

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M551

School Name:

URBAN ASSEMBLY NEW YORK HARBOR SCHOOL

Principal:

JEFFREY CHETIRKO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Urban Assembly New York Harbor School School Number (DBN): 02M551
Grades Served: 9-12
School Address: 10 South Street, Slip 7, New York, NY 10004
Phone Number: 212-458-0800 Fax: 212-458-0801
School Contact Person: Jeffrey Chetirko Email Address: jchetir@schools.nyc.gov
Principal: Jeffrey Chetirko
UFT Chapter Leader: Sarah Gribbin
Parents' Association President: Celia Baruchin
SLT Chairperson: Sarah Gribbin
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): Jesse Floyd, Elise Arndtsen, Carlyle Quinn

District Information

District: 02 Superintendent: Fred Walsh
Superintendent's Office Address: 333 7th Ave. Manhattan, NY 10001
Superintendent's Email Address: FWalsh@schools.nyc.gov
Phone Number: 212-356-3754 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

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)
Kimberly Swanson	*Principal or Designee	
Sarah Gribbin	*UFT Chapter Leader or Designee	
Celia Baruchin	*PA/PTA President or Designated Co-President	
Bev Means	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jessie Floyd	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jaxon Derow	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Pete Malinowski	CBO Representative, if applicable	
Ava Socci	Member/ Student	
Rebecca Grussgot	Member/	
Melissa Dowd	Member/	
Brendan Malone	Member/	
Mauricio Gonzalez	Member/	
Katie Burns-Amrhein	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janice Derow	Member/	
Kelly Harvey	Member/	
Paulette Roberts	Member/	
Theresa Case	Member/	
	Member/	
	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.

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

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

Strengths of the school include the integration of the instructional shifts into the CTE curricula to incorporate literacy, technology, scientific research, and real world applications that offer college and career readiness. Additionally, the school effectively uses partnerships with The Harbor Foundation, industry partners and university partners support the school's mission of preparing students for college and careers. The School Leadership Team provides a space for all stakeholders to discuss school wide concerns and to have a voice in decisions being made. Additionally, teachers actively seek opportunities to take on leadership roles and to have a voice in the decisions of the school community. Currently, the greatest need of the school community is to have a more cohesive and coherent school wide assessment plan where teachers are using data from both in house assessments and Regents examinations to inform their instructional decisions. For this reason, the instructional focus for the 2015-2016 school year will be connected to improving questioning and discussion techniques, and assessment practices across the Harbor School community.

02M551 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	447	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	7	# Integrated Collaborative Teaching
				19
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	4	# Drama
				N/A
# Foreign Language	6	# Dance	N/A	# CTE
				22
School Composition (2013-14)				
% Title I Population	59.6%	% Attendance Rate		89.1%
% Free Lunch	60.4%	% Reduced Lunch		7.5%
% Limited English Proficient	4.1%	% Students with Disabilities		19.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.9%	% Black or African American		28.9%
% Hispanic or Latino	52.4%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	15.0%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.21	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.9%	% Teaching Out of Certification (2013-14)		13.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.03
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	73.2%	Mathematics Performance at levels 3 & 4		70.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	82.2%	% of 2nd year students who earned 10+ credits		86.6%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate		76.4%
6 Year Graduation Rate	88.4%			
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	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 Science (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			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	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	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	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	YES			

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.

Based on the 2014-15 School Quality Guide, Harbor School is “approaching target” in the section of Rigorous Instruction.

Based on the 2014-15 School Quality Guide, our school (.89) is below "approaching target" (.90) on results of students taking the Math Regents.

Based on our April 2015 Quality Review, our school received a “Developing” for QR Indicator 1.2. The report stated: “Although the principal, teachers, and students described a school-wide focus on annotation and students citing evidence in their writing and speaking, this practice was not consistently observed across the majority of classrooms visited. In one history class, while there was evidence of students annotating the text they had just read, some students could not explain how this practice was helping them understand the text.”

Informed by Capacity Framework Element – Rigorous Instruction, current data and our most recent QR, there is a need to improve on: (a) providing teachers the appropriate professional development, (b) informing parents on common core expectations and supports, (c) implementing common core materials in classrooms and (d) creating opportunities to provide additional support and in- and out-of the classroom to students in order to complete rigorous tasks.

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 2015, the math department will provide targeted instruction to all learners that will result in a 10% increase of all students meeting or exceeding target on the Algebra, Geometry, and Algebra 2 Regents.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Data Specialist, Administration and Instructional Coach will work with the math department to develop skills for analyzing student assessment data from both the Regents exams and in house assessments. Teachers will learn how to use this data to make strategic decisions around adapting instruction to meet students' needs both individually and in groups.	All teachers	September-May	Principal, Department Leaders
The math department teams will use both Regents and in house assessment data to target after school interventions for students who need additional support. Teams will continuously assess student mastery of standards and adjust interventions as necessary.	Students	October-May	Department Team Leaders
Department Team Leader (Assistant Principal), with support from our Parent Coordinator, will plan a common core outreach session for parents in order to provide them with information and resources to support their students' learning and track their progress using our online grading system.	Parents, Student	October-May	Parent Coordinator, Department Team Leaders

Part 4 – Budget and Resource Alignment

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>1 part-time Instructional coaches support improving teacher practice for new teachers (Math Department)</p> <p>30 Per diem days to hire substitutes who will cover classes so that classroom teacher can engage in scheduled inter visitations and visits to our Urban Assembly schools.</p> <p>1 period of common planning time for the department.</p>

1 period of common planning time for each ICT co-teacher.

Curricular materials (student texts and documents) to supplement our curriculum

350 hours of per session for planning, curriculum development, data analysis, etc.

Materials for parent workshops.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		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.

Students will take Mock Math Regents in February; There will be an increase in 5% of the number of all students meeting or exceeding target on the Algebra, Geometry, and Algebra 2 Mock Regents.

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.

2014-15 school survey data reveals the following:

37% of students disagree or strongly disagree with the statement, “notice when I am upset or having emotional difficulty.”

60% of students agree with the statement, “At this school students drink alcohol, use illegal drugs, or abuse prescription drugs while at school.”

43% of students disagree or strongly disagree with the statement, “I feel it is important to come to school every day?”

36% of students disagree that students treat other students respectfully and 48% of students disagree that students treat adults respectfully.

Almost 50% of incidents in OORS involve students with IEPs.

There is currently a lack of clear, appropriate, and consistently applied consequences for inappropriate behavior.

Part 2 – Annual Goal

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 June 2016, the implementation of a Behavior Support Team and the integration of guidance and discipline systems will ensure that students feel physically and emotionally secure as measured by a 15% decrease in incidents reported in OORS between September 2015 and June 2016.

Paraprofessional hired to support ICT classrooms to allow for greater academic intervention services in the ICT classroom.

Special Education Coordinator and School Based Support Team collaborate to schedule IEP meetings

Urban Assembly PSO Support – 1 Coach supports the quality of special education services on a weekly basis.

