy where they will have additional time to complete assignments, explore interests, and earn credits toward graduation requirements.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

All students have the opportunity to attend the ELT program. Using DataCation to determine ELA and Math levels in addition to their attendance records target groups will be identified. Students who earned a level 2 in both ELA and Math and have reported to school less than 80% to 90% of the previous school year will be targeted.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

1. Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
2. Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
3. Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
4. Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
5. Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Research has shown that students will participate in programs that are of interest to them and will be committed to participate if the program meets their needs. Our outside partners are helping us engage students in a way that will improve their academic and social-emotional development. To address the identified areas and to achieve our three goals, we have undertaken extensive research, revitalized existing partnerships, and cultivated new partnerships. We have renewed our relationships with our founding partner TC and with Urban Arts Partnership (UAP). We have strengthened our partnership with DataCation, which will be an important component in our efforts to more effectively use data to drive instruction and student

interventions and with New Visions for Public Schools, which is now our Partnership Support Organization (PSO)/network. Through the SIG, we will expand our partnerships with Counseling In Schools. Each of the aforementioned will play a significant role in helping us achieve our goals.

Our program includes multiple activities and classes for students to participate in after school and on Saturdays. The programs are designed to expose students to new experiences in a safe and nurturing environment, while building discipline and fostering social-emotional awareness. Students have the opportunity to participate in arts education and enrichment programs, as well as receive support in math, ELA, and other core content subjects.

Our program menu offers a variety of classes and activities that cater to students' individual interests and needs. Currently we offer Peer Tutoring in Math and English, Introduction to Art, Illustration / Animation, Music Production, Latin Dance, Photography, Tribeca Film, Drumming, Hope Garden Project. In addition, we have a partnership with College Now, which provides access to college courses for 11th & 12th graders to earn college credits while attending high school. Through the Literacy Leaders Program, our students are taught and trained using a rigorous Common Core aligned literacy curriculum to work with Elementary students at the New York Public Library. Our students then turnkey this information and teach literacy to younger students during a paid internship.

We are also providing assistance in college and career readiness to prepare our students for life after high school. This includes SAT preparation, assistance in completing college applications, assistance in college essay writing and college visits.

Part 2c. Is the ELT program voluntary or compulsory?	x	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

The Heritage ELO Committee has been working closely with all partners to plan and implement the extended learning opportunities program. In its efforts to recruit and retain students, the school has and continues to hold assemblies, make announcements, distribute letters and post fliers alerting students and parents of our programs. Students are aware that they may earn physical education and elective credits, partake in field trips in and around NYC and are provided daily, healthy snacks

For our Saturday Academy, Grade Level Teams, Teachers, and Guidance Counselors identify target students who need additional support in core content areas by using DataCation, to review transcripts, report cards and scholarship reports. Students and parents receive notification for students to participate in Saturday Academy via PTA meetings and other school events. Guidance counselors provide outreach to students and parents to strongly advocate the Academy. Attendance is taken weekly and students receive messages through DataCation pertaining to their schedule and participation.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

- The HELO (Heritage Extended Learning Opportunities) committee developed and administered a survey to students, parents and faculty to ascertain what students' academic and social-emotional needs are and what types of expanded learning/intervention activities might be needed
- Using expectations and deliverables, as well as information about best practices, the HELO committee created a work map coordinating all the various activities for students.

- Review and adapt “high-risk checklist” for grade teams to use to identify and refer students for HELO.
- From September through December a report will be submitted to administrative cabinet for feedback. Using a protocol & process, we will continue to evaluate our partnerships and reach out to organizations that have resources to expand the *HELO* inventory and more comprehensively meet the needs of students.
- We will periodically present HELO to parents and students (i.e. Back to School/Curriculum Night, PTA meetings, SLT meetings, student assemblies, etc.).
- Our founding partner, Teachers College, is an integral member who is involved in both the program structure and provides guidance at the school level. Outward Bound and Urban Arts Partnership are the primary support for our strategies and action plans for our goals

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Resources were allocated to fund teacher salaries for our Saturday academy, after school AIS, SAT preparation, and College Summit. For the social emotional development of our students, we also allocated funding Guidance Counselor academic and social/emotional support. In addition, we are supporting the extended learning time as it relates to the Urban Arts Partnership and Outward Bound retreats for all grades. This includes after school and before school positive behavior supports and guitar and Coding clubs. To support our college and career readiness goal, we have allocated funding to support several college trips for all grades.

Part 3c. Timeline for implementation and completion, including start and end dates.

Beginning in June 2014 our HELO committee developed and administered a survey to students, parents and faculty to ascertain what students’ academic and social-emotional needs are and what types of expanded learning/intervention activities might be needed. In September 2014, all students will have the opportunity to participate in our afterschool learning program and the Saturday Academy where they will have additional time to complete assignments, explore interests, and earn credits toward graduation requirements. The program will be completed by June 26th 2015

Part 4 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support to support the ELT Program.

