

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M349

School Name:

HARBOR HEIGHTS

Principal:

MONICA KLEHR

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Harbor Heights Middle School School Number (DBN): 06M349
Grades Served: 6-8
School Address: 306 Fort Washington Ave. Room 414 NY, NY 10033
Phone Number: (212)568-6052 Fax: (212)568-7959
School Contact Person: Monica Klehr Email Address: mklehr@schools.nyc.gov
Principal: Monica Klehr
UFT Chapter Leader: Roberto Gomar
Parents' Association President: Laura Canela
SLT Chairperson: Pedro Rodriguez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Maribel Hernandez
Student Representative(s): N/A

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway NY, NY 10032
Superintendent's Email Address: Mramire4@schools.nyc.gov
Phone Number: (917)521-3757 Fax: (917) 521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 7th Avenue NY, NY
Director's Email Address: ychu@schools.nyc.gov
Phone Number: (212)356-3883 Fax: (917)339-1765

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Monica Klehr	*Principal or Designee	
Roberto Gomar	*UFT Chapter Leader or Designee	
Laura Canela	*PA/PTA President or Designated Co-President	
Julio Hidalgo	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joselito Garcia	Member/ parent	
Inocencia Rodriguez	Member/ parent	
Tania Lopez	Member/ parent	
Zobeida Corona	Member/ parent	
Elisa Mogena	Member/ teacher	
Pedro Rodriguez	Member/ teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Harbor Heights is a middle school with 161 students from grade 6 through grade 8. The school population comprises 100% Hispanic students. Of 1,256 schools in the city, Harbor Heights has the second highest percentage of English Language Learners in school and the highest percentage of English Language Learners in poverty in school year 2014-2015. The student body includes 98% English language learners, 20% SIFE students and 2% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2014-2015 was 97.0%.

We partner with the Washington Heights/Inwood YMYHA to provide a comprehensive after school program for students in grades 6-8 Mondays-Fridays from 6-8 pm as part of the mayor's city-wide initiative: School's Out NYC (SONYC) program. Activities include academic and enrichment programs. We also partner with the Childrens' Arts and Science Workshop in our community to provide support for immigrant families.

The mission of the Harbor Heights Middle School Family is to graduate successful and caring citizens of the world. We engage newly arrived immigrant students in the development of academic, linguistic and cross-cultural skills necessary for achievement in high school and beyond. We value the academic strengths and social experiences our students bring to Harbor Heights and build upon them as we introduce and guide students to master the New York State core curriculum and life-long learning skills at the same time they are learning academic English. We recognize and promote active engagement of school staff, families and diverse communities in order to reach our goals.

School leaders and staff made the most progress this year of consistently embedding high expectations in all aspects of school culture, focusing on the Danielson Framework for Teaching, college and career readiness, and successfully partnering with families for mutual understanding of those expectations. 89% of survey responders rated our supportive environment for learning at 89% compared to a city rating of 85% and district rating of 87%. Between the years of 2013-2015, our overall ELA proficiency levels have decreased, while our overall Math proficiency levels have increased. Our key area of focus this year is on overall growth on the NYSESLAT as well as the ELA exam.

06M349 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	140	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	8	# Music	3	# Drama	15
# Foreign Language	8	# Dance	2	# CTE	N/A
School Composition (2013-14)					
% Title I Population	97.5%	% Attendance Rate			97.2%
% Free Lunch	98.1%	% Reduced Lunch			1.9%
% Limited English Proficient	98.1%	% Students with Disabilities			2.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			N/A
% Hispanic or Latino	100.0%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	N/A	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	8.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			19.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			7.48
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	0.8%	Mathematics Performance at levels 3 & 4			2.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			14.8%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			NO
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Teachers’ pedagogy consistently provides scaffolds to ensure students experience rigorous instruction and engage in high-level thinking and discussions. Strategies and extensions produce meaningful work products, however, are not always strategically planned. As a result, opportunities for extended learning and demonstration of high level student thinking, participation, and ownership, are inconsistently reflected across most classrooms.

All curricula are aligned to the Common Core State Standards and integrate the instructional shifts. Teachers use data and student work to plan and refine academic tasks and curricula. The well aligned coherent curricula results in academic tasks that are designed to be engaging, rigorous and accessible; and promote college and career readiness for all students; including English Language Learners and students with disabilities.

Our ELA median adjusted growth percentile for the school's lowest third students is our area of greatest need of improvement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, collaboratively planned strategies and extensions that enable students to produce meaningful work products will be evident by an improved average Measure of Teaching Practice (MOTP) rating from 2.80 in 2014-2015 to an average teacher rating of 3.0 in 2015-2016 as observed in all teachers' lesson plans as part of the Annual Professional Performance Review component 1.a

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Schedule weekly meetings for teacher teams to develop curriculum together.</p> <p>ENL/ELA team will all attend a series of instructional professional development sessions at the CUNY Graduate Center designed to meet the needs of Low Literacy SIFE students in both Native Language Arts and English as a New Language</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administration and PD committee</p>
<p>Provide opportunities for teachers to attend professional learning opportunities provided by central staff.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administration, central staff and PD committee</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>School and central staff; CUNY Graduate Center Bridges Program provided by DOE DELLS; the master schedule will include two periods per week for each teacher to attend collaborative content team meetings; lead teacher in school will provides professional development on school-wide academic vocabulary program/curriculum development</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	Title I TA	Title II, Part A	X	Title III, Part A		Title III, Immigrant		
	C4E		21 st Century Grant	SIG/SIF	PTA Funded		In Kind		Other		

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
--

Mid-year reflection in February, 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

School leaders and staff consistently embed high expectations in all aspects of school culture, focusing on the Danielson Framework for Teaching, college and career readiness, and successfully partner with families for mutual understanding of those expectations. Systems and structures that support a culture of high expectations, responsibilities, and professional collaboration for staff, students, and families, effectively communicate mutual accountabilities amongst all stakeholders for achieving the expectations of the Common Core Learning Standard.