Grade Team Meetings: members of the community who serve the student of focus invited by principal to participate in meeting facilitated by Guidance Counselor and Special Education Coordinator

SIT Team Meeting: monthly meeting scheduled and facilitated by Special Education Coordinator

Dean monitors anecdotal reports in Skedula and follows up with parents.

Grade-specific Positive Behavior Support Systems created to provide students with initiatives.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		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.

When compared with data from the same month in the previous school year, the overall number of behavior incidents will decrease by 10% in January 2016 as compared to January 2015.

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 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.

According to our April 2015 Quality Review, “Although the principal indicated that teachers were in the process of encouraging student to student discussion and allowing more wait time to better support students as they reflected on questions asked by the teacher and their classmates, these practices were not consistently seen across all classrooms.”

Furthermore, as per the school’s Quality Review feedback, “Although the principal, teachers, and students described a school-wide focus on annotation and students citing evidence in their writing and speaking, this practice was not consistently observed across the majority of classrooms visited. In one history class, while there was evidence of students annotating the text they had just read, some students could not explain how this practice was helping them understand the text.

Based on the most recent Quality Review our rating was “developing” for 1.2 Pedagogy and 2.2 Assessment.

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, teachers and staff at Harbor School will establish an observable set of 3 teaching practices that align with the school’s belief that students need to be engaged in the learning process and are consistent across all classrooms. The 3 teaching practices will be: 1. Lesson Plan Format/Structure 2. Questioning and Discussion Techniques and 3. Utilizing Rubrics for assessment, peer review and self-review.

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) 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>Department meetings during the school day a minimum of 1 times per week. Instructional Rounds groups meet once a week to debrief with teachers and inform next steps for the groups.</p>	<p>All teachers</p>	<p>September-June</p>	<p>School Leadership/ Department Leaders/ Instructional Coaches</p>
<p>Weekly meeting between administration and Department Leaders to provide professional development and support.</p>	<p>Grade Team Leaders</p>	<p>September-June</p>	<p>School Leadership</p>
<p>Inquiry cycles with questions grounded in observation data, a focus on target students, and systems to monitor and evaluate student progress as a result of inquiry work.</p>	<p>Department Teams/ Instructional Rounds Groups</p>	<p>September-June</p>	<p>Grade Team Leaders with coaching from School Leadership and Urban Assembly coaches</p>
<p>Sharing of curricula and standards between CTE teachers and academic teachers on the same grade teams in order to identify areas for interdisciplinary lessons, projects and units.</p>	<p>Grade Teams</p>	<p>September-June</p>	<p>Grade Team Leaders with support from Billion Oyster Project Director/ Curriculum Writer</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>Professional Development Monday: Teachers debrief instructional rounds and engage in Professional Development opportunities led by administrators, teacher coaches, and department leaders.</p> <p>Coaches meet with individual teachers on a weekly basis. Coaches visit classrooms, debrief and provide next steps.</p>

Instructional cabinet will be created, made up of department leads, principal and assistant principal. The

instructional cabinet meet weekly to discuss Monday PD and coaching assignments.

District 2 Talent Coach meets monthly with the principal to give feedback on written observation forms, visit classrooms, debrief visits and strengthen feedback.

Funds to pay teachers for per session and substitute teachers to cover classes

Principal attends monthly Principal’s meeting.

Assistant Principal attends monthly AP meeting.

Principal attends monthly instructional round support at other Urban Assembly schools.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		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.

In November 2015, teachers and faculty will create and develop a problem of practice with focus questions. These focus questions will be used for Informal/Formal observation feedback and during teacher inter-visitations.

By December 2015, teachers and staff will engage in 1 cycle of Instructional Rounds; instructional strategies explored during team debrief meetings will be observed in every team member’s classroom resulting in gains made on the teacher MOTP report.

In December 2015, teachers and staff will participate in a staff-wide discussion of the experience (facilitated by the principal); next steps identified during this discussion will be implemented in subsequent rounds.

By March 2016, teachers and staff will engage in the 2nd cycle of Instructional Rounds; instructional strategies explored during team debrief meetings will be observed in every team member's classroom resulting in gains made on the teacher MOTP report.

In April 2016, teachers and staff will participate in a staff-wide discussion of the experience (facilitated by the principal); teachers and staff will review the instructional strategies shared by teams and identify a set of strategies that have already or will soon become part of their regular teaching practice resulting in gains made on the teacher MOTP report.

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.

Based on the 2014-2015 Advance data, 40% of teachers were rated ineffective or developing in component 3b: Questioning and Discussion Techniques and 3d: Using Assessment in Instruction on the Danielson Framework for Teaching.

Both Quality Review and Principal Practice Observation Visit feedback indicated 1.2 Pedagogy, 2.2 Assessment as areas of focus.

In our April 2015 Quality Review, the reviewer wrote: “Across classrooms, teachers’ use peer and self-assessment practices varied. In the Marine Biology class, students worked in groups and then graded each other's work before sharing it with the entire class. In other classrooms visited, although students worked together, they did not peer or self-assess their work. This resulted in some students not being able to articulate what they were working on and why it was important. It also resulted in others, once they were stuck, not being able to complete the task.”

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 June 2016, all teachers will receive targeted support, which will result in a 15% increase of all teachers’ rating scores on Danielson Framework Components: Engagement (3c) and Assessment (3d) as measured by Advance’s Measure of Teaching Practice (MOTP).

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional development on creating formative and summative assessments and on using student data from assessments to inform instructional decisions.	All teachers	September - May (Monday PD Time)	School Leadership; Team Leaders
Completion of 4-6 Advance observations with specific, actionable feedback that is connected to professional development on assessments.	All teachers	October-May	School Leadership
Incorporation of student work as part of the feedback process for teacher observations/ evaluations.	All teachers	October-May	School Leadership; Team Leaders
Using the school's observation tracking system to monitor teacher observation data as a means of providing targeted coaching and differentiated professional development.	All teachers	October-May	School Leadership; Team Leaders

Part 4 – Budget and Resource Alignment

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>1 Instructional Coach working with teachers to provide teachers and paraprofessionals with increased instructional support.</p> <p>Department Meetings- Teachers meet weekly to plan lessons to help support students to meet the demands of the common core task and to develop rubrics to assess student work.</p> <p>Professional Development Monday – Teachers debrief instructional rounds and engage in Professional Development opportunities led by the instructional coach, department leaders, and administrators.</p>

Instructional cabinet will be created, made up of department leads, principal and assistant principal. The

instructional cabinet meet weekly to discuss Monday PD and coaching assignments.

District 2 Talent Coach meets monthly with the principal to give feedback on written observation forms, visit classrooms, debrief visits and strengthen feedback.

Funds to pay teachers for per session and substitute teachers to cover classes

Principal attends monthly Principal’s meeting.

Assistant Principal attends monthly AP meeting.

Principal attends monthly instructional round support at other Urban Assembly schools.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		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.

First Round of MOTP scores showed a school-wide score in the Danielson Framework components: Developing in Planning (1e), Developing in Engagement and a Developing in Assessment (3d).

