



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	04M680
School Name:	HERITAGE SCHOOL, THE
Principal:	DYANAND SUGRIM

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

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

Section 6: Expanded Learning Time (ELT)

Section 7: Academic Intervention Services (AIS)

Section 8: Title I Program Information

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

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

District Information

District: 04 Superintendent: Donald Conyers
335 Adams Street-Room 504 Brooklyn NY 11201
Superintendent's Office Address: _____
DConyers@schools.nyc.gov
Superintendent's Email Address: _____
718-923-5124
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yeut Chu
333 7th Avenue, NY 10001
Director's Office Address: _____
Director's Email Address: _____

Phone Number: (212) 374-0876 _____ 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 School Comprehensive Educational Plan (SCEP) 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)
Dyanand Sugrim	*Principal or Designee	
Kenneth Martin	*UFT Chapter Leader or Designee	
Lynda Lee	*PA/PTA President or Designated Co-President	
Rachel Rivera	DC 37 Representative (staff), if applicable	
Debra Worrell	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Alexis Parker, Clarissa Hernandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sharise Maude	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kecia Hayes	CBO Representative, if applicable	
Denise Byfield-Aboagye	Assistant Principal/Co-Chair	
Dietmar Cziborra	UFT Memeber/Co-Chair	
Shalanda Montague	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary Harris	Member/ Parent	
Andre Edwards	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

The Heritage School, co-founded by Teachers College, Columbia University (TC) in 1996, is committed to creating a learning community that fosters the development of respectful citizens and leaders who possess the skills and habits of mind to be successful in higher education and the world beyond. In addition to our rich and rigorous Common Core Aligned Curriculum, we integrate culturally relevant pedagogy across the curricula. Approximately thirty percent of our students have IEP's and six percent are English Language Learners. Many of our identified SWD and ELLs require additional services and Collaborative Team Teaching, counseling and testing accommodations. We hold the same academic standards for all of our students inclusive of Students with Disabilities, English Language Learners and Economically Disadvantaged students. Our primary goal is to address and meet the social and emotional needs of our student body; to create a safe environment that supports academic achievement. Heritage's secondary goal is to create and maintain a college ready culture that stimulates intellectual curiosity and prepares our students for post-secondary success. Our tertiary goal is to create authentic learning experiences where students are engaged and immersed in various modalities of learning. We foster student's sense of personal identity and self-worth, linking that to the history and identity of East Harlem and New York City as a whole.

To help us to achieve our mission we have revitalized existing partnerships, and cultivated new partnerships. We have renewed our relationship with our founding partner, Teachers College and with Urban Arts Partnership (UAP). Teachers College, The Center for the Professional Education of Teachers (CPET) will build teachers' instructional capacity in research-based best practices that also are aligned to the Danielson Framework to strengthen their CCLS instructional planning and delivery as well as use of assessments (formative, summative and interim) as part of a DDI-aligned cycle of inquiry. Teachers College, REACH will support the development of our teacher teams as they coach teacher leaders in effectively facilitating team meetings that are reflective of instructional talk and are results oriented. Urban Arts Partnership will allow us to integrate the arts into our daily curricula as well as offer students custom workshops based on an assessment of their needs and interests. This year, we have continued our partnership with DataCation which is an important component of our efforts to more effectively use data to drive instruction and student interventions. We have also continued our partnership with Counseling In Schools which has helped us improve safety and our student's sense of personal identity and self-worth.

We have made significant progress in creating a safe, nurturing, and caring environment. In doing this, we have established a new partnership with Kinolved which is an app to help us improve student attendance by sharing real time information with families. Additionally this year we partnered with Outward Bound to help us create a sense of community among students as they build skills to foster effective relationships. They focused on strengthening students' sense of community, confidence, and leadership by engaging them in learning experiences that address trust and team building. Students had an opportunity to reflect on these experiences and learned how to bring critical skills for individual and team success back to their classrooms where there is an expectation for collaborative teamwork around various academic projects. These activities helped to establish a college-ready environment of academic and social behaviors. Each of the aforementioned will play a significant role in helping us to achieve our mission.