Our 2014-2015 learning environment survey indicates 93% of our students feel safe in school compared to 84% citywide. 86% of students say that teachers notice when they are upset, compared to 75% citywide and 93% of students say the school provides useful information about the HS application process compared to 89% citywide.

On the other hand, our students do not feel that the school creates a culture that encourages students to support one another and provides for their social and emotional growth as they respond between 72-78% positive responses to associated survey questions. 72% feel they are challenged in their classes. Our 2013-2015 performance trends show a decline in overall ELA scores and increase in overall math scores.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016, we will increase the percentage of students who report they are challenged in their classes from 72% in 2014-2015 to 80% in 2015-2016 as reported the on the school environmental survey

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Assign teacher leaders to study and facilitate regular professional development focused on the development of rigorous content and language objectives	teachers	October 2015-June 2016	School and NYC-BERN
Secure coaching from NYC-BERN to guide teacher leaders in the study and facilitation of regular professional development focused on the development of rigorous content and language objectives using the NY State Common Core for ELLs language progressions.	Students and families	November 2015-June 2016	School and NYC-BERN

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
Teacher leaders and NYC-Bilingual education Resource Network coach											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
Mid-year reflection February, 2016
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Teachers participate in structured, inquiry based professional development, focused on the school’s instructional goals. Team collaborations provide a vehicle for teachers to have input on key decisions about the curricula and teaching practices. The work of teacher teams has resulted in school-wide efforts to effectively promote the school goals, including the implementation of the Common Core Learning Standards, and contribute to improved teacher pedagogy and student learning.

Teacher teams need to establish and routinely utilize research based protocols to study student work towards curriculum design and improvement. In addition, the teams need to make this process publicly evident.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teaching staff will participate in 80 minute bi-weekly collaborative professional learning communities from November 2015 thru June 2016, focusing on the study of student work and subsequent unit and lesson planning.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ol style="list-style-type: none"> 1. Principal will structure staff time as part of the HHMS Professional Development Plan to include Professional Learning Communities. 2. All teachers will serve on content team professional learning communities 3. Principal will share the HHMS Professional Development Plan vision and assure all teachers are able to access draft plan using shared google docs. 4. School will administer baseline MOSL assessments and assure results are accessible to all teachers. 5. Administration and lead teachers will develop protocols and shared data and planning templates for Professional Learning Communities 6. Teacher teams will implement and adjust protocols to meet their needs. 7. Teacher teams will produce shared meeting agendas of their work in each meeting. 	<p>teachers</p>	<p>November 2015-June 2016</p>	<p>Administration, PD committee and teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Administration and staff; DOE Office of ELLs; NY Bilingual Education Resource Networks (NBERNS)</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-year reflection February 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Our 2014-2015 Quality Review indicates that Teachers’ pedagogy consistently provides scaffolds to ensure students experience rigorous instruction and engage in high-level thinking and discussions. Strategies and extensions produce meaningful work products, however, they are not always strategically planned. As a result, opportunities for extended learning and demonstration of high level student thinking, participation, and ownership, are inconsistently reflected across most classrooms.

Our 2014-2015 Learning Environment survey indicates that teachers desire improved curriculum, instruction, and learning materials that are well coordinated across the different grade levels at this school

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By December 2015, Professional Learning Communities will be established to include all teachers in the study of student work in order to adjust curricula plans as evidenced by consistent calendar dates scheduled on master PD plan, agreed upon written protocols, agendas and notes from planning team.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Principal reviews teacher feedback on professional learning needs and goals	Teaching staff	August-Sept. 2015	Principal
Principal meets with professional development committee and SONYC program leadership to develop comprehensive PD plan	Teaching staff	August—Nov. 2015	Principal, PD committee and SONYC leadership
School master schedule is designed and produced for regular and extended day programs	Teaching staff	August-Sept. 2015	Principal, scheduler and SONYC leadership