X	21 st Century	X	Tax Levy	x	Title I SWP		Title I TA	x	P/F Set-aside		C4E
x	Title I 1003(a)	x	Title III		PTA Funded	x	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

SiG Grant Cohort 4

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

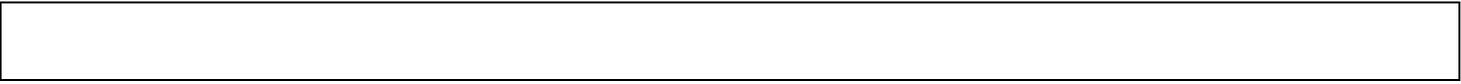
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

In January 2015 Grade Level Teams, Teachers, and Guidance Counselors will use DataCation to review Credit accumulation and Regents scores to evaluate the impact of the ELT program and student achievement. We are expecting to see a 2% increase in passing rates across all academic disciplines where students participate. We anticipate a 2% growth in Regents passing rate. In addition we expect a 1% increase in our attendance rate.

Part 5b. Complete in **February 2015.**

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



Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

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
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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.

- Work with community-based partner, Teachers' College, Columbia University, to encourage non- highly qualified teachers to pursue further studies and become highly qualified. Teachers are eligible for scholarships when they demonstrate and develop a plan contribute to The Heritage School community.
- Participate in New Visions Network professional development opportunities where teachers can interact with other highly qualified teachers who exhibit strengths in student engagement, discussion and questioning techniques, and effective lesson planning
- Continually inform teachers of any opportunities for outside professional development to improve their instructional practice and be abreast of current educational research.
- Encourage teachers to take classes as it relates to their licensing and areas of interest. Teachers will be informed of tuition reimbursement at City University of New York's rate using the allocated five percent set aside.
- Identify and encourage teachers to attend Summer Institute and monthly professional development sessions provided by our community-based partner, Columbia University, Teachers' College.

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).

We have a tiered structure for Professional Development in the year 2014-15. Teachers College provides Lead Teachers with monthly PDs around instructional practices and facilitating Department Teams; New Visions Network conducts conferences around CCLS in ELA and Math for Coaches and Assistant Principals; our CBO

community partner, Teachers' College, Columbia University, holds monthly professional development to build capacity of teacher leaders. The learning gained from these professional development opportunities is turn-keyed to improve instruction and increase rigor in the classroom. In addition, Teachers' College CPET (Center for the Professional Education of Teachers) will facilitate on going professional development around the use of data analysis in lesson planning and teaching strategies for multiple points of entry

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.

Selected members of the teaching staff have been selected to participate in the extended cabinet. The extended cabinet members include administration, coaches and teacher leaders. These teacher leaders also serve as members of the professional development committee. The teacher leaders have agreed that the assessment to be used for the 2014-2015 school year will include the MOSL, Mock Regents exams, performance tasks, and Regents exams. Our teacher committee, through an SBO vote, has agreed to offer professional development for one hour every week. During the identified sessions, teachers will use various data reports, such as DataCation, to analyze the results of assessments. Teachers will use this information to examine trends and patterns of student progress. Once achieved, teachers will identify skills and micro-skills that will be imbedded in lesson plans, unit plans, and curriculum maps. In addition, through the Grade and Department team structure, teachers will identify grade specific skills that have been identified in the MOSL, Mock Regents exams, performance tasks assessments.

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

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

of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$78,000	x	Page 8
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 7: 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 SCEP 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Heritage 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. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Heritage 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of 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, 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 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association 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) Template

The Heritage 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.

IV. 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;

V. 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 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;

VI. 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 04	Borough Manhattan	School Number 680
School Name The Heritage 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 Dyanand Sugrim	Assistant Principal Denise Byfield-Aboagye
Coach N/A	Coach N/A
ESL Teacher Addis Rojas Marin	Guidance Counselor Mercedes Dalal
Teacher/Subject Area Jenna Morgenstern	Parent Juan Sosa
Teacher/Subject Area Danielle Hoffman	Parent Coordinator Jocelyn Bula
Related Service Provider Maria Crespo	Other N/A
Network Leader(Only if working with the LAP team) Barbara Gambino	Other N/A

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	360	Total number of ELLs	24	ELLs as share of total student population (%)	6.67%
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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														
self-contained										1	1	1		3
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	1
SIFE	4	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	8