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	D
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>These needs assessments are based on the IIT and the QR’s from the last three years. Additionally, we reflected on our current practice and completed a self-assessment.</p> <p>The school leader has a plan to help teachers implement CCLS curricula, with structured and consistent collaborative meeting times as well as in-house and external coaches and PD opportunities, we need, however, to include targeted goals that address the needs of all students which includes ELLS and Special Education students.</p> <p>Interviews and observation of practices indicated that modified work plans for ELLs and students with disabilities are included in more generic subgroups. Therefore, more targeted and purposeful groupings need to be implemented leading to differentiation in instruction. While we have seen significant improvement in students passing the ELA and Algebra Regents, students continue to struggle in achieving College Readiness benchmarks in both English Language Arts and Algebra.</p> <p>Based on our current needs and areas of improvements identified in our most recent Quality Review, we will continue to strengthen our curriculum. Specifically, we will emphasize the vertical and horizontal connections of skills as it relates to specific grade levels and content areas. This year we addressed the instructional shifts in both ELA and Math some classrooms demonstrated instructional practices with evidence of CCLS instructional shifts and rigor. We need to</p>		

deepen our emphasis in ELA in Shift 3 “Staircase of Complexity” Shift 4 “Text Based Answers” and Shift 6 “Academic Vocabulary” In Math we need to further our practice of implementing Math Shift 4 “Deep Understanding”. As well as Math Shift 2 “Coherence” and Math Shift 3 “Fluency”.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the school year 2015-2016 all teachers will have curriculum, unit, and lesson plans that are appropriately aligned to the CCLS and NYS content standards, including grade and content specific skills.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>1. Professional development sessions where teachers will use the Danielson’s Framework for Teaching, the Common Core Learning Standards, and Universal Design for Learning and Depth of Knowledge to develop Common Core aligned units of study and lesson plans and a cohesive and comprehensive curriculum.</p>	<p>All teachers</p>	<p>Sept. 2015- June2016</p>	<p>Lead Teachers, Administration, Teachers College CPET and REACH</p>
<p>1. Lead Teachers will attend monthly professional development to build their capacity around CCLS aligned curriculum. Specifically related to facilitating and structuring the work of teacher teams to meet DOE instructional expectations and the implementation of a CCLS aligned curriculum throughout all departments</p>	<p>Lead Teacher from all subjects</p>	<p>Sept. 2015- June2016</p>	<p>Lead Teachers, Teachers College CPET and REACH</p>
<p>1. Key personnel will work with teacher leaders to help develop inquiry-based structures to look at multiple types of data including student work, performance task results and Regents exam results to inform our lesson, unit and curriculum planning.</p>	<p>All teachers</p>	<p>Sept. 2015- June2016</p>	<p>Lead Teachers, Administration, Coaches</p>

1. Teachers in their department meetings will assess the effectiveness of unit plans and lesson plans using specific protocols, Tri-State Assessment Rubric and Atlas protocols, to make any necessary revisions.	All teachers	Sept. 2015- June2016	Lead Teachers, Administration, Coaches
---	--------------	-------------------------	---