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
Principal, AP, SONYC Director and assigned teacher schedulers											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>Reflection by Sept.1, 2015 and again mid-year February, 2016</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Our 2014-2015 Learning Environment survey indicates that parents/guardians are not regularly invited to visit classrooms to observe the instructional program nor have they volunteered time to support this school (by volunteering in classrooms or helping with school-wide events). Parents report the need for more communication with teachers about student performance.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, following a comprehensive parent involvement schedule of activities, teachers will report improved involvement by an increase of ten points from 64 in 2014-2015 to 74 in 2015-2016 and parents will report an increase of five points from 88 in 2014-2015 to 93 in 2015-2016 on corresponding strong family and community ties indicators on the school survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Parent Coordinator, principal, PA leadership, SONYC and CASW leadership will study parent and teacher evaluations and feedback to identify areas of concern and strength to begin planning comprehensive parent involvement plan</p>	<p>all parents</p>	<p>July 2015- November 2015</p>	<p>Parent coordinator, SONYC director, principal PA leadership and CBO (CASW) leadership</p>
<p>Parent Coordinator, principal, PA leadership, SONYC and CASW leadership will identify model programs and activities to continue and/or initiate in our school</p>	<p>all parents</p>	<p>July 2015- November 2015</p>	<p>Parent coordinator, SONYC director, principal PA leadership and CBO (CASW) leadership</p>
<p>Parent Coordinator, principal, PA leadership, SONYC and CASW leadership will design comprehensive parent involvement plan</p>	<p>all parents</p>	<p>July 2015- November 2015</p>	<p>Parent coordinator, SONYC director, principal PA leadership and CBO (CASW) leadership</p>
<p>Parent Coordinator, principal, PA leadership, SONYC and CASW leadership will present full plan and opportunities to all parents at Sept. 16 Back to school night session and during Open School Week Nov. 16-20.</p>	<p>all parents</p>	<p>July 2015- Dec. 2015</p>	<p>Parent coordinator, SONYC director, principal PA leadership and CBO (CASW) leadership</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Parent Coordinator, principal, PA leadership, SONYC and CASW leadership</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Review November 2015 by analyzing attendance sheets and evaluations at all Open School Week events.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	Decoding and comprehension skill baseline assessments in both ENL and NLA	RIGOR (Reading Instructional Goals for Older Readers) BRIDGES ELA for Low Literacy SIFE	Small group and Computer –assisted one-on-one	During regular and extended day programs
Mathematics	Reflex math program ST Math Program baseline diagnostics	Reflex math program ST Math Program	Small group and Computer –assisted one-on-one	During regular and extended day programs
Science	Decoding and comprehension skill baseline assessments in both ENL and NLA	RIGOR (Reading Instructional Goals for Older Readers) BRIDGES ELA for Low Literacy SIFE	Small group and Computer –assisted one-on-one	During regular and extended day programs
Social Studies	Decoding and comprehension skill baseline assessments in both ENL and NLA	RIGOR (Reading Instructional Goals for Older Readers) BRIDGES ELA for Low Literacy SIFE	Small group and Computer –assisted one-on-one	During regular and extended day programs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals from parents, support staff and all advisors and teachers	one-on-one counseling small group counseling family counseling and referral services	one-on-one small group family counseling	During regular school day

Section 7: 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.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our common branch, subject area teachers, assistant principal, guidance counselor, parent coordinator and secretary (we do not have a bilingual/ESL coordinator, paraprofessionals, special ed. teachers, psychologist and occupational therapist) all engage in a wide variety of differentiated professional development activities throughout the school year provided by a combination of CFN network support, NYCDOE Division of Students with Disabilities and ELLs, professional consultants and in-house teaching staff to include the following:</p> <ol style="list-style-type: none"> 1. ADVANCE teacher development training using the Danielson Framework for teacher effectiveness 2. Professional Learning Communities (Looking at Student Work as a result of MOSLs and PBATs in alignment with the NY State CCSS) that meet once a week for 45 minutes throughout the entire school year 3. DOE source systems (ATS and STARS) training every other month for 7 hours for secretary. 4. Teachers take part in 4 full day sessions per year working closely with the new CCSS curricula materials: Scholastic Code X and Pearson's CMP3 Mathematics curricula <p>Specific advisory curriculum training during faculty conference meetings for all of our teachers and our bilingual guidance counselor at least every other month for 1-2 hours because the advisory program they instruct guides students in orientation to middle school procedures, expectations and protocols as well as high school expectations, requirements and choices. Teachers are trained in strategies and methodologies for individual student academic and social affective goal setting.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
N/A

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.).
N/A

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.
All teachers are educated on the ADVANCE system of Measure of Student Learning (MOSL) and have a choice in the type of student assessments that are used throughout the year. Our school formed and trained a MOSL committee that communicated on regular basis with all teaching staff .

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

<p>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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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> , section references where a related program activity has been described in this plan.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	96,783.00	X	section 5A-5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	17,000.00	X	section 5A-5E
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,164,416.00	X	section 5A-5E

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

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

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

Your school's Title I Parent Advisory Council (PAC) 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.

Harbor Heights Middle School Parent Involvement Policy (PIP)

Harbor Heights Middle School's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities.

Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families.

The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also

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

Harbor Heights Middle School School-Parent Compact (SPC)

[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;

Harbor Heights Middle School-Parent Compact

Parent Responsibilities:

monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

check and assist my child in completing homework tasks, when necessary;

read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

set limits to the amount of time my child watches television or plays video games;

promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sport
and/or quality family time;

encourage my child to follow school rules and regulations and discuss this Compact with my child;

volunteer in my child's school or assist from my home as time permits;

participate, as appropriate, in the decisions relating to my child's education;

communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

respond to surveys, feedback forms and notices when requested;

become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

share responsibility for the improved academic achievement of my child

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

Monica R. Klehr Laura Canela

School Principal Parent Association President

Harbor Heights Middle School 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 and always try my best to learn.