Second Round observation ratings will take place in November/December 2015 showing a 5% growth in these three components.

Third Round observation ratings will take place in January/February 2016 showing a 5% growth in these three components.

Fourth Round observation ratings will take place in March/May/June 2016 showing a 5% growth in these three components.

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 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.

We understand that as a school, it is the utmost importance to establish a productive partnership with families to engage them in their children’s learning. Establishing a school as part of an intricate component within a community is extremely important. Participation and attendance to conferences, workshops and supporting events has not met our standards.

We have been successful in communicating with parents the instructional needs of their children. Staff has worked hard in establishing a productive and trusting relationship with families. The Quality Review reported, “Parents stated that the school offers extensive information and resources about college and career readiness. The school provides students with an array of internships that further support the College and Technical Education (CTE) focus of Harbor School. All CTE programs organize industry visits and internships to expose students to careers in the fields of marine science and technology.

Supporting families and student achievement is paramount. Presenting information in a way that will support parents and generate interests and ideas will be needed to increase participation and attendance.

According to the 2014-15 School Survey only 67% of teachers agree with the statement: "school staff regularly communicate with parents/guardians about how staff can help students learn."

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, Measurabe, Achievable, Relevant, and Time-bound.

By June 2016, the Urban Assembly New York Harbor School will provide workshops, professional development and celebratory events for families that will result in a 20% increase of attendance and participation based on event sign-in sheets.

Part 3 – Action Plan

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: <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. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Technological support, professional development, and accountability for staff to use PupilPath more consistently.	Teachers	September-June	Principal and Assistant Principal; PupilPath Trainer
Professional development for staff on parent involvement strategies and communication methods.	Teachers	October	Principal and Parent Coordinator
Student goal-setting and progress monitoring throughout the school year.	Students	September-June	Team Leaders and Teachers
More frequent progress reports for parents regarding student progress.	Parents	September-June	Teachers with support from Parent Coordinator

Part 4 – Budget and Resource Alignment

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>Teachers provide summer In-Dock sessions for in-coming students. Students spend three days on a sailboat building community amongst peers.</p> <p>Social Worker, Guidance Counselor and Parent Coordinator facilitate workshop for parents. Provide resources for parents in need.</p> <p>Food, space and materials for Parent Workshops.</p>

Bacon and Egg Honor Roll – Honor roll students and parents have breakfast with New Tech staff to celebrate academic accomplishment.

Monthly SLT and PTA meetings – Holiday Dinner, Fund Raising Events, Workshops.

Skedula/ Pupil Path purchased to communicate academic progress to parents.

Teachers make phone calls and log on Skedula throughout the week. Parents are invited to Grade Team Meetings and morning meetings to meet with teachers.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		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.

By January 2016, we will have seen a 15% increase in parent attendance at workshops, student events as compared to participation in January, 2015, which will be determined by sign-in sheets for workshops, curriculum nights and parent-teacher conferences.

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)	Protocol implemented by grade teams using student testing data and observations to identify students who need interventions/ types of interventions	Office Hours; After School Credit Recovery; After School Regents Prep; Online coursework; Peer tutoring; Co-teaching (Special Education); LRE	Small Group; One-to-one; tutoring; online; whole class	Before School After School Lunch Periods
Mathematics	Protocol implemented by grade teams using student testing data and observations to identify students who need interventions/ types of interventions	Office Hours; After School Credit Recovery; After School Regents Prep; Online coursework; Peer tutoring; Co-teaching (Special Education); LRE	Small Group; One-to-one; tutoring; online; whole class	Before School After School Lunch Periods
Science	Protocol implemented by grade teams using student testing data and observations to identify students who need interventions/ types of interventions	Office Hours; After School Credit Recovery; After School Regents Prep; Online coursework; Peer tutoring; Co-teaching (Special Education); LRE	Small Group; One-to-one; tutoring; online; whole class	Before School After School Lunch Periods
Social Studies	Protocol implemented by grade teams using student testing data and observations to identify students who need interventions/ types of interventions	Office Hours; After School Credit Recovery; After School Regents Prep; Online coursework; Peer tutoring; Co-teaching (Special Education); LRE	Small Group; One-to-one; tutoring; online; whole class	Before School After School Lunch Periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandated counseling; Recommendations by grade teams; Post-suspension support where necessary	Counseling; Connecting students and families to outside services	Small Group; One-to-one	Throughout the 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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,958,987.00		

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.

Parent Involvement Policy (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 2	Borough Manhattan	School Number 551
School Name Urban Assembly New York Harbor 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 Jeffrey Chetirko	Assistant Principal Aneal Healms
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher Leslie Chow	School Counselor type here
Teacher/Subject Area Jeremy Lynch/CTE	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ronni Ettinger
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

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	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	2	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)	423	Total number of ELLs	6	ELLs as share of total student population (%)	0.00%
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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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input 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														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	6	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	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										0
DL										0
ENL	0	0	0	3	0	1	3	0	2	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 Spanish										0	0	0	0	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): _____	Number of students who speak three or more languages: _____
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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										1	1	3		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)	0													0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)												3		0
Expanding (Advanced)										2		1		0
Commanding (Proficient)														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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									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	2		1	
Integrated Algebra/CC Algebra	4		2	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				

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	4		0	
Geography				
US History and Government	1		1	
LOTE	1		1	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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)	1							
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.

The New York Harbor School has a small number of ELLs. Both the ENL teacher, ELA teachers, and content teachers are able to use data generated in class (teacher-created assessments, student participation, writing samples, informal observations and both summative and formative assessments) to fully understand the literacy skills of our ELLs, instead of relying only on standardized testing. We include in the data collection NYSELAT scores, LAB-R scores, Grade 9 scores, and information from periodic assessments, Common Core standards, and Regents exam scores to help give us an idea of how to design instruction to help our ELL population increase his/her English language skills yearly.

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

From the data we gather, we are able to modify and scaffold our curricula to better meet the literacy needs of ELLs by using a sheltered language approach, differentiated learning, and creating individualized goals for our ELLs based on our informal and formal data collection in a Push-In model to support the academic content of the following subjects: Math, English, Social Studies, and Science.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The New York Harbor School currently has 0 Entering students, 0 Emerging students, 4 Transitioning students, 2 Expanding students and 0 Commanding students. The majority of our ELLs are in grades 9, 10, and 11. This year we have two new ELL students in the 9th grade who placed in the Expanding category.