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.											
We have hired three instructional coaches in ELA, Science, and Math departments. We have also added a mentor for both first and second year teachers. We have added an additional ELA teacher and an additional special education teacher. All teachers will be programmed to meet three days per week in their content teams and two days for inter-visitation and professional learning committees. Lastly, all incoming 9 th graders will be scheduled for an additional ELA writing skills class and additional lab sessions for Living Environment and Earth Science.											
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	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	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.											
There will be two periods during the first semester where all data will be aggregated to assure that there is growth towards meeting our goal. The following systems will be used to collect data:											
1. Student progress will be monitored by teachers using Lesson Study, looking at student work, item analysis of regents’ exams, assessment of Performance Task results in a unit of study and marking period report cards											
2. The implementation of a CCLS aligned curriculum that includes units of study that emphasize Common Core Shifts be evaluated through the use of ongoing teacher observations.											
3. Coaches will monitor teacher progress around the development of a CCLS aligned curriculum and unit of study and provide feedback.											
4. Administration will monitor teacher inter-visitations and the inquiry work done by teacher teams to evidence effective teacher pedagogy and student learning outcomes.											
5. Analysis of end of unit performance tasks and assessment will be used to change and improve curriculum.											
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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. <p>These needs assessments are based on the IIT and the QR’s from the last three years. Additionally, we reflected on our current practice and completed a self-assessment.</p> <p>We use existing structures to provide support for students’ academic achievement, personal growth and development and implement prevention and intervention initiatives to foster positive student behaviors. Based on the need of our students, suspension data, behavioral occurrence data, and deans logs, we must continue to support the provide a system that identifies and addresses the social and emotional needs of our students. In doing this, we will remove significant barriers that will allow for greater academic and personal growth.</p> <ul style="list-style-type: none"> The school leader and staff have a systematic approach and practice that allows each student to be recognized and monitored by a group of adults. Any students in need of additional support for academic or social and emotional interventions are part of a cohort assigned to a group of adults by the Crisis Intervention Team (CIT) which consists of an administrator, guidance counselors, Counseling in Schools, psychologist, deans and teachers. With the PupilPath software, the school leader is able to allow teachers, students, and parents to access and view appropriate aspects of each student’s academic and attendance record. We use this data to create intervention plans. 		

- The use of PupilPath has enabled all staff members to share information and to document the progress of each student. Parents are also able to access their children’s data online. The guidance counselor makes phone calls to the home every day to check on students who are absent.
- The school is practicing anti-bullying initiatives through assemblies. Counseling in Schools works with teachers to help develop respect and positive rapport in the classrooms.

We need to improve our student outreach and emotional support by utilizing various stake holders, including our CIT, guidance counselors, Counseling in Schools, psychologist, deans and teachers to strengthen and play a significant role in furthering the achievement of identified students at risk for failure and create a responsive and supportive school environment for all students through interventions and celebrations

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, three percent of our lowest third students across all grades will earn 10 or more credits across various disciplines.

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 expanding their understanding of a supportive environment 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? (include school, educational consultants and/or CBO staff)
1. We have developed and implemented an advisory support structure where all students meet within small groups on a weekly basis. These weekly meetings will include two teachers or support staff where students can engage in the restorative circles structure. During this advisory period, students will be provided with emotional and social support in addition to positive behavior strategies	All students including lowest third of students Lowest third of students	Sept. 2015- June 2016 Sept. 2015- June 2016	Advisory Committee CIT Team

2. Meet with the Crisis Intervention Team to identify students at risk and create plans for intervention. Crisis Intervention Team will meet on weekly basis to create action plans for identified students based on Counseling In Schools data, teacher referrals, and deans records.			
3. Analyze impact of students behavior on overall school culture. This includes attendance patterns and plans for improving attendance. The attendance committee will meet on a weekly basis to identify attendance patterns and trends and will coordinate parent outreach to continue to involve parents in academic progress.	Lowest third of students	Sept. 2015- June2016	CIT, advisory teachers, Guidance Counselors.
4. Calendar of support has been created that outlines the various outreach and approach of each advisory period . Teachers have been identified as lead committee members who will meet with all members of staff on a weekly basis during their professional period.	CIT	Sept. 2015- June2016	Administrator and lead teachers
5. Guidance Counselors and various teachers will use the student tracker developed by New Visions to address student progress as it relates to credit accumulation, scholarship data, regents progress, and credits gap analysis.	Lowest third of students	Sept. 2015- June2016	Guidance Counselors

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.											
We will continue to partner with Counseling In School, Outward Bound, Urban Arts Partnership, Tribeca Film, and Teachers College. We will continue to maintain a third guidance counselor to provide additional social, emotional and academic support. In addition, students will be programed for one advisory period per week throughout the school year. Teachers will be programmed to meet in professional learning committees to plan and develop lessons for the advisory program including restorative circles.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	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.
There will be two periods prior to February 2016 where all data will be aggregated to assure that there is growth towards meeting our goal. While there will be various quantifiable benchmarks, the leading indicator will be the number of credits earned during the first semester. This information will be monitored throughout the semester and collected at the conclusion of the Spring semester. The following systems will be used to collect data:

1. Student progress will be monitored by teachers and administration using a system for tracking and evaluating results .
2. Deans will monitor PupilPath, Kinolved and OORS reports to ensure positive impact of student support systems.
3. Administration will monitor referrals and incident reports to modify and continue support programs.
4. After School program coordinator will oversee attendance and academic progress to ensure full utilization and impact of after school programs
5. Guidance Counselors in conjunction with teacher, dean and administration reports will evaluate impact and needs of specific assemblies .