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: <u>Harbor Heights Middle School</u>	DBN: <u>06M349</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>137</u>
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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>11</u>
of certified ESL/Bilingual teachers: <u>09</u>
of content area teachers: <u>11</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

Begin description here: Our eleven Title III common branch and subject area teachers all engage in a wide variety of differentiated professional development actives throughout the school year provided by a combination of CFN network support, NYCDOE Department of English Language Learners Student Support, professional consultants and in-house teaching staff to include the following:
a. All teachers and Assistant Principal will receive training on 11/04/14 and 06/04/15 provided by CFN 511 literacy coach Vivian Verstandig. This training will cover the topics of: Promoting Social Skills for Conversation and Collaboration and Effective Instruction for the Word Generation Program.

Part C: Professional Development

b. Principal Klehr and teacher leaders (Klein, Perez, Tabares and Martinez) will lead Professional Learning Communities' understanding and commitments to a school-wide language development policy; theory of action for language learning; the development and execution of language appropriate Measures of Student Learning (MOSLs); analysis of student work produced as a result of MOSLs and systemization of PLC work cycle towards continuous improvement. These PLCs will meet every Monday for 80 minutes throughout the school year.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent Involvement in our school consists of a wide variety of activities including the following. All parent activities are conducted in the parents' native language of Spanish by our academic and nonacademic staff; written translation services are provided by our bilingual (spanish/English) school secretary:

- a. Parent members of the school leadership team participate in school Learning Walks. Parents are interviewed as part of the school's Quality Review and parent surveys are a vital part of the School's Progress Report process.
- b. Parents take part in on-going workshop series on the following topics, that are provided by our own teaching staff: Second Language Learning; Content area support at home; internet usage and ARIS system orientation and usage.
- c. The school, with the assistance of the district and parents, educates its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in ways to implement and coordinate parent programs and build ties between parents and the schools by: providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations; involving parents in the regular activities of the school and involving parents in the Student of the Month assemblies.
2. Our school partners with the Columbia Presbyterian Hospital School of Social Work and the Childrens Arts and Science Workshop to provide educational workshops for parents on a variety of topics addressing adolescent socio-emotional needs and the instructional workshops described in 1b. All parent activities are conducted in the parents' native language of Spanish; no translation services are necessary.
3. An evaluation is conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey is the responsibility of the Parent Coordinator. The Parent Coordinator, along with members of the PA Executive board organizes the parent feedback and presents the findings to the principal for review and consideration. Parents have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. All parent activities are conducted in the parents' native language of Spanish.
4. Our parents have communicated to the school that they need instruction in ways to support their students' academic learning at home and in guidance to high school and beyond. To this end, we provide the workshop series described above in 1b. All parent activities are conducted in the parents' native language of Spanish and refreshments are provided as incentives in the evening. This year we will

Part D: Parental Engagement Activities

also provide our parents with classes in the following areas: English as a Second Language and Physical Fitness.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 06	Borough Manhattan	School Number 349
School Name Harbor Heights Middle School		

B. Language Allocation Policy Team Composition

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

Principal Monica Klehr	Assistant Principal Edgar Reyes
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher Roberto Gomar	School Counselor n/a
Teacher/Subject Area Arturo de la Cruz, HLA	Parent Laura Canela
Teacher/Subject Area n/a	Parent Coordinator Jacqueline Brito
Related-Service Provider n/a	Borough Field Support Center Staff Member
Superintendent n/a	Other (Name and Title) n/a

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	122	Total number of ELLs	114	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							1	1	1					0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	120	ELL Students with Disabilities	0
SIFE	25	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	122	8	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE							40	28	46					0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
---	--

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							26	25	30					0
Emerging (Low Intermediate)							5	3	10					0
Transitioning (High Intermediate)							2	0	6					0
Expanding (Advanced)							3	7	5					0
Commanding (Proficient)							0	1	6					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							0	0	4					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	12	0	0	0	0
7	13	0	0	0	0
8	35	2	0	0	0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	0	25	0	2	0	0	0	0	0
7	0	25	0	3	0	1	0	0	0
8	0	41	0	8	0	1	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8		8		36		2			0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school uses the Fountas and Pinnell and EDL to assess the early literacy skills of our students. Most of our students are at least 2 years below grade level. Our students' lack of reading and writing skills in their L1 interfere with the transitioning of these skills to L2 as evidenced by our students lack of ability to perform well on state assessments in English reading and writing. It is imperative that we look closely at closing this literacy gap in their native language if we hope to improve performance in ELA.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 55% of our students scored E (entering), 15% scored E (emerging), 8% scored T (transitioning), 14% scored E (expanding) and 5% scored C (commanding) on the NYSESLAT. 60% of our 6th graders and 82% of our 7th graders are at an entering level, while 62% of our 8th graders are at an entering level on the NYSITELL. As our students progress from 6-8th grades, they are performing better on the NYSESLAT. Students continue to make slow but steady growth. It is important to make sure these students are given adequate progress this year. Both of our 6th grade classes and 7th grade classes are considered entering classes. In the 8th grade, two classes are considered entering classes and 1 class is considered transitioning.
 The results of the NYSITELL for the new arrivals are at an entering level and therefore placed in the entering classes at their appropriate grade level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We see in the AMAO that we have 48 students with at risk levels of 3 or higher; 33 at level 5 or higher; 46 with 2 or more years service but scored at first quartile on NYSESLAT and 14 that scored at first quartile on NYSESLAT for 2 or more years in a row. Our school does not meet AMAO 2 again this year. 7.53% of our students attained proficiency on the NYSESLAT in 2014-2015.