Our ELLs are a complex and diverse group of students. Behind each ELL's data is a story, and we at the Harbor School do our best to learn, understand, and honor each student's unique experiences and situations. We look to the data to help us design instructional data to help improve our ELLs English language learning and we also work with the student in small and nurturing environment to help

model best practices and healthy relationships with adults and peers. At the Harbor School, we work together in a collaborative environment in which content teachers, special education teacher, the Dean, and the ENL teacher work together as a team to implement best strategies to meet the academic and emotional needs of the ELL learner. At the Harbor School, we make sure to know each student as an individual so that we can create programs and opportunities that will strengthen the student as a learner and meet high school graduation requirements including mastering course work and passing the Common Core Regents exams.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Effective May 2015, the New York State English as a Second Language Achievement TEST (NYSELAT) has changed and the previous test has been phased out with a new NYSELAT created to accommodate the Common Core standards. 3 of our current ELL students took the new NYSELAT exam in May 2015 and 2 were absent. The ENL coordinator analyzed each student's individual NYSELAT score reports that were available to better know the proficiency levels of each student. The data suggested that all ELL students have developed Listening and Speaking skills but not Reading and Writing skills. This trend is consistent with the nature of language learning, but it is more prevalent in students who struggle with literacy, namely Long Term ELLs and ELL-SWDs. It is important to note that 5 out of the 6 ELL students are also receiving special accommodations : Team Teaching.

At the Harbor School, our focus is to help our students develop true literacy in every sense of the word – oral and written communication and expression, social interaction, critical thinking, critical reading, etc. Therefore, all instruction reflects this focus and strives towards a well-rounded, inquiry-based approach that will inspire students to reach their highest personal potential. However, we are also mindful of the trends in data, as we must be in order to best teach our students. As evidenced by NYSELAT data, the majority of ELLs at the Harbor School are less proficient in Reading and Writing than they are in Listening and Speaking. Therefore, the focus of ESL instruction is developing reading and writing, through the lens of holistic literacy, which allows for ample opportunities for students to speak and listen, as well.

We do not offer bilingual classes or a dual language program; therefore, students can choose to test either in English (this language in which they learned most of their content) or with a side-by-side translation. Students opt to take the Regents exams in English.

We are determined to raise our ELLs' achievement on standardized tests in Science and Math and have taken a number of steps to achieve this goal, including an integrated model with an ENL teacher working with the content teacher, targeted professional development for content teachers of ELLs, resource room support that focuses on the content areas, and providing more helpful and accessible resources to students in the content areas.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. There is limited Regents data available about our current ELLs, as two of them are in the ninth grade. Ninth and tenth grade students last year took the Integrated Algebra exam and English Comprehensive and English Common Core test. Students were given the option of testing in their native language or English; all students chose either to test in English or to have both languages available and respond in English or Spanish. From the periodic assessment, we can deduce that out of the 4 ELL who took the Integrated Algebra Regents, 2 passed and out of the 2 who took the English Common Core test, 1 passed. Our ELLs have chosen not to take the Regents in their home language.

We do not offer bilingual classes; therefore, students can choose to test either in English (the language in which they learned most of the content) or with a side-by-side translation. 100% of our ELL students opt to take their tests in English.

We are determined to raise our ELLs' achievement on standardized tests in Science and Math and have taken a number of steps to achieve this goal, including scheduling changes in Math, targeted professional development for content teachers of ELLs, resource room support that focuses on the content areas, a Push-In model to support ELL math and science learning, and providing more helpful and accessible resources to students in the content areas.

b and c. We have not given the ELL Periodic Assessment, as the ESL coordinator/instructor from 2010-2014 did not find it to be helpful in her past experience. Instead, the ESL coordinator/instructor developed NYSELAT-based tasks to evaluate students' progress in each modality over the course of the year.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

This question is not applicable to our school.

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

The ENL coordinator/instructor meets with content teachers informally and formally. During weekly formal English department meetings, the ENL instructor/coordinator plans with subject teachers and discusses student work analysis and skills needed for each grade level.

In order to meet the instructional needs of our ELL learners, we have chosen an Integrated ENL model this year to support the content areas in Math, Science, English, and Social Studies. The ENL instructor supports the English language learning in the content area and works one-on-one or in small groups with the ELL teachers in a designated time schedule. We follow the mandated ELLs units of study and staffing requirements outlined in the CR Part 154-2.

At the beginning of the year, teachers are provided with information about ELLs in their classes, including background information and proficiency and skills levels. Additionally, the ENL coordinator/instructor meets with students to figure out their specific needs and how the school can best accommodate those needs. The ENL coordinator/instructor suggests research-based strategies for teachers to use with students who are language learners.

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

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

This question is not applicable to our school.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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

Part IV: ELL Identification Process

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

1. 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.

When a new student enters the school from outside of the city or from a private school, the Pupil Personnel Secretary and Dean or personnel who handles scheduling immediately alerts the English as a New Language (ENL) coordinator. The ENL coordinator sets up a timely meeting with the parents and the student in order to conduct an informal interview and administer the Home Language Identification Survey. The HLIS is administered by the ENL coordinator, Leslie Chow. The ENL coordinator is not Spanish-English bilingual; when translation is needed in Spanish, an in-staff bilingual guidance counsellor, Jennifer Espailat and Jessica Cueva helps translates and for other languages except for Arabic (Faculty member Hussein Fares can translate Arabic at the Harbor School), the school calls on a qualified bilingual staff member or a translation service. If the home language is determined to be English or the student’s only language is English, the student is not classified as Limited English Proficient and will enter the general education program. If the home language is other than English, the student should be administered the Language Assessment Battery – Revised (LAB-R) by Leslie Chow, the ENL coordinator within 10 days of entry to determine his or her English proficiency level.

Once administered the LAB-R, the coordinator works with the parents to determine the appropriate placement for the student. If the student tested above proficiency, he or she is not considered an English Language Learner (ELL) and enters a general education program. If the student places below proficiency, the student’s parents are called in once again for an informational meeting about ELL program choices. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. The ENL coordinator holds an orientation with the parents that describes the three program choices. Parents view the Office of English Language Learners (OELL)-produced informational video during the orientation in which program placement options are presented with clarity and objectivity. The video is available in nine languages. The ENL coordinator also provides parents with informative brochures in their native language to

support their understanding of the available programs. After participating in these activities, the parents complete the Parent Option form. If the parents do not select an option, the default option is a Push-In ENL model for Transitioning, Expanding, and Commanding levels in which an Integrated ENL model is scheduled for the ELL students in which 2 Individually Certified Teachers (Co-Teaching) is implemented with a certified ESOL teacher and a 7-12 certified Content area teacher. Entering (Beginner) and Emerging (low intermediate) ELL students must receive ENL instructional time mandated in the CR Part 154-2 (9-12) English as a New Language (ENL) Units of Study and Staffing Requirements. If the parents select an option other than Stand-Alone ENL or Integrated ENL (which are the only programs Harbor School offers at this time), the school guidance team and ENL coordinator work with the parent to find an appropriate placement, meanwhile providing the student with the appropriate number of classes for the student's level.

In April and May of each year, the ENL coordinator administers the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs according to the process indicated in the directions.

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).

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

3. Describe 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).

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

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

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

Once a form is completed, the ENL coordinator makes a copy of the form, retains one copy in an ENL binder and places the other in the student's cumulative folder stored in Room 202.

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.