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>These needs assessments are based on the IIT and the QR’s from the last three years. Additionally, we reflected on our current practice and completed a self-assessment.</p> <p><i>The majority of teachers are engaged in structured inquiry-based professional collaborations on improving student learning and strengthening teacher instructional capacity. Teacher teams consistently analyze assessment data for students on whom they focus. Teachers will use the programmed Grade Level Team meetings on a weekly basis to engage in the inquiry process. The foundation of that will be rooted in the examination of student work to monitor the alignment of skills across all grades and content areas. Teacher teams will use assessment materials created by all content areas to monitor for coherence and alignment to CCLS standards.</i></p> <p>Teachers regularly analyze student work products and assessment data and do lesson plan study to improve practice.</p> <p>Teachers ask clarifying questions to get information related to the learning objectives and guide the presenting teacher to reflect on clear objectives that would help students achieve the learning goals. The English teachers analyzed the errors the students made in the mock Regents tests, identified the areas of need and provided each other with suggestions for improvements in teaching.</p> <p>Teachers meet one period a day during the common teacher professional development time and the special education teachers collaborate with content area teachers on developing lessons, creating Common Core Learning Standards aligned performance tasks and evaluating student work.</p>		

The math department uses ATLAS Learning’s student work protocol to examine student work samples.

Teachers collaborate on working with the group of ELLs and consistently analyze each ELL’s performance in every subject class and on the Regents exams. Teachers share the analyses summary for each ELL and the English as a second language team set up conferences with each ELL to discuss learning goals, set up academic interventions and help them prepare for the Regents exams.

Teacher leaders have developed whole-staff professional development activities and the school is working towards building a school-wide instructional coherence that would increase student achievement for all learners.

While the school leader and teachers are allocated time to engage in discussions about the development of lesson and unit plans and the use of student data, the process needs to be strengthened and aligned with the college readiness metrics. Although teachers are aware of how to read and analyze student test data the response to this data in terms of lesson planning can center more on general curriculum, and does not consistently address students’ learning needs.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will implement a coherent and appropriately aligned Common Core Learning Standards Curriculum. Specifically, teacher teams will monitor and modify curriculum to ensure all curriculum aligns to CCLS and vertical and horizontal skills. This curriculum will be developed throughout the year with administrative and organizational support as teachers work collaboratively in Grade Level Teams, Content Teams, and using the Inquiry Process to provide multiple access points for all students .

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? (include school, educational consultants and/or CBO staff)</p>
<p>1. Teachers in Department Teams will analyze various sources of quantitative and qualitative data to identify subgroups of students within their classes. This identification will enable teachers to differentiate lessons and create multiple entry points for all learners.</p>	<p>Teachers</p>	<p>Sept. 2015- June2016</p>	<p>Administration, Lead Teachers, Coaches</p>

1. Teachers will administer standardized Performance Tasks and two rounds of MOCK Regents exams where data is collected and analyzed in departments to identify trends and gaps in learning to increase student achievement.	Teachers	Sept. 2015- June2016	Administration, Lead Teachers, Coaches
1. Using Tri-State Rubric and Atlas protocol, teachers will examine students' work samples to identify skill deficits and modify lessons to address skill gaps and misconceptions.	Teachers	Sept. 2015- June2016	Administration, Lead Teachers, Coaches
1. Teachers will be coached in using the Depth of Knowledge Chart and Danielson's Framework for Learning specifically Domain 3 Engaging Students and Question and Discussion, to develop coherent lesson plans that engages and has multiple points of entry for all learners. 1. Parents will be engaged with teachers during September 2015 to review curriculum and syllabus information. Parents will also engage with teachers on a daily basis using the Kinolved application and Datacation system to monitor student academic progress.	Teachers Parents	Sept. 2015- June2016 Sept. 2015- June2016	Administration, Lead Teachers, Coaches Administration, Lead Teachers, Coaches