 We will use the reader's workshop model for the expanding and commanding students to focus on their reading and writing skills. The ELA teacher for these classes is Mr. Blake Owen. Our small-group pull-out intervention will focus on our school's lowest third students, first in listening and speaking and later in reading and writing. The teachers assigned to small-group pull-out are Ms. Alexander Thomas and Mr. Gomar.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- 4a. Overall our students perform better on the Math test than the ELA exam. The Math assessment is given in both languages (an E accomodation) which illustrates that our ELL students are faring better on the tests taken in their native language than in English.
- 4b. Our students take the NYSESLAT predictive exam (the DOE provided ELL Periodic Assessment). The results are used to group students for extended day academic support programs. These groupings are determined by Mr. Edgar Reyes in consultation with grade teams of teachers. Furthermore, these results allows us to identify and target beginner students who will be taking the ELA exam and therefore need extra intervention. The ESL/ELA teachers assist the administration and the data specialist in identifying and grouping for intervention.
- c. The Periodic Assessments show that our ELLs are making slow growth. The native language is used as a support in content areas to target the CALP (Cognitive Academic Language Proficiency) so that students are receiving grade level instruction while acquiring English as a Second Language.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
n/a
6. How do you make sure that a student's new language development is considered in instructional decisions?
All of our students participate in a transitional bilingual education program. Students' second language development is evaluated periodically throughout the year in order to move students from class to class where more or less intensity is given to the first or second language of instruction.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our programs for ELLs using the following tools: The Principal Performance Review, the School Quality Sanpshot, the School Quality Review and the SIFE Grant Program evaluation.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Our admissions process is conducted by a designated team consisting of: Bilingual (Spanish/English) Parent Coordinator (Jacqueline Brito) Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), Bilingual (Spanish/English) Assessment Coordinator (Maria Lozada) and the Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) and Bilingual (Spanish/English) Principal (Monica Klehr). When new students arrive at our school, and within ten days, our Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) and our Bilingual (Spanish/English) Parent Coordinator (Jacqueline Brito) and Bilingual (Spanish/English) Pupil Accounting Secretary (Aydee Cabrera), first conduct an informal interview and administer the Home Language Identification Survey (HLIS). When the HLIS indicates Spanish as the main language spoken by the student with the family in the home, the NYSITELL is administered within ten days of admission into the school. Our Bilingual (Spanish/English) Assessment Coordinator, Edgar Reyes, is responsible for administering the NYSITELL and Spanish LAB to new students within ten days of arrival and our Bilingual (Spanish/English) Assistant Principal (Edgar Reyes) analyzes the results to determine program placement. If, during the informal interview process we are provided information that the student has previously attended school in the US, we conduct a test history search to determine whether or not the student has been administered the LAB-R or NYSESLAT exam in order to identify our new student as on ELL or EP student and whether or not we should adminster the NYSITELL and Spanish LAB. During the initial admission process we also administer a SIFE student questionnaire and informal assessment if the family informs us the student is over-age for the grade. The Language Proficiency Team (LPT) is formed and reviews evidence of the student's English language development if we determine during the initial interview there is a current IEP for the student. All ELL students in our school regularly take the annual NYSESLAT exam in the Spring of each

year if their admission date falls before the NYSELAT administration date and the results of the NYSESLAT are analyzed by our principal.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During the initial admission process we also administer a SIFE student questionnaire and informal assessment (LENS) if the family informs us the student is over-age for the grade within 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency Team (LPT) consisting of the principal, guidance counselor, school psychologist, student's parent and one bilingual teacher is formed and reviews evidence of the student's English language development if we determine during the initial interview there is a current IEP for the student. Within 20 days the principal accepts or rejects the LPT recommendation and ELL service placement is immediate.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are given a letter explaining the process to appeal the ELL status at the same time they are given the initial entitlement letters in the parents' preferred language of Spanish. Bilingual (English/Spanish) parent Coordinator, Jacqueline Brito is responsible for sending correspondence to parents. Letters are filed and maintained in students CUM record.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our support staff keep current records of all ELL compliance data in individual student CUM folders and communicates individually with parents who are missing completed compliance documents. The principal will review parent program choice at the end of each year to determine programming for upcoming year.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our support staff keep current records of all ELL compliance data in individual student CUM folders and communicates individually with parents who are missing completed compliance documents. We use the ELPC ATS report to determine which parents have not returned a parent survey.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our support staff keep current records of all ELL compliance data in individual student CUM folders and communicates individually with parents who are missing completed compliance documents in parents' preferred language of Spanish.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Our support staff keep current records of all ELL compliance data in individual student CUM folders and communicates individually with parents who are missing completed compliance documents in parents' preferred language of Spanish.