The Urban Assembly New York Harbor School makes every effort to place students in the program selected by their parents. The ENL coordinator (Leslie Chow) works extensively with parents in their native language to inform them and help them determine the appropriate program choice for their child. If a parent does not choose an option, the default program is Transitional Bilingual, as per CR Part 154-2. At this point in time, Harbor School offers only ENL classes because we do not have the required number of students whose parents chose Transitional Bilingual classes in order to start a program. If parents want their student to be in a bilingual or dual language program, the school works diligently with the network to inform the parents in their native language of a school where the desired program exists, as well as to help the parents understand that we will provide their children with excellent language development and academic support through our ENL program until the student is able to be transferred into a school that offers a program aligned with the parents' choice.

Once the student has been placed in the appropriate program, the ENL Coordinator writes and sends parents a placement letter informing them of their child's placement. She uses the Placement Letter template on the DOE website and ensures that parents receive the letter in their home language, either by using a translated copy of the

letter or by using a translation service for lower incidence languages. She also ensures that the ELPC screen in ATS is updated within 20 days.

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

5. Describe 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).

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

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.

In the past years, the Urban Assembly New York Harbor School has provided services that are in alignment with parent choice. So far, that has meant providing ENL services only, as the school has not had a population of 20 LEP students in a single grade or single second language or a grade span whose parents chose the bilingual program option. Currently, we are investigating the parent choices of the remaining 4 ELLs and are surveying the two new ELLs. Every year, the ENL coordinator sends parents Entitlement letters in their native language which detail the student's current program and informs parents of their right to transfer their child to a school with a program that aligns with their choice. If parents do not respond, the default program remains ENL. When cases arise in which individual parents chose the bilingual or dual language program option, school staff including the guidance counselors, ENL coordinator, and parent coordinator work diligently to assist the parent in finding such an option. For the past two years, no parents have chosen to remove their child from Harbor School for this reason.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL coordinator/instructor works with the principal, vice- principal, and dean to send out Parent Surveys and Program Selections to our ELL parents or guardians in the form of a letter. We follow up with a phone call and our bilingual counsellor helps translates English into Spanish. All forms of conversation are recapped and filed in a Pupil Path anecdote. If we do not get the form returned, we follow procedure and the default program for ELLs is a bilingual education and the students parents will have to work with the guidance counsellor to find a school that offers a bilingual program for his/her child.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the Parent Surveys and Program Selection forms have not been returned. The school follows up with a phone call home with help from in staff bilingual translator, if needed, inquiring about the missing document. If we cannot communicate with the parent or guardian, the ENL coordinator informs her administrators of the problem.

9. Describe how your school ensures that placement parent notification letters are distributed. The ENL coordinator generates the placement parent notification letters and works with personnel to get the correct address, mails the letter and then follows up with a phone call with the help of our in-staff bilingual translator if needed. If no one can be reached, the ENL coordinator informs her administration that no one is answering the home phone contact.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL coordinator keeps a physical copy in a binder with all ELL document and all mandated letters and forms are scanned and placed in the ELL student's folder on our Google Drive where administrators, school secretary, and the dean have access to.

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.

ELL students are informed about the upcoming NYSELAT exam in March that the test is going to be administered in April and May. Our ESL coodinator/instructor received traning from the Children's First Network this year in May 2015 about the changes in the NYSELAT exam and training on how to score the listening, speaking, and writing sections. ELL students take the lstening, speaking, reading and writing sections as mandated in the testing accomodations and at the end of the each section the tests are gathered and stored in a locked area. The ENL instructor scores the listening, speaking and writing sections using the rubrics given and then the

assistant principal sends the tests back to the designated location as per instructed. All unused copies are returned with the booklets and answer forms.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL coordinator works with the principal, vice-principal, parent coordinator, and guidance counsellor, special education coordinator, testing coordinator (TBD), and programming co-chairs to compile a list of formal ELLs who have tested out of ENL services but can still receive for up to two years testing accommodations and 90 minutes of ENL. To the best of our ability, we will work diligently to offer translation services to our ENL parents: written and oral. When the school sends out official documents, we will try to get them translated into Spanish and Chinese and all other alternate languages needed to best communicate and inform our ENL parents.
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).
The trend is to opt for the ENL integrated co-teaching model. No parents have yet chosen the bilingual or dual language programs.

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.
 - a. Organizational Model
Since we have only six ELL students, the New York Harbor School uses a Integrated ENL - 2 individually certified teachers model with one certified ESOL teacher and a 7-12 certified Content Area teacher.
-supporting the literacy, language, and academic skills in the content area through reading authentic texts and writing on demand skills and/or decoding mathematical word problems to help solve real life problems.
- incorporating research-based ESL instructional strategies that support diverse ELLs' growth in all content areas and in literacy
- promoting a multicultural, holistic approach to learning that includes a multitude of cultural learning opportunities, such as field trips, community speakers and partnerships, our unique Maritime Career Technology Education program and in-school events.
 - b. Program Model
The Harbor School programs ELLs in integrated ENL classes that are specifically designed to meet their individual needs. All ELLs are programmed into a 90 minute or 180 minute supported ENL class depending on the ELL's level. Because Harbor School only has four ELLs in grades 11 and 12, these students are included in the classes with non ELL students. If and when Harbor School has more students at grades 11-12 and 2 in grade 9. ENL classes will be separated into grade bands (9-10, 11-12). In addition to this class, Intermediate and Beginner students must be programmed into ENL resource rooms with a certified ENL instructor. The purpose of resource room is to support ELLs' progress in their mainstream content area classes, while also strategically providing extra opportunities for English language development.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
The ENL coordinator (who is also the ESL instructor) works diligently with administration to ensure that all students are receiving the required number of minutes as per CR Part 154-2 (9-12) English as a New Language (ENL) Units of Study and

Staffing Requirements. Entering (Beginning) receive 3 units of study per week 540 minutes of ENL instruction per week. Emerging students receive 2 units or 360 minutes of ESL a week. Transitioning students receive 1 unit or 180 minutes of ENL instruction per week and .5 unit of study in ENL/ Core Content area, and Expanding receive 1 unit per study per week and 1 unit of study in ENL/Core Content area. Commanding receive services for an additional two years and .5 units of study per week of integrated ENL in ELA/Core Content area Throughout the year, the ENL Coordinator works with the guidance team and programming coordinators to make sure that all ELLs are being appropriately served. With the addition of the resource room classes to our program, some students are actually receiving more than the minimum ENL instructional time, without any detriment to their credit accumulation or content-area learning.

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.

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

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

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

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

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

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

Before the school year begins, the ENL coordinator/teacher analyzes the previous years' NYSESLAT results and Regents scores in great detail in order to plan appropriate instruction for the ELLs. She provides all teachers with a detailed explanation of students' proficiency levels and offers suggestions for strategies that will support students in each modality of the English language (Speaking, Listening, Reading, and Writing). Over the course of the year, she evaluates ELLs' growth in each modality through formal and informal assessments in ENL classes, as well as through observation of students in other classes and conferences with teachers. Formal and informal assessments include NYSESLAT-based tasks, classroom observation, participation in classroom discussion, reading conferences, classwork, exit slips, and performance on rubric-based tasks. In the ENL classroom, all rubric-based tasks are aligned with aspects of the NYSESLAT rubrics for Speaking and Writing, while also taking into consideration rubrics for other assessments the students will have to take. As data is collected, the ENL teacher/coordinator plans instruction accordingly and provides appropriate support for ELLs in their content area classes.