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	9	2	0	7	2	1	8	0	0	24

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	9	2	0	7	2	1	8	0	0	24
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										7	9	3	1	20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1	3			4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	8	12	3	1	24								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	1	1	1	7
Intermediate(I)										0	4	1	0	5
Advanced (A)										4	7	1	0	12
Total	0	8	12	3	1	24								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		1	
Integrated Algebra	15		3	
Geometry	1		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	8		0	
Physics	2		1	
Global History and Geography	9		1	
US History and Government	4		0	
Foreign Language	6		6	
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The tool our school uses to assess the early literacy skills of ELLs is the completion of a writing sample, and a reading comprehension assessment. The QAR (reading assessment) identifies the specific reading level of each student. The results of the periodic assessment are used to provide one-on-one tutoring, supplemental resources and to drive instruction. All tests are taken in

English

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Also analyzing the data of the NYSESLAT, the majority of the students, 17 of 24, are beyond the beginner level, and 12 are specifically at the advanced level of scoring of the NYSESLAT. It was revealed that the students are in great need of reading and writing support. The intermediate and the beginners need to improve the speaking and listening skills.
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 [AMAQ tool](#))
Paste response to question here:
In terms of student results in the NYSESLAT, the modality analysis confirms that our ELL students are generally more successful at obtaining high scores in speaking/listening, than in reading/writing. Among ninth graders in particular, a large gap exists between student achievement in one modality pair over another. When it comes to NYS Regents Exam results, we notice that tests with typically large amounts of text (U.S. and Global History and ELA), whether taken in English or the native language, lead to larger amounts of failures among our ELL population; this also holds true for our larger population. The School Leadership and LAP Team are looking forward to training in, and usage of, results of ELL periodic assessments.
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?Paste response to question here:
We don't have a dual-language program.
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](#).)
Paste response to question here:
We are a High School.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
In our school, the ESL students often experience reading and writing difficulties. They also lack of academic vocabulary necessary to analyze and comprehend a text. That's why instructional decisions are based on the idea of helping the kids improve in these areas. To do so, the ESL teacher, when planning instruction, takes into the account the following:
 - Specific characteristics of the first language of the students
 - Ensure the students have access to grade appropriate knowledge and skills by using methods such as scaffolding and using the students native language
 - _ Differentiate instruction based on going progress monitoring
 - _ Observe explicit instruction of academic language used in the grade level, academic content area and aligned to grade level standards.
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?W do not have a dual language program
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our program for ELLs through several factors. These include: their progress and growth in credit accumulation throughout the years in comparison to the total school population; their progress in NYSESLAT scores and eventual scoring out of ELL status; and their Regents scores and proportions of ELL students attaining a Regents diploma. 98% of the students of last year moved one level up through NYSESLAT testing.

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](#).)

Identification of ELLs begins with the HLIS for new incoming students to the NYC public school system. Students are also identified by accessing the ATS NYSESLAT EXAM HISTORY REPORT (RLAT) to determine students' NYSESLAT eligibility. Students who are new to the New York City school system are offered the home language survey and interviewed by the certified ESL teacher Addis Rojas Marin or an administrator. Parents and students receive native language support by the ESL teacher or parent coordinator, so they can understand the process. Once determined to be eligible, students are administered the Lab R exam within 10 days of enrollment. The ESL teacher is informed if there is an indication that a student has a native language other than English. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the LAB-R is then administered within the first 10 days of the student's admission. The School will offer the Spanish LAB-R only to the students who are new and speak Spanish.

Each spring, ELL students take the NYSESLAT exam to determine English proficiency. After we obtain those results, a letter is sent to the parents informing them of the child's ESL identification and enrollment in the relevant program. The Home Language identification and the the LAB- R are administered by the pedagogue Addis Rojas Marin (ESL teacher).

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.

Paste response to question here: We do a parent orientation in the fall semester, where the three delivery models are reviewed. During this time, assisted by the ESL teacher and supported by the network, parents view the DVD on program choices and they hear about their options. Parents are shown the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE, in their native language. As this school only provides ESL classes, parents have the option of choosing a school that could provide what they feel may be more appropriate or have their child attend The Heritage School. These choices are also discussed with the parents in their native language, where possible. In case the parents choose a TBE/DL program which it is not in this school, we will notify the parents if such a program becomes available in our school.

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 the school year, The ESL teacher sends entitlement letters to the parents. Then, The ESL teacher collaborates with the Principal to ensure that Parent Survey and Program Selection forms are returned. Parents are invited to a meeting to be informed about the program choices. The option letters are distributed in this meeting. Parents that select to have their students enrolled in a Freestanding ESL program complete and turn in the Program Selection Form indicating that choice. A record of these letters are kept in file. Parents are also advised to attend parent conferences throughout the year. Translation services, when needed, are provided for all parent meetings, workshops, and/or conferences. The ESL teacher also translates correspondence sent to our non-native English speaking families. In addition, ELL parents are contacted by the counselor to talk about the educational options for their child.