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.											
We will continue to staff three instructional coaches in ELA, Science, and Math departments. We have also added a mentor for both first and second year teachers. We have added an additional ELA teacher and an additional special education teacher. All teachers will be programmed to meet three days per week in their content teams and two days for inter-visitation and professional learning committees. Lastly, all teachers will participate in weekly Grade Level Team meeting during the abbreviated weekly Monday sessions.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	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.
There will be two periods prior to February 2016 where all data will be aggregated to assure that there is growth towards meeting our goal. Administrative and teacher teams will examine curriculum and monitor for coherence. All assessments, including assessment data will be examined for grade and content skills by the February midpoint. The following systems will be used to collect data: 1. Administration will monitor teacher inter-visitations and the inquiry work done by teacher teams to evidence effective teacher pedagogy and student learning outcomes.

2. We will look at the feedback from teachers and the impact of professional development on teacher practice to adjust our calendar of Professional development.
3. Coaches will observe teacher practice to see if analysis of student data has informed the implementation of differentiated instruction and multiple entry points for learners.
4. Team leaders will have teachers reflect on the impact of data analysis.

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>These needs assessments are based on the IIT and the QR’s from the last three years. Additionally, we reflected on our current practice and completed a self-assessment.</p> <p>The school leader ensures that all staff members are aware of and are practicing the school vision for implementing the Common Core Learning Standards (CCLS) and that they are communicating with students’ families through PupilPath , Curriculum Night and the School Leadership Team. School leaders have put specific structures in place to ensure the schools vision is implemented:</p> <ul style="list-style-type: none"> School leader’s distribution of roles and responsibilities encourages all stakeholders to be part of the plan for progress and in creating a curriculum that guarantees graduation and college readiness for students. All staff is required to be part of an inquiry team meeting for academic support for students. In terms of programmatic resources Mondays have been shortened to provide time for teachers to meet for Professional Development and Grade Level team Meetings To meet school needs, the school leader was able to hire some additional teaching staff and instructional coaches 		

- The school leader has implemented an observation system that the school community members are aware of, and the staff is practicing how to be reflective and evaluative of their professional practices.

While the school leader has some structures and systems in place to identify and improve critical school needs based on the SCEP, there are limited evidence-based systems that are used to modify school-wide practices.

- In terms of student achievement, curriculum, and teacher practices, there are aspects of a structure as staff meet regularly to work with students in subgroups that require intervention for academic and social and emotional support; however, those meetings addressed mainly the immediate needs of the students and not ways to adapt learning in the long term.

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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will be fully engaged and an active member in weekly professional learning committees which will include the professional development committee, Advisory Committee, Student Life Committee, and College Readiness Committee.

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? (include school, educational consultants and/or CBO staff)
1. We will be targeting each of the 8 Domains from Danielson’s Framework during our six week cycles	Teachers	Sept. 2015- June2016	Administration, Lead Teachers, Teachers College CPET
1. In a combination of Professional Development and Department Meetings we will introduce and implement action-research to address the long term learning needs of students	Teachers	Sept. 2015- June2016	Administration, Lead Teachers, Teachers College CPET,Coaches

<p>1. Coaches will support teachers' through discussion and reflection on their practice and their impact on student learning</p> <p>1. Parents will be engaged with teachers during September 2015 to review curriculum and syllabus information. Parents will also engage with teachers on a daily basis using the Kinolved application and Datacation system to monitor student academic progress.</p> <p>1. Teacher leaders will meet with administration in our extend cabinet meetings to discuss plan and vision development for each committee.</p> <p>1. All teachers will be programmed to meet within their committees during common planning time. Teachers will also be able to meet with the department and content teams.</p> <p>1. Teachers will meet during two of our four monthly professional development sessions where they will engage in developing skill maps for all grades and content areas.</p>	Teachers	Sept. 2015- June2016	Coaches
	Parents	Sept. 2015- June2016	Administration, Lead Teachers, Teachers College CPET
	Teachers	Sept. 2015- June2016	Administration and teacher leaders
	Teachers	Sept. 2015- June2016	Lead teachers
	Teachers	Sept. 2015- June2016	Administration and lead teachers