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. SIFE

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

b. Newcomers

Newcomers receive the appropriate amount of ENL instruction based on their level according to CR Part 154-2. They receive targeted language instruction and content area support through direct ENL instruction and ELL resource room. The ENL coordinator ensures that students learn and use a variety of text and online resources in their native language to bolster the content they learn in their classes. They are programmed for mainstream classes, unless they have additional instructional requirements such as an IEP or SIFE status. When a student first arrives at school, the ENL coordinator arranges for the student to be paired with an ELL ambassador, who helps the newcomer with adjusting to the school and social situations. Although ELLs are exempt from testing for one year after they first arrive, the school begins to prepare them in appropriate ways as soon as possible through content area classes and native language support for content area material. After the first year, students sit for the required exams and receive all ESL testing accommodations, including extended time, bilingual dictionaries and glossaries, separate location, side-by-side exam translations, and the listening section read three times on the English Regents.

c. 4-6 years

ELLs receiving service from 4-6 years take the required number of ENL instructional minutes as per their proficiency levels and CR Part 154-2. Frequently, students at this stage of language acquisition need additional support for tasks at the higher end of their grade band. The ENL teacher/coordinator determines the appropriate scaffolds for each student and designs instructional plans that can be implemented in each of the student's classes, making adjustments along the way as the student makes progress and new data is collected.

d. LTELLs

Long-term ELLs (LTELLs) take the required number of ENL instructional minutes as per their proficiency levels and CR Part 154-2. Students at this stage of language acquisition need additional support in reading and writing tasks at the higher end of their grade band. The ENL teacher/coordinator determines the appropriate scaffolds for each student and designs instructional plans that can be implemented in each of the student's classes, making adjustments along the way as the student makes progress and new data is collected.

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

e. Former ELLs

Former ELLs who have tested out of ENL within the past two years are provided with additional support from the ENL coordinator/teacher when appropriate, through individual conferences with students and teachers, extra help after or before school, and the use of native language online and textual resources. She frequently checks on the progress of the students in their mainstream classes, and implements any necessary interventions to support them. Additionally, the ENL coordinator ensures that all ELLs who tested out within the past two years continue to receive testing accommodations. The ENL coordinator analyzes test results from the previous two years and generates the list of ELLs who have tested out of ENL services but still receive mandated testing accommodations. This list is disseminated to administration and the Testing Coordinating at the New York Harbor School. Former ELLs are now eligible for ELL testing accommodations and 90 minutes of English as a new language for up to 2 years after testing out

- 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.

Reentry identification: the process to determine if a student is an ELL who is reenrolling in a New York State public school after not having been enrolled in a New York State public school at any time during the preceding immediate two years (less than 24 months).

Reidentification Process: the process created to allow schools, parents, and students who believe that a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment) that the ELL Identification Process be administered a second time. The Re-Identification is timely and must be filed within 45 days and special mandates must be followed as outlined in the the Re-Identification process (pages 20-23) in the English Language and Learner Policy Guide 2015-16.

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?

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

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

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?

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

Chart

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 Dually 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.					

*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.

Chart

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 Dually 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.

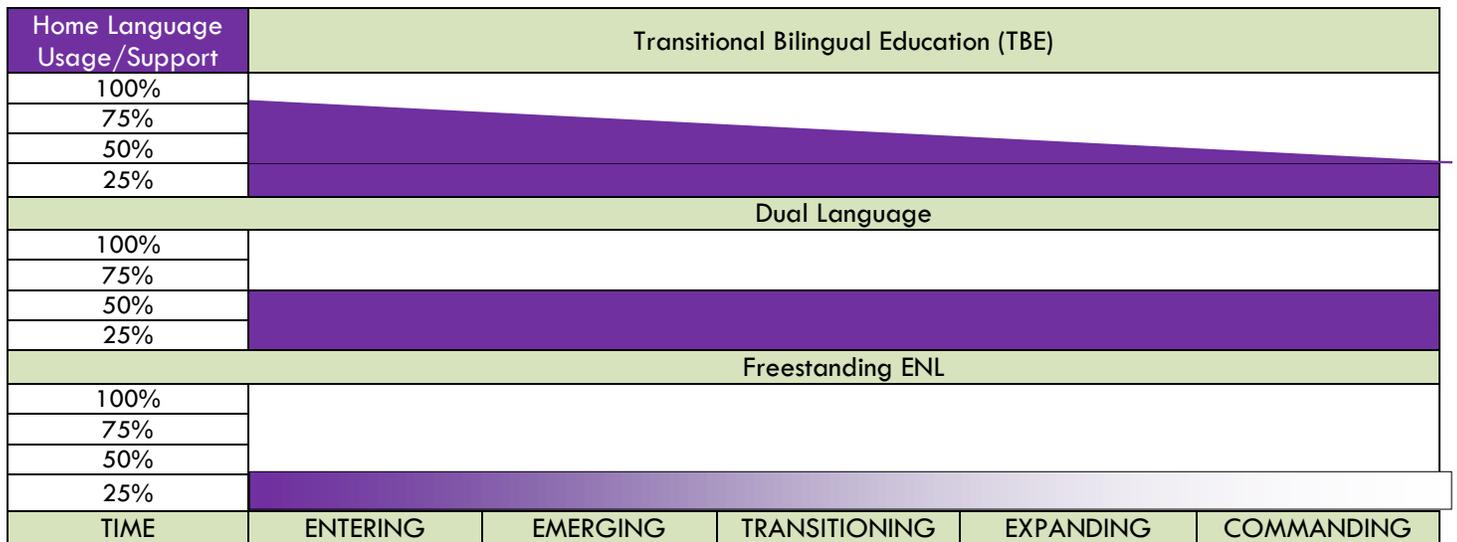


*Note “other approved services” does not apply to New York City at this time.