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.

Paste response to question here: The criteria used by the ESL teacher Ms Rojas, to place students in the ESL program includes

parents' preferences and the NYSESLAT scores. At the parent orientation meeting in October, all program options are reviewed with them in their native language. The information is presented in Spanish which is the first language. The school decides what students are entitled to take the NYSESLAT exam based on ATS Reports (RBDS and RLAT). ELL students remain entitled to ESL services based on proficiency levels in Reading, Writing, Speaking and Listening. Students who score proficient in all modalities are still entitled to receive services for up to 2 years if additional support and remediation is needed. Ages of most of our ESL students. Placement letters are distributed to the parents and the school keeps a record of these letters.

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.

Paste response to question here:

- Based on the ATS (RLAT) reports, students who are entitled to receive ESL services are informed to take the NYSESLAT.
- The Principal and the ESL teacher Ms Rojas choose a very comfortable classroom for the students to take the test.
- The test is administered by sections (speaking, listening, reading and writing) The students take one section by day. There is an extra day to make up a test.
- The students start the test the first period. This is because they are less tired of their daily activities and can get more focused on the test.
- The students fill out the personal information on the answer documents.
- The certified teacher reads the exam directions and examples to the students.
- The students are not rushed. They can take all the necessary time to answer the tests, except in the listening one. The teacher plays the listening CD once.
- The speaking and writing are administered by a certified teacher different from the ESL teacher.
- The answered documents are packed following the instructions to be returned to the parent.
- Unanswered documents are also packed to be returned.

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. 

Paste response to question here:

The trend with ELL families is to choose freestanding ESL as the majority of ELL families have long term ELL children. 100% of our parents have chosen freestanding ESL. Program models which are aligned with parental requests.

Each year ELL student demographics are carefully reviewed as well as the parent selection and survey documents. As of 2013-2014, parents have consistently chosen the free standing ESL program as their model of choice. If parents were to choose TBE as a program of choice, that choice would be honored.

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])?

Paste response to questions here:

- a. The organizational model is freestanding - Self Contained.
- b. The program model is a partial-block schedule model in the ninth grade. In the tenth, eleventh and twelfth grades, the students are programmed according to course requirements.

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)?

Paste response to questions here: The number of ELL students is relatively small (24 students ranging from Grade 9 through Grade 12). We believe that the freestanding model is fundamental in providing support for the ELL population at our school. This allows for better modified instruction within regular education classrooms as well as better support for these students. ELL students in the intermediate and advanced levels receive the mandated number of instructional minutes through a self-contained ESL class, in addition to their ELA instruction. We have organized the three ESL levels (Beginning, Intermediate and Advanced) in the schedule that let the students take the mandated minutes of instruction. Each block is 45 minutes of instructions. The beginners take 560 minutes a week, the intermediate 360, and the advanced students 180 minutes . In addition to this, the students take 125 minutes of ELA weekly. Students are grouped in learning stations designed to improve the different language skills, according to their needs. Spanish is offered to Spanish speaking students as a native language support.

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.

Paste response to question here: The content of the ESL classes support what the students are studying in the subject classes. Language functions and structures are learned in context The instructional components are based on the New York State ESL standards 1-5. Each class has a language and a content objective. Our school's ESL program uses a variety of ESL strategies including scaffolds to support ELLs subject areas. Some examples of these scaffolds are: modeling, bridging, contextualizing, schema building, text re-presentation, and meta-cognition. Graphic organizers and other differentiated learning strategies are used by certified teachers in content classes. Students are provided with native language dictionaries and books to assist them in their content-area classes. Technology is used for all Heritage students.To teach reading, the ESL teacher uses strategies such as modeled reading,skimming, scanning, re-reading for detail, summarizing, read aloud. Instructional materials for ELL students include ESL grammar books (grammar in context), modified novels, modified readers (EDGE series), multicultural readers, picture dictionaries, word-word dictionaries, weekly ELL newspapers (News for you), leveled readers, bilingual Regents glossaries, and NYSESLAT prep books. Readings are based on real life stories of different topics that activate students' prior knowledge. Teachers utilize relia, pictures, cards, movies, music to reinforce content and vocabulary. Regents exams, and state tests like the NYSESLAT drive instruction. Students also write essays to be prepare for regents. Classes are planned taking into account the QTEL stratetes and the SIOP model of teaching languages. ESL instruction is designed considering that each student is unique and richely heterogeous

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

Paste response to question here: Students are interviewed by the ESL Teacher. We offer Exams in the languages that our students are proficient.