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.											
We will continue to staff three instructional coaches in ELA, Science, and Math departments. We have also added a mentor for both first and second year teachers. We have added an additional ELA teacher and an additional special education teacher. All teachers will be programmed to meet three days per week in their content teams and two days for inter-visitation and professional learning committees. Lastly, all teachers will participate in weekly Grade Level Team meeting during the abbreviated weekly Monday sessions.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	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.
There will be two periods prior to February 2016 where all data will be aggregated to assure that there is growth towards meeting our goal. All teachers will engage in the development and administration of 2 performance tasks during the first and third marking periods. By February 2016, all teachers will be fully engaged in the inquiry process and examine performance task for alignment of skills across all content and grade levels. The following systems will be used to collect data:

1. In order to provide evidence of growth teachers' progress will be evaluated by looking at student work, analyzing various forms of data and through observation of revision of lesson plans adjustments in instruction.
2. Through the use of ongoing teacher observation the implementation and mastery of Danielson's Framework will be evaluated.
3. Coaches will monitor teacher progress around specific strategies on a weekly basis and provide feedback and evidence of growth.
4. Regents exams, mock Regents exams and CCLS aligned Performance Tasks will be administered throughout the year to inform instruction to ensure student growth.
5. Progress of ELL's will be monitored through monthly meetings with Zankel Fellows, Teacher's College Professor, respective teachers and administration. In addition they will be given a yearly NYSESLAT exam
6. Data will be collected to ensure our students are moving from level 1 and 2 to level 3 and 4 in math and ELA.

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	D
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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. 		
<p>These needs assessments are based on the IIT and the QR’s from the last three years. Additionally, we reflected on our current practice and completed a self-assessment.</p> <p>The school leader has emphasized high-school graduation and college readiness as a school-wide priority and has disseminated communications to families about the school’s high expectations for student achievement. The hiring of a bilingual parent coordinator, as well as the appointment of additional clinicians and guidance counselors to serve the students provides more staff to ensure adequate communication with parents.</p> <p>The school leader has successfully instituted an open-door policy; there are workshops and outreach materials and the guidance counselor make phone calls to remind parents of those resources.</p> <p>Guidance counselors contact and meet with students who are currently failing, as well as with their parents, to discuss various steps to move them forward. Additionally, access to PupilPath, along with the guidance of teachers on how to interpret the information that has been displayed, allows parents to track how well their children are doing in school. Regular communication between the school and families about the school’s expectations for student achievement enhances the relationship between families and the school, which contributes to students’ academic success.</p> <p>All members of school staff are aware of and are practicing the protocols for communication with parents ;</p> <p>first, several attempts are made through phone calls, then a letter is sent to the family at home, then a home visit is conducted, and as a last resort contact is made with authorities or the ACS. All staff members maintain a log of calls and</p>		

the reasons for the calls. There is also WebConnect, an automated phone system that reports if a student is absent or late. For parents that do not speak English, the school leader and staff seek the help of a translator provided by the city. The school also has a few bilingual Spanish-speaking staff members, and materials are produced and phone calls conducted in English and in Spanish, as needed.

While there are attempts from the school community to share data with parents, the practice is at the beginning stage, and is not being monitored for its impact. Consequently, not all families are empowered to advocate on behalf of their children’s needs, which minimizes student achievement. There is a need to provide additional training for teachers on building strong links with parents and for exploring more ways of providing strategies and mechanisms by which parents can better support their child’s academic journey.

There are plans for training families on how to support student learning growth in several academic areas as well as in non-academic areas, such as public health resources.

Although parents are able to access and understand some data points from their children’s PupilPath accounts, this process is also at the beginning stage. Approximately 40 percent of the parents are logging into the grade book on PupilPath. The school is aware of the need to share and integrate data into parent conversations. As only half of the parent population is accessing the grade book, there is inconsistency in how data is being shared.