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

Our assistant principal Edgar Reyes and testing coordinator, Maria Lozada submit regular progress reports to the principal to assure compliance deadlines are met. Testing begins during new student orientation session before the start of the school year.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Our support staff keep current records of all ELL compliance data in individual student CUM folders and communicates individually with parents who are missing completed compliance documents in parents' preferred language of Spanish.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.

n/a

b. TBE program. *If applicable.*

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

c. DL program. *If applicable.*

n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Each content teacher (Math, Social Studies and Science) is specifically assigned to teach each class in each grade in both Spanish and English. The exception is that Physical Education is taught exclusively in English and Advisory is taught exclusively in Spanish to support the TBE mandated minutes. In this way we are able to assure that each homogeneous language class receives the mandated number of minutes for the TBE model in each language in all content areas. Explicit ENL, ELA and HLA mandated instructional minutes are delivered 100% in the language of instruction as regular content classes by certified ENL or HLA teachers. Our entering and emerging level classes receive ENL instruction 100% of the time to support ELA content standards. Our transitional class receives 50% ENL and 50% ELA instruction. All HLA classes are delivered 100% in Spanish (HL) and the instructional units are aligned to the CCSS grade level standards.

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

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

All content area teachers have been trained and use the Sheltered Instructional Observation Protocol (SIOP) approach. In the SIOP approach, instruction consists of eight components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery and review/assessment. In the SIOP approach, materials are provided such as graphic organizers (for contextualizing key vocabulary, diagramming problems, writing procedures, tree map for classifying and grouping, webs, t-charts, Venn Diagrams, brace map for analyzing whole objects and parts, etc.), grouping strategies, note-taking methods, guidelines for writing content and language objectives, etc. In mathematics teachers use various materials such as

CMP3, and nonfiction literacy. The science material used are: FOSS, SEPUP, GLENCOE textbook, Access Science: Building through Learning textbook, Visual Learning Co. Instructional DVDs, free online resources, concept maps, Planting Science, Disney's Planet Challenge, GLOBE program, and Leave-it-better program. For social studies the content materials consist of: Student Atlas, GLENCOE Spanish history textbooks for 6-8th grades, internet resources such as New York Historical Society (nyhs.org), Gilder Lehrman Society (gilderlehrman.org), Library of Congress (lc.gov), and Digital History (digitalhistory.org).

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

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

Home language evaluation occurs during HLA instruction time through informal assessments such as portfolios and teacher anecdotes. In addition, all students are evaluated three times per year with a Spanish Running Record, aligned to Fountas and Pinnell levels.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ESL/ELA team is currently studying which type of formative assessment is appropriate for this evaluation. We are considering teacher observations: students beginning to self-correct language errors/self edit written pieces/ ask for clarification or question by teacher/peers work together to help each other with language issues.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Our SIFE students are integrated into regular TBE classes and receive differentiated instruction along with their classmates. In addition, SIFE students take part in academic intervention classes during extended day programs and in pull-out small group instruction with teachers that have been trained in the use of RIGOR (Reading Instructional Goals for Older Readers) in Spanish and are assigned for this work during their regular instructional periods.
 - b. 96% of our students are newcomers receiving our regular instructional program as described above. Each student is placed into a class based on their level (entering, emergent, transitioning, expanding and commanding). All students are given phonemic awareness, phonics, fluency, comprehension, and vocabulary instruction through the use of Words Their Way to enhance their English instruction outside of the ENL class and through small group instruction within the ENL class. In addition, small group pull-out instruction is provided to meet the needs of homogeneous groups within a class using programs such as English Rigor and System 44 components (other than technology). In class, entering level ELLs use computerized reading programs to support their English reading instruction through the use of Raz-Kids and/or System 44. In addition, an allotted amount of time throughout the school year which is used to do test preparation prior to the state exams as well as year round instruction in reading strategies.
 - c. 1% of our students are ELLs receiving services for 4-6 years through our regular instructional program as described above. In addition they take part in academic intervention and/or enrichment courses during extended day programs and in small group pull-out sessions with teachers assigned for this work during their regular professional periods. Teachers use The Comprehension Toolkit by Stephanie Harvey & Anne Goudvis to engage students in active literacy discussions during pull-out enrichment groups.
 - d. We currently do not have any long-term ELLs. In the case that we were to enroll a long-term ELL, this student would be included in the SIFE intervention plan. They would also be given small group or one-to-one pull-out intervention services which will include NYSESLAT test preparation and reading strategy instruction at their grade level.
 - e. Former ELLs take part in advanced native language arts books clubs two periods per week in a small group session and receive all ELL testing accommodations. Former ELLs receive transitional 90 minutes per week of ELA.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

To be determined in 2015-2016
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our ELL-SWDs receive all services mandated in Individual Education Plans (IEPs) including counseling, speech and hearing and SETTs services in Spanish. Built into our regular programming is the use of SIOP that provides multiple strategies for ELL-SWDs in the regular classroom. Classroom teachers also use small group instruction within the classroom to assist ELL-SWDs in their content

Chart

areas and in learning to use the learning strategies. Teachers must explicitly teach learning strategies to enhance access to content, academic, and life-skills proficiency (Echevarria & Graves, 2007, p. 101) such as the use of cognates, the writing process, finding the main idea, steps for an experiment, procedures for solving a math problem, etc. As part of our regular programming, direct instruction about the process of second language acquisition is provided to all students to enhance thinking and listening skills and is supported throughout the year. ELL-SWDs are given explicit instruction in these skills during multiple lessons to enhance their understanding in language development.