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

Paste response to question here: ESL lessons are planned following the SIOP model which gives the opportunity to the students to practice the 4 language skills in a content based lesson. As an integral part of the day to day instruction, in each lesson, the students are assessed to understand their thinking and determine the student's ability to effectively communicate that thinking in English through listening and speaking, reading and writing. Assessment runs from informal (observations, anecdotal notes and clarification checks to formal (testing instruments and performance tasks measured against a rubric). Using all assessment information, provides a balanced evaluation that conveys an accurate picture of each student progress in the 4 English skills.

6. How do you differentiate instruction for ELL subgroups?

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

Paste response to questions here: Instruction is differentiated for ELL subgroups, including SIFE, newcomers, former ELLs, special needs ELLs, and long-term ELLs as follows:

a) As we have SIFE students, we would increase our emphasis on literacy and we would carefully ensure that their prior knowledge and experiences were integrated into the curriculum. Guidance counselors will also ensure support these students.

b) ELLs who are newcomers receive support through the ESL teacher who introduces the ELLs to the school community. They are paired with their higher-performing ELL peers and also receive native language support. All ELLs are prepared for the Regents through extensive tutoring.

c) ELLs receiving service 4 to 6 years receive self-contained ESL as determined by the needs disaggregated by listening/speaking, reading/writing, and in addition, receive ELA tutoring. A focused effort is being made by the ESL teacher to ensure they prepare well for the NYSESLAT and other high stakes exams.

d) Our long-term ELLs are the majority of our students and they present several challenges. We meet their needs by supporting their literacy skills and introducing them to high interest-low vocabulary literature. They work in learning stations to improve reading fluency, vocabulary and comprehension. They also receive native-language support.

e) Former ELLs will continue receiving support by the ESL teacher when it is needed. The students can stay from 3:30 to 4: 15 pm every Wednesday for extra help. Also during lunch time they will be tutoring by the ESL teacher three times a week. They can also attend the 9th period class for extra support

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?

Paste response to question here: SWD who have IEPs are assigned to Collaborative Team Teaching and /or SETTS classes. These students will be evaluated about what services they require, and every teacher will take into consideration their existing IEP. The ESL teacher will attend Special Education PDs. Our School 's ESL program uses a variety of ESL materials specially the EDGE program that is organized in levels and assigned to students based on their abilities. Also, various readings and grammar exercises are assigned according to the student's level. Besides this, students are provided with extended time for tests and receive glossaries to help them in their classes.

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?

Paste response to question here: We accommodate our ELL-SWD students in 45 minute class in ESL and other classes. Students are placed in CTT or SETTS classes based on their IEPs and are provided the support of two teachers, a certified Special Education Teacher and a content-area Teacher. CTT teachers are provided time weekly to plan together to insure that instruction is

differentiated and scaffolded to meet the needs of all students in CTT classes. Also, ELL-SWD have opportunities to practice and work with their peers, in classrooms that are non-restrictive, to correct the English language. Students also have the chance to meet with their teachers during extended time to get any extra help they may need.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