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. ELLs are targeted for intervention in their content area classes based on data collected through Grade 8 data, pre-assessments and interim assessments, classroom performance, and report cards. The ESL teacher works closely with content area teachers to improve classroom instruction for all ELLs, and supports Intermediate and Beginner ELLs content area classes through Resource Room. She also works with students after school or during lunches. Content area teachers also hold office hours regularly or by appointment, and ELLs are encouraged to attend. Most intervention services are offered in English, because the majority of our teachers speak English and not all of our ELLs speak the same language; however, we make sure to provide native language support through resources such as peer tutors, websites, text books, translations, and bilingual dictionaries.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Harbor School's ELL population has declined considerably from approximately 17% in 2010-2011 to 1% since the school's move from the Bushwick neighborhood of Brooklyn to Governors Island. As the population has diminished, the program has changed in scale and in approach. As population and therefore the program's budget has declined (for example, we no longer qualify for Title III money), one struggle has been to continue providing services to ELLs that not only support their language development and content learning, but also bolster their social and cultural growth, as well. Our ELLs are making progress, as evidenced by their growth on past years' NYSESLATs; however, we must improve pass rates for ELLs on standardized tests so that they are on track for graduation. Providing targeted content area support both in and out the classroom is essential to support ELLs' progress. The ENL coordinator/instructor has made a point to seek out and take trainings (along with content area teachers) in Science and Math to better serve our ELLs in those content areas and improve their performance on standardized tests. The past few years have been a time of transition, but we are determined to continue to serve our ELLs at the highest level, and we believe that serving ELLs and training them to be environmental stewards is an important part of promoting our school's mission and diversity.
12. What new programs or improvements will be considered for the upcoming school year?
Our ELLs need more support in all of the content areas and especially in the Integrated Algebra, Living Environment, and Global History areas and this year we have opted for the Integrated ENL model with 2 individually certified teachers (co-teaching) model.

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

Another program being considered for next year is not new, but has not been part of our ENL program for several years. The ENL coordinator would like to start an ELL Explorers program for ELLs to encourage their exploration of and participation in the culture of New York City. We would also like to start a peer tutoring program that would serve all students, with targeted interventions for ELLs, in particular. Finally, the school would also like to build capacity in order to offer a Spanish class for native speakers that would be focused on literacy skills to promote students' reading and writing abilities that will transfer to English proficiency and support them when they take standardized tests, as well.
13. What programs/services for ELLs will be discontinued and why?
Over the past several years, we have had to discontinue some programs due to our diminishing ELL population and lack of funding. We have had to cut back our city trips orientation program for newcomers, which exposed new students to New York City and taught them language and culture in the process.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are informed of and encouraged to join any and all school programs and clubs. Many participate in clubs and sports teams including soccer, sailing, fishing and swimming. This year, ELLs are encouraged to participate in the gardening and Composting internships. We ensure that ELLs have the opportunity to participate in conferences and college trips, as well. All students, including ELLs and SWDs, are supported in their participation in after-school activities, particularly through partnering with peer mentors who have had more experience in the club.
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.
The school provides instructional materials to promote ELLs' social, academic, and cultural development. We provide bilingual resources including: native language books in our library (or through our MyLibrary services), translations of texts, dictionaries, thesauri, and glossaries. We use the Words Their Way for English Language Learners instructional guide for improving reading and spelling. For Beginner ELLs, we use the Keys to Learning for Newcomer ELLs, which includes a technological component. Given our budget restraints, the ENL coordinator regularly researches helpful websites and apps that students can use free of charge,

including Khan Academy, PHschool.org, and Brainscape.com. We also use an online grading system that allows students to closely follow their grades and progress over the course of the year. Parents also have access to the system.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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).

All freshman students participate in our Indock summer program and the maritime policy course, which introduces new students to our school and our island. ELLs are included in the Indock program. The maritime policy course introduces students to the different maritime studies that all students including ELLs can choose from after the completion of their freshman year. CTE programs include: aquaculture, marine biology research, marine systems technology, ocean engineering, professional diving and vessel operations. In addition to our CTE programs, ELLs are encouraged to participate in volunteer work including the Billion Oyster project led by the New York Harbor School.

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

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

This question is not applicable to our school.

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.)

1. Professional Development Plan for ELL Personnel

The ENL coordinator (who is also the instructor of ENL) attends frequent professional development workshops and trainings throughout the year including an orientation and training session to the NYSELAT exam and the Implementation of New CR Part 154 to Ensure High Quality Education for English Language Learners hosted by the DOE. Each year, she uses student data and teacher feedback to create a plan to attend professional development offerings that will facilitate her own development as coordinator and instructor, will better her ability to assist content area teachers in their instruction of ELLs, and will build capacity for supporting ELLs in all areas of their social and academic development.

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

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

2. Professional Development to Support Teachers with CCLS for ELLs

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

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

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

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

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

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

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?

We are building capacity within our school and professional development is also led by our own highly trained and experienced teachers in the Common Core Learning Standard. The ENL coordinator and instructor is also a Lead Content trainer for the Office of Assessment and leads workshops on the Common Core standards and norming process for the English Comprehensive English Regents and the English Common Core Regents. We offer professional development in these subject areas in-house and during our departmental meetings. We also offer staff development in other subjects and encourage teachers to attend professional development and turn-key what they learned and share with other staff members. In addition to staff development, we also have

inter-visitation model and teachers visit each other's classrooms and reflect on best practices and how literacy is supported in the different grades.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We have a SAIL advisory team of older students helping younger students. The SAIL advisory team is comprised of seniors who are on the leadership team at the New York Harbor School. They meet once every two months with the freshman in their Maritime Policy course and help the freshmen with their transition period in a peer-to-peer and peer-to-mentoring program.
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.

We will build capacity within the school and offer professional development in-house to help support language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

The ENL coordinator and instructor keeps records of all professional development training received in a spreadsheet with a title of the workshop, hours spent, and focus in instruction on the Google shared drive. She then turns keys what she has learned with the other English teachers during the weekly departmental meetings in a train-the-trainer model.

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?

At the Harbor School we work as a team to meet the needs of the ELL population. The ENL coordinator is the point person and schedules an initial meeting with the ELL parent or guardian by December 2015. If a language other than Spanish is the preferred language, we will contact the Translation and Interpretation Unit for assistance. During the parent meeting the ENL coordinator meets with the parent or guardian and one other member of the cabinet will be in attendance: Principal, Vice-Principal, Dean, Parent Coordinator, and or Guidance Counsellor. Records will be kept of the meeting and the meeting will follow an established protocol. The ENL Coordinator will do her best to have the parent attend the meeting at the school but if the parent is unable to because of work or other obligations, we will try the second option of a telephone conversation meeting to discuss goals of the program and the language progress of his/her teenager. Again records will be kept and posted as an anecdote in Pupil Path.

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.

ELL Parental Involvement Paste response here:

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

1. ELL Parental Involvement

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

2. Partnership with other agencies to support ELL parents

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

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

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

The school evaluates parent needs by soliciting and listening to parent comments through the SLT, PTA, and Parent-Teacher

Conferences. We examine the yearly Parent Survey to better understand parents' needs. In addition, the ENL coordinator sends home an annual parent survey specific to ELL parents in order to gain information about their needs. The survey contains targeted questions in regards to the questions and concerns that parents have, as well as the type of support from which they would most benefit. The ESL coordinator ensures that all communication to parents of ELLs is in their home language, either through utilizing bilingual staff members or the DOE's translation service.

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

All parental involvement activities are designed to meet the needs of the parent through furthering their knowledge and understanding of their child's development and learning, as well as better understanding school operations and opportunities. A major part of our parental communication is to provide translation services which we are diligently working on. When letters, report cards and official documents are disseminated from the school to our ENL parents, translation of those documents should be provided to parents. Currently, Spanish and Chinese are two alternate languages that we can provide to meet the needs our ENL parents.