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

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

Chart

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

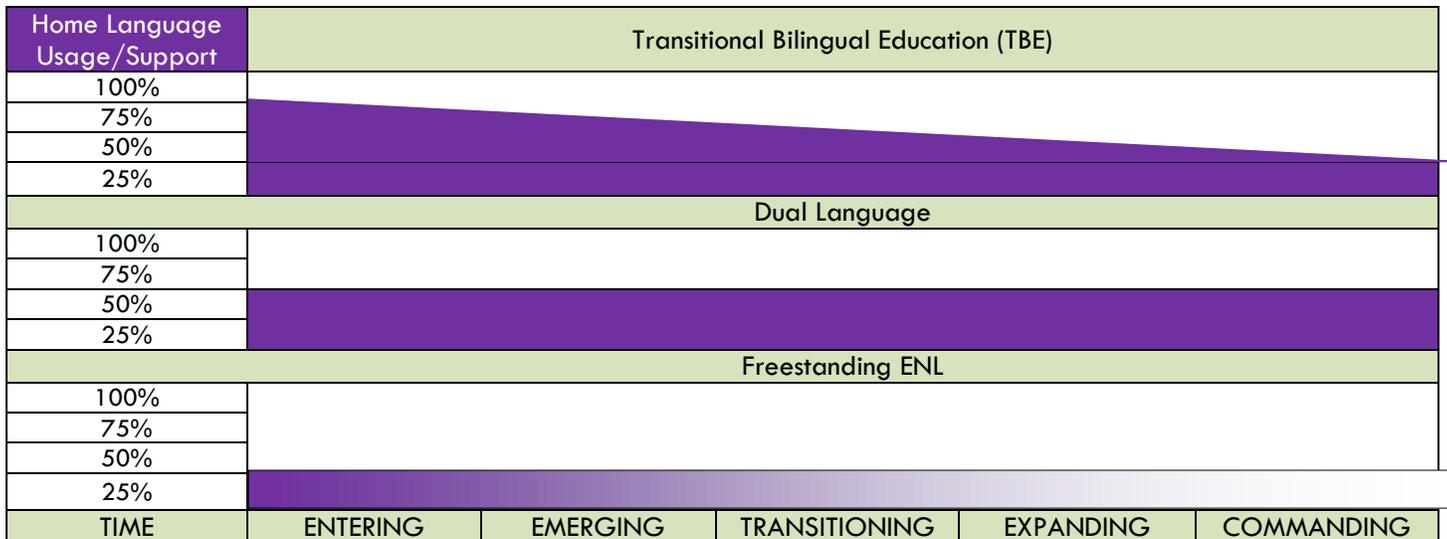


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We provide instruction in Reading Instructional Goals for Older Readers (RIGOR) in both Spanish and English to SIFE and newcomer ELL subgroups. All newcomers receive cross-content instruction in the Word Generation Program in both English and Spanish to promote cross-content vocabulary development. System 44 and Raz-Kids are used for small group reading intervention within the ESL/ELA block according to the students' proficiency levels in literacy and the highest needs subgroup receives extra practice during small-group pull-out. ESL/ELA alternative assessments include portfolios of student writing samples and reflections on learning. In math all students receive remedial intervention in the classroom through the use of TAI (Teacher Assisted Instruction) in order to develop their basic operation and computation skills at their own pace. The highest needs subgroup receives extra TAI and Mammoth Math intervention through small-group pull-out instruction to monitor their independent progress and give immediate feedback. Targeted intervention in science and social studies consists of small group or one-to-one instruction to frontload key terms and essential vocabulary.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All teachers are made aware they are teachers of ELLs because our school serves all newcomers to the country and 95% ELLs.