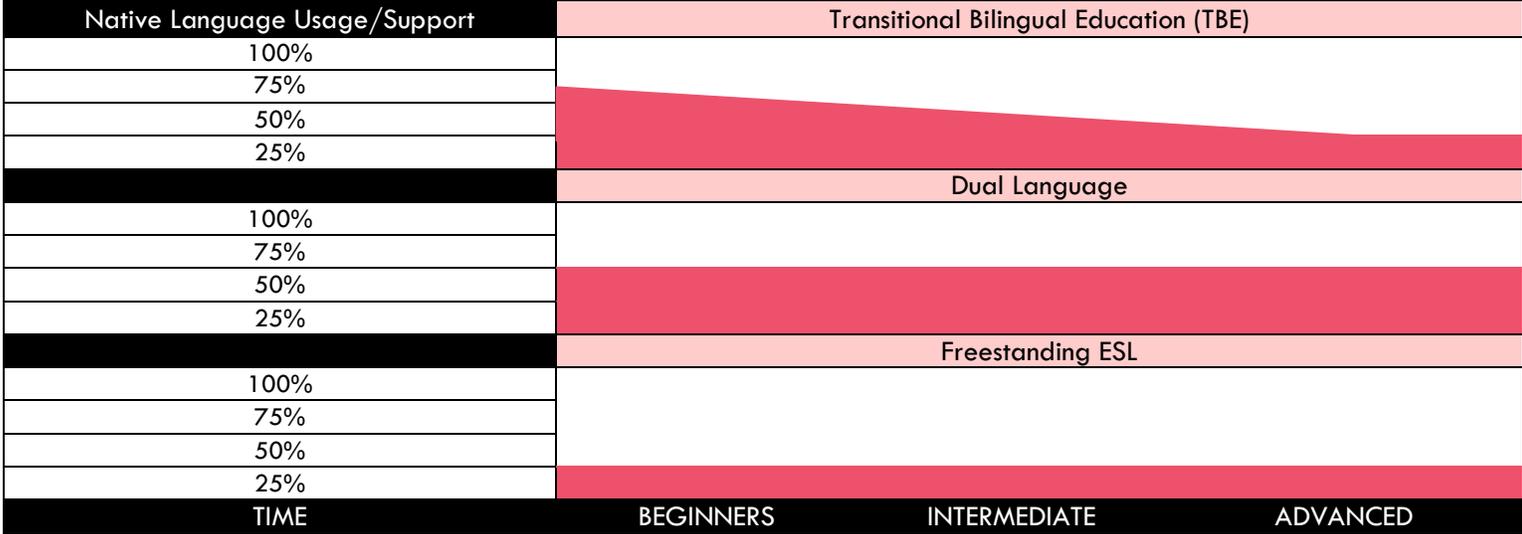
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Paste response to question here: In terms of targeted intervention programs, the extended-day program is offered for ELL students to review and strengthen their skills in their content areas with the support of the ESL teacher. The math and ELA department offers a peer-tutoring program, where many ELL students tutor each other in that subject area. Students who are ELLs have access to the following technology: smart boards, Edge online, laptops, and cameras. Students also receive bilingual dictionaries, classroom libraries in their native language.. Native language support is offered as well by the ESL teacher during a native-language reading time.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here: The ELL students have showed a great improvement in the. 95 % of the students move one level up in the NYSESLAT exam. Also, beginners students who have very little time in the country are getting almost passing grades in the Regents exam. Each lesson is designed with a language and content objective which makes the student acquire the language faster.
11. What new programs or improvements will be considered for the upcoming school year?
- Paste response to question here: We will be extending the implementation of the Edge Language program, increasing the exposure of ELL students to Spanish, strengthening the data analysis of students' language skills to inform the differentiation of teaching, and augmenting the professional-development opportunities of our ESL teacher.
12. What programs/services for ELLs will be discontinued and why?
- Paste response to question here: None. Instead we will have a partnership with MCC theater.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Paste response to question here:. ELL students are offered equal access to all school programs. ELL students participate in all academic experiences, school wide assemblies, activities sponsored by the Student Council, and field trips. They are regularly advised by their ESL and other teachers as to opportunities for extended-day help, peer tutoring in math, credit-recovery opportunities, and after-school activities. In fact, our official Community Choices this year (Urban Dance, Latin Dance, Literary Magazine, and sports) have an over-representation of ELL students.
- 1
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Paste response to question here: The following instructional materials are used to support ELLs
- Students participate in a technology-based program called Edge which enables students to improve their literacy skills, practice pronunciation and increase fluency.
 - Teachers use themed units which include various types of fiction and nonfiction texts, such as short stories, folktales, memoirs and articles.
 - Teachers emphasize the Writing Process with all ELL students.
 - Students read high-interest, low-difficulty literature during independent reading.
 - Students read history, culture and science in their native language
 - bilingual dictionaries are used to clarify meaning
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students use native language dictionaries to undersatand content. They also have the support of subject glosaries in Spanish, French, etc. The students ask for clarification of explanations in Spanish to the ESL teacher.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Paste response to question here: The services and resources offered to our ELL students correspond to students' ages and grade levels, as well as ESL level. In some cases, resources are allocated as dictated by the programming needs of a small school. In

others cases classes and resources are dependent on the needs of students based on age and grade level.

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.

Paste response to question here: The school offers school tours to newly enrolled students where they will have the chance to ask questions about the school. The counselors will assist the new student through the year to help them adapt to their new environment.

18. What language electives are offered to ELLs?

Paste response to question here: The school offers Spanish class as an elective.

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.

Paste response to questions here: 1. All teachers (subject area, special education, and ESL) working with ELLs have received professional development in differentiated instruction. Within the school, professional development concentrates on:

- The literacy needs of the ESL students.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs.
- How to use ARIS
- Item analysis and use of data gained from ARIS and ACUITY to inform instruction.

Also professional development is delivered by Touro College, BETACs, Office of ELLs, the OIT Training Center and the Children First Network. The Assistant Principal and guiding counselors will be and has received professional development in supporting ELLs.

2.Our professional development program is aligned to Heritage’s vision of serving all students and preparing them with skills and habits to be successful in higher education and beyond.

In order to meet the needs of our English Language Learners and other students our teachers meet in grade level team three times a week for 45 minutes to participate in an inquiry cycle of looking at student work, analyzing test and exams, and adjusting instruction through various strategies to meet the needs of all learners.