The ENL coordinator uses parent responses on the ELL parent survey to create workshops and activities that specifically meet the expressed needs of parents. For example, a workshop on helping students with homework or on improving communication with teachers. Additionally, the ELL coordinator works with teachers to ensure that there is regular communication about the child's progress in the parent's home language.

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:

Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
N/A	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Leslie Chow/ENL Coordinator	Teacher/Subject Area		1/1/01
	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: M551 **School Name: The New York Harbor School**
Superintendent: Fred Walsh

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.learn DOE.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.

At the Urban Assembly New York Harbor School, we firmly believe that all parents/guardians should be provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education. Determining language preferences for our parent community is a critical step towards fostering strong family-community ties and providing a supportive environment for all.

The data and methodologies we use to assess language preferences of the parent community are formal and informal. We will look at the ATS data. In addition, we have a calendar with key dates and mandates on our school's Google drive and the LPT (Language Proficiency Team) and we work together as a team to help our ELLs succeed. However, the ENL Coordinator is in charge of certain responsibilities including the Home Language Identification Survey (HLQ) for new students entering the school from outside the city or a private school. When a new student enters the system, the LPT (personnel in charge of student programming and Parent Coordinator) checks to see if the student's home or primary language is other than English and then we set up an individual interview with student and parents/guardians. If the student's home language is other than English, the ENL Coordinator makes a note of the home language that is preferred which is then logged into Pupil Path as an anecdote for all staff. The student is then screened for an initial ELL identification. During the individual interview, the ENL Coordinator makes notations if the student's home language is other than English, After the NYSITELL assessment and if the student is determined an ELL, the student's parent/guardian must receive within 5 days a written notice in their indicated preferred language including the Parents' right to seek a Review of ELL Identification Determination, Information Regarding the Parent Orientation session, and ELLs English language proficiency level. These documents must be available in translation or interpretation in the parent/guardians in his/her preferred language so parents are informed about their child's education. We believe that an informed and active parent/guardians, who supports and understands our ENL program, will be critical towards helping our ELLs succeed sooner than later. Once a student is placed in an appropriate ELL program within 10 days of enrollment, the parent/guardian must receive written notification of their child's ELL Program Placement and the school will follow up with a phone call

translation in the home language preferred and to answer parental questions. To date, Spanish is the only other language that has been requested for parent/guardians of our ELLs.

We plan to build capacity from within and utilize the skills of our Language Proficiency Team (LPT). Jennifer Esposito is a member of our LPT Team and she is also a Bilingual Guidance Counselor. She is the first person on our team to provide translation services from Spanish to English and English to Spanish. In addition, we also have on the LPT Team: Jessica Cuevas, College and Career Counselor and a Spanish Interpreter, Alex Jones, a Social Studies Teacher and Spanish Interpreter, Hussain Fares (Math Teacher and Arabic Interpreter and Translator), and Leslie Chow (English and ENL Coordinator) with limited proficiency in Mandarin Chinese: written and spoken.

Once the ELLs student's home language is determined and if it is other than English, our staff personnel will log that information into ATS and include the home language preferences (Spanish, Mandarin, French for example) in the Adult Preferred Language Report (RAPL), BESIS Student Information Service History (HIBE), and RHLA (Home Language Aggregation) using the ATS Codes.

Non-ELL students' parents/guardian' preferred language are also very important to us and we gather all LEP information via the following forms which is then entered by our school staff in ATS: Student Registration Form, Home Language Identification Survey (HLIS), Emergency Contact Cards, and parent-teacher conferences and or phone calls home.

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, Mandarin Chinese, French, and Arabic.

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.)

Blue Emergency Card- Beginning of the School Year, September
Parent Notification of ELL Identification Determination- Beginning of the School Year, September (For Newly admitted ELLs)
Entitlement Letter- Beginning of the School Year, September (For Newly admitted ELLs)
Continued Entitlement Letter- Beginning of the School Year, September
Non-Entitlement Transitional Letter- Beginning of the School Year, September
Parent Survey and Selection Form-Beginning of the School Year, September (FOR Newly admitted ELLs)

Default Program Placement Letter (Letter not returned)- Beginning of the School Year, September
Discipline Code- Beginning of the School Year, September
School Year Calendar- Beginning of the School Year, September
Respect for All Brochure- Beginning of the School Year, September
After School Program Information- Beginning of the School Year, September, On-Going
Parent Teacher Conference Announcements- October and February
Testing Dates- December and May
Absence or Lateness Notification Letters- October, November, December, February, March, April
Entitlement to Public Education or Placement in Special Education, English Language Learner or any non-standard academic program- Beginning of the School Year, September and On-Going
Health Information- When needed
Field Trip Permission Slips- Throughout the School Year starting in September

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.

Parent Teacher Conferences in October and February
Orientatin and Parent Survey and Selection Form in September (for newly admitted ELLs)
Absentee and Lateness Notification Calls (parent/guardian outreach) in October, November, December and February, March, April, May

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.

We will meet identified translation needs by analyzing the data we gathered and looking at the percentages of parent population that speaks and/or reads a language other than English. We intend to build capacity from within and utilize our Bilingual staff to translate and interpret in the following preferred languages other than English: Spanish and Arabic and for other needs we can look to NYCDOE Translation and Interpretative Unit for centrally produced documents in the 9 covered languages and the T&I Intranet Portal site.

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.

We plan to build capacity from within and utilize our staff for Spanish and Arabic Translation and Interpretation needs. For additional language preferences, we plan to use the DOE Intranet Portal site for centrally produced documents in the 9 supported languages. For additional interpretation and translation

needs besides Spanish and Arabic, we will use the T&I Unit. For student specific documents including absence and lateness notifications, we will use the DOE vendor, The BigWord, Inc.

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.)

We will first train our Language Proficiency Team (LPT) on how to use translation services. We will utilize the webinar found at <http://www.learn DOE.org/tiu/lac/> . Following the training of our LPT, we will then train all staff members at our weekly Professional Development Meetings at the Harbor School on how to use the translation services and over-the-phone interpretation service. Leslie Chow will act as the Language Access Coordinator.

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

We will utilize our school staff for Spanish and Arabic translators and interpreters . For all other language needs, we will first utilize the services offered at the T&I Unit website and request for free translation and interpretation services. For student specific needs, we will use the DOE vendor, The BigWord, Inc. During parent-teacher conferences, for example, we will have a Spanish interpreter for parents and teachers. If other languages are requested, we can utilize the T&I translation services and recommend the phone translation services. If we cannot accommodate the parent during the parent-teacher conference, we can set up an appointment for phone translation within a few days so information can be delivered timely and accurately regarding a student's progress and teacher recommendations.

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)

Parent feedback is an important process of creating and maintaining strong family community ties. Our parent coordinator will help with parent surveys to continually monitor the needs and feedback from our parents/guardians. We will offer the survey in Spanish, Mandarin, Arabic, and French. In this survey, we

will also ask parents/guardians for their preferred language of communication orally and written for school related documents.