Our students need to understand why they are learning the content we present and to this end we employ the SIOP methodology using content and language objectives during all lesson delivery. The Word Generation program provides all students and teachers data to assess the use of academic vocabulary across content areas.
12. What new programs or improvements will be considered for the upcoming school year?
We will continue to develop our Word Generation program in all classes in all subject areas.
13. What programs/services for ELLs will be discontinued and why?
We are limiting our use of the System 44 technology program as the maintenance and upkeep of the program has been cumbersome.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our school recruits ELL students during registration fairs and middle school fairs in the Washington Heights and Inwood areas to come to our Middle School Transitional Bilingual program. Our Parent Association and school staff meet with Harbor Heights parents and students throughout the year to inform them of our assemblies and workshops that provide community services and educational programs that support our ELLs and their transitioning needs. These include the Children's Arts & Science Workshops providing access to free ENL classes for family members of our students, Alianza Dominicana providing access to housing and nutrition assistance and family counseling. People's Theater Project is an organization that supports the use of theater to raise awareness of the urgent issues impacting the community and advocates for social justice, and Dancing Classrooms works with our 8th graders and their parents to build social awareness, confidence and self-esteem in children through the practice of social dance. Other curricular and extracurricular programs that all of our students have access to include: Leave-It-Better, a program integrated into the science curriculum about environmental issues, soccer which enables team building and conflict resolution skills development, and a student advisory board which consists of our selected students of the month representing all classes and grade levels in developing plans to improve the school.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We have computer-based software to target balanced literacy skills to support all ELL subgroups such as Learning A-Z and Raz-kids. These are tailored to our ELLs' individual needs in literacy skills. Every classroom is equipped with a bilingual library and reference materials. The following technology enhancements are used to support instruction of ELLs by building background knowledge (ie. using smartboards to show images and create graphic organizers); teaching learning strategies (ie. using overhead projectors or document projectors to model notetaking skills); interacting with our beginning ELL subgroups (ie. projecting visuals and providing access to interactive websites and applications on laptops and iPads); providing predictable routines and uniform visuals that support all ELL subgroups in content areas (ie. poster maker to create visual resources posted in every classroom such as THINK-PAIR-SHARE), and differentiating assessments (ie. Zip cameras used to record presentations and projects as alternative assessments). The HLA materials used are Selecciones Literarias, RIGOR, SENDAS and Tio Nacho phonics and phonemic awareness curriculum.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
All students receive HLA content classes. Based on each class's proficiency level they receive a percentage of their other content classes in their home language. Extended day programs and pull-out groups are conducted bilingually based on students' proficiency levels. Our goal is for each class to move one proficiency level by the end of the year.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Serving an entire newcomer population, everything we do ensures services are appropriate and support ELLs of all ages and grade levels, including ELL-SWDs that correspond to student's ages, grade and IEP mandates.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

We do not offer other language electives at this time

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Our common branch, subject area teachers, assistant principal, guidance counselor, parent coordinator and secretary (we do not have a bilingual/ESL coordinator, paraprofessionals, special ed. teachers, psychologist and occupational therapist) all engage in a wide variety of differentiated professional development activities throughout the school year provided by a combination of BFSC support, NYCDOE Division of English Language Learners and Student Support, professional consultants and in-house teaching staff to include the following:

- ADVANCE teacher development training using the Danielson Framework for teacher effectiveness
 - Professional Learning Communities (Common Core State Standards (CCSS) curriculum development with focus on Performance Based Assessment Tasks (PBATS) in Literacy and Mathematics) that meet once a week for 45 minutes throughout the entire school year.
 - Professional Learning Communities (Looking at Student Work as a result of PBATS in alignment with the NY State CCSS) that meet once a week for 45 minutes throughout the entire school year.
 - Data Specialist training on data collection and analysis for formal and informal data collection once a month for three hours.
 - DOE source systems (ATS and STARS) training every other month for 7 hours for secretary.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers take part in 4 full day sessions per year working closely with the new CCSS curricula materials: Scholastic COde X and Pearson's CMP3 Mathematics curricula.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We provide specific advisory curriculum training during faculty conference meetings for all of our teachers and our bilingual guidance counselor at least every other month for 1-2 hours because the advisory program they instruct guides students in orientation to middle school procedures, expectations and protocols as well as high school expectations, requirements and choices. Teachers are trained in strategies and methodologies for individual student academic and social affective goal setting.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

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

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

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

- d. The school, with the assistance of the district and parents, educates its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in ways to implement and coordinate parent programs and build ties between parents and the schools by: providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations; involving parents in the regular activities of the school and involving parents in the Student of the Month assemblies.

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

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All communication with parents is conducted in Spanish. All translated records and compliance forms are kept in writing in the individual student CUM folders. Teachers keep written documentation of all personal communications conducted weekly during the regular Tuesday 45 minute parent engagement period.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

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

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with the Children's Arts and Sciences Workshop Immigrant Family Program and the YM& YHA of Washington Heights SONYC Program to provide workshops and services to our students and families.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

Paste response here:

School Name: Harbor Heights Middle School

School DBN: 06M349

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Monica Klehr	Principal		9/15/15
Edgar Reyes	Assistant Principal		9/15/15
Jacqueline Brito	Parent Coordinator		9/15/15
Roberto Gomar	ENL/Bilingual Teacher		9/15/15
Laura Canela	Parent		9/15/15
Arturo de la Cruz	Teacher/Subject Area		9/15/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 06M349 School Name: Harbor Hei
Superintendent: Manuel Ramirez

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish and English

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Student recruitment and orientation fliers, registration documents such as lunch forms, blue cards, immunization references, electronics policy, student and family handbook, after school program flier and application, monthly announcement calendars, safety procedures, parent-teacher conference announcements, New York State testing dates, all letters from school leadership, special event announcements, special student activity permission forms, high school application procedures and forms, graduation programs, etc. All of our communications with parents are provided in Spanish and English at all times throughout the year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Four parent teacher conferences: Sept. 16, Nov. 18, March 16, May 11; Every Tuesday during parent engagement time with teacher staff from 3:00-4:15; High school application process meetings once a month; regular guidance counselor and dean of conduct calls to parents for at risk students.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our staff does not need to access translation services. Nevertheless, we post translation service phone numbers and procedures for personnel such as the school nurse to access in cases of urgency and for everyone else if a non Spanish/English speaking parent comes to our school for information.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We review and take action on results from our annual environmental survey as well as during our regular School Leadership Team meetings.