We are working with Teachers College, Columbia University to provide all teachers with a robust professional development program to achieve our vision. Outlined below are the three key features of that work:

- Teacher-leaders one from each grade attends monthly professional development with Teachers College, Columbia University. These professional development sessions include reviewing Regents and setting benchmarks, using data– Inquiry cycle, questioning techniques – formative assessments techniques, using evidence for reasoning, and building classroom discussions.
- Center for the Professional Education of Teachers will guide teachers through a series of thirteen professional development sessions to develop CCLS lesson plans and performance tasks that reflect the Universal Design for Learning approach with particular attention on differentiating questioning and discussion techniques to engage all learners.
- Use of graduate students under the supervision of Dr. Susan Masullo, a literacy specialist at Teachers College, who push into the ESL classrooms and ELA classrooms of English Language Learners who recently passed the NYSELAT exam for at least ten hours per week and who participate in monthly data dialogues with the teachers and Assistant Principal Of instruction to track student progress and identify instructional responses.

3. As ELL students transition from middle to high school, staff work weekly in small grade-level teams (GLTs) with several purposes, among them doing “kid talk” about specific students’ transitions to high school. Strategies are shared and interventions with parents and administration planned, for many vulnerable students, including ELL students. A member of the Administration is typically present at the GLT meetings, notes are shared with staff, and support provided to teachers in the form of training for the GLT facilitators.

4. Professional Development for all teachers will occur during monthly meetings to inform them about ESL related topics, such as the LABR, NYSELAT, test accomodations, teaching strategies and so forth. All teachers are sent to quarterly PDs offered by the Network In addition our staff will be constantly notified of new ELLs and be provide with any necessary trainings and assistance to better serve the ELL population in our school. professional development will be provided for 7.5 hours as per Jose P.

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?

Our current parent involvement is very low, but we are trying to increase this and provide more opportunities for parents to visit the school and be involve in it. Right now we are not partnered with any agencies or Community Based Organizations that provide workshops or services to our ELL parents but hope that our parent coordinator will beging to make those connections. We will be evaluating parent needs through surveys in native language which will assist us in providing programs, events and resources that are meaningful to our parents.

1. In order to maximize parental involvement in our school, The Heritage School will be:

- Involving parents in professional development in Common Core Learning Standards. Parents are also invited to a Curriculum Night where teachers share expectations and an outline of their curriculum. Parents are invited to assemblies for students with excellent attendance, most improved and excellent grades.
- Pairing reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents.
- creating parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-house conferences between teachers or other educator, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Having PTA meetings once a month with outreach to parents of ELLs.

2. Right now we are not partnered with any agencies or Community Based Organizations that provide workshops or services to our ELL parents but our parent coordinator will start creating those connections.

3. We evaluate the needs of our parents through surveys in the native language which will assist us in proving programs, events and resources that are meaningful and address the needs of our parents.

4. This year, all the activities for parents include translation and culturally relevant materials and activities. We will also have ESL classes for 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.

Paste response to question here:

Part VI: LAP Assurances

School Name: The Heritage

School DBN: 680

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dyanand Sugrim	Principal		12/19/13
Denise Byfield	Assistant Principal		12/19/13
Joseline Bula	Parent Coordinator		12/19/13
Addis Rojas	ESL Teacher		12/19/13
Juan Sosa	Parent		12/19/13
Danielle Hoffman	Teacher/Subject Area		12/19/13
Jenna Morgenstern	Teacher/Subject Area		12/19/13
	Coach		1/1/01
	Coach		1/1/01
Mercedes Dalal	Guidance Counselor		12/19/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 680 School Name: The Heritage School

Cluster: 5 Network: 562

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.

At the beginning of every year, we give a survey to all the families during Welcome-Back Night in September and during Parent-Teacher conference in October; in the survey, parents can express what language they prefer to receive letters and notices from the school. In the survey, they are also given a menu to select in which language they would like to receive information during meetings or workshops.

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.

Since over 70 percent of the families are Latino, the majority of the families expressed that they prefer the letters and notices are translated into Spanish, but almost half still prefer materials in English. Parents and families members were notified of this during the first Parent-Teacher Association meeting.

Part B: Strategies and Activities

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

All letters and notices to families generated at the schools level are given to Addis Rojas, ESL Teacher, to be translated into Spanish. Once the document is finished, we reproduce it on one side in Spanish and on the other side, in English before we mail out to all the families. This is typically finished within a day.

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.

Ms Rojas will provide oral interpretation services in teacher-parent conferences. Also, she will be able to do it during IEP meeting with the parents. In cases where the Ms. Rojas is not available, our parent coordinator will serve in this capacity.

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>.

In the fall of 2013 the school will mail to parents the Chancellor's Regulation A-663 as well as a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Heritage will also provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, or legal or disciplinary matters



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Heritage School	DBN: 04M680
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 19
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Math (Regie Rivera, 7-12 Math certified), Global Studies (Kenneth Martin 7-12 Social Studies and Special Education certified) and ESL (Addis Rojas, k-12 ESL certified) teachers will be teaching in our supplemental program. The content area teachers will work with the ESL teacher to help the 9-12 grade ESL students gain the skills needed to improve in their classes and pass the regent exams. The classes will be taught after school from 4:00 to 5:00 pm, from December 16th to June 9th, (Math: Tuesday and Thursdays and, Global Studies: Wednesdays and Friday). The Math teacher will be teaching reading comprehension, Math vocabulary and the use of graphic calculator to increase the understanding of solving some regent problems. The Global Studies will be working on composition skills, vocabulary development, reading comprehension and organizational skills and; the ESL teacher will be supporting the content teachers by translating in Spanish, clarifying vocabulary and scaffolding the activities they will be teaching. The materials that will be used include textbooks, documents, handouts and the internet. Through this afterschool program, our ESL students who have struggled to succeed in the classroom, will not only improve content skill and confidence but also, they will move up language levels to become leaders in our school.

On the other hand, the students will be taken to two Broadway shows (The Lion King and Jersey Boys). Bringing these musicals to the classroom will provide wonderful opportunities to expand vocabulary and gain familiarity with colloquial expressions and certain grammatical structures. Exploring these shows can also create an awareness of American speech patterns and nonverbal expression. Furthermore, the students will benefit from exposure to the variety of social/cultural issues that are addressed in the musicals. Lion King has the music of Elton John. In our unit of biographies, we will be studying the life of this singer and his music. Using songs of a well known musical play like Lion King can be a stimulating alternative for ESL classes at any level of proficiency. The Jersey Boys show is the book written by Marshall Brickman and Rick Ellice. The students will be reading and analyzing parts of this book in the classroom. These two shows are a great supplement to the ESL class, it is a source of exceptional energy and excitement that will meet with success.

Part C: Professional Development

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

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

Begin description here:

Good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money in our school. Our professional development program is focused on serving all students and preparing them with skills and habits to be successful in higher education and beyond. In order to meet the needs of our English Language learners our ESL teacher, ELA, math and Social studies teachers will be attending seminars and institutes organized by the Department of English Language Learners of the New York Department of Education. These sessions will provide the teachers opportunities to better understand student learning, curriculum, materials, instruction, and subject-matter content. They will expand our teachers' teaching toolkit to be able to meet challenges and educate our ESL children to their fullest potential.

The teachers will be attending the following PD sessions, plus some other future PD sessions scheduled by the office of ELL's.

- Translating research to Practice: Beyond foundational skills.

Event: December 5th and 16, 2015: 8:00 A.M. to 3:00 P.M.

- Connecting Content and Academic Language for English Language Learners – An Integrated Approach

Event: January 8, 2015 from 9:00 A.M. – 3:00 P.M.

- Annual Citywide LOTE (Language Other than English) Conference

Event: Monday, February 2, 2015; 8:00 A.M. - 3:00 P.M.

- Writing Language Objectives for English Language Learners (ELLs) in the Mathematics Classroom

Event: March 16, 2015 from 9:00 AM to 3:00 PM

Part D: Parental Engagement Activities

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

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

Begin description here:

When parents get involved in their children's education, children are more likely to do better in school, be better behaved, have more positive attitudes toward school, and grow up to be more successful in life. English language (ELLs) benefit just as much as from their parents' involvement in their education as other students. Historically, we have experienced many parents that do not speak English and find it very difficult to support their kids at school. To reach out to these parents and increase the likelihood of their participation, we are going to offer English a Second Language classes to them. We will send a letter to the parents offering this class. We will be also calling them to attend classes. Ms Rojas will be offering translation services (English -Spanish) to answer any concern the parents have.

The class will be an ESL beginning level where parents will be able to learn basic English structures to start communicating in the target language. The topics to study are introductions, greetings, actions, questions, ownership, routine, likes and dislikes and modal auxiliaries to express necessity, ability, advice, and obligation. The class will be taught every Tuesday from 8:30 to 9: 15 am by Addis Rojas Marin, the ESL teacher of the school. The classes will run from January 13 to June 9 , 2015.

Part E: Budget

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

Allocation Amount: \$11

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	- Allocated to ESL, Math and Social Studies teachers. 130 hours x \$ 51.51 = \$ 6.720 -Subsubstitute for Professional Developmet sessions \$ 1.440	\$ 8.160
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials	_ Parents materials	\$500

Part E: Budget

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

Allocation Amount: \$11

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	- NYSESLAT PREP book "Finish Line" for ELLs \$600	\$1,100
Educational Software (Object Code 199)	_____	_____
Travel	Trips to Broadway shows+food \$1640	\$1,640
Other	Parents Refreshments	\$300
TOTAL	_____	11,200