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, through our parent support workshops, curriculum night, Kinvoled, and DataCation, we will engage at least 55% of the parent community to become an active and vibrant partner with the school.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>1. In the 2014-2015 school year, our Wellness Coordinator from Teachers College organized several workshops/fairs for parents and students such as Health Awareness, Dental</p>	<p>Parents</p>	<p>Sept. 2015- June2016</p>	<p>Wellness Coordinator, Guidance Counselors</p>

Services, Eyeglass testing etc. We will continue to build on this relationship as well as our relationship with our PTA and other Community Organizations to offer more programs to support parent outreach.			
1. We will Host financial aid workshops for third and fourth year students and parents as it relates to grants, loans and other financial opportunities such as, HEOP, EOP, SEEK, etc	Parents of juniors and seniors	Sept. 2015- June2016	College Advisor , Guidance Counselors
1. We will continue to use DataCation, which can be accessed by parents to acquire academic information on their child and communicate with faculty. We have added Kininvolved to our systems of parent outreach. This system allows teachers to send text messages directly to parents' cell phones for real time communication..	Parents	Sept. 2015- June2016	Administration, Teachers
1. We will host a series of parent meetings with our Parent Association and Teachers College. These meetings will focus on school programs for College Readiness and Summer Bridge Programs for incoming 9 th graders and rising 11 th graders.	Parents of freshman and juniors	Sept. 2015- June2016	Parent Association, Parent Coordinator, Teachers College Parent Engagement 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.											
We will continue to partner with DataCation/Pupil Path, Kininvolved, and College Summit. Our Parent Coordinator will continue to provide resources for parents through our partners at Teacher College. These services will include but not limited to health, immigration, and financial literacy.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant	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.
We will continue to monitor parent engagement and involvement as they are involved in our parental support opportunities and are logging on and interacting with teachers via the on line tools and individual case conferencing. There will be two periods prior to February 2016 where all data will be aggregated to assure that there is growth towards meeting our goal. The following systems will be used to collect data: .
1. The Parent Coordinator will monitor relationships with Partnerships, i.e. community organizations, Teachers College and evaluate parent involvement to revise and modify relationships.
2. Guidance Counselors will mediate between students, parents and College Now to ensure success.
3. Parent Coordinator and PTA will survey parent involvement in on-going workshops to assess need and to offer the appropriate support.

4. Administration will oversee the outreach for Curriculum Night and assess attendance to evaluate its impact for future implementations

5. All staff will monitor the use of DataCation and Kinolved on an on-going basis to ensure its maximum potential to communicate with parents and community

6. The COSA will monitor outreach, attendance and engagement of students and parents in the annual Thanksgiving luncheon to continue to improve future events .

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

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, all students will be able to participate in the Heritage Extended Learning Opportunities program (HELO) and the Saturday Academy where they will have additional time to complete assignments, explore interests, and are successful in earning credits toward graduation requirements.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
The Heritage ELO Committee has been working closely with all partners to plan and implement the extended learning opportunities program. In its efforts to recruit and retain students, the school has and continues to hold assemblies, make announcements, distribute letters and post fliers alerting students and parents of our programs. Students are aware that they may earn physical education and elective credits, partake in field trips in and around NYC and are provided daily, healthy snacks.				
For our Saturday Academy, Grade Level Teams, Teachers, and Guidance Counselors identify target students who need additional support in core content areas by reviewing transcripts, report cards and scholarship reports. Students and parents receive notification for students to participate in Saturday Academy via PA meetings and other school events. Guidance counselors provide outreach to students and parents to strongly advocate the Academy. Attendance is taken weekly and students receive messages through DataCation pertaining to their schedule and participation.				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to **all students in the school**, with the goal of serving a minimum of fifty percent of students.

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

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Engage in outreach activities made to families.

Research has shown that students will participate in programs that are of interest to them and be further engaged if a program can meet them on their level. Our outside partners are helping us engage students in a way that will improve their academic and social-emotional development. To address the identified areas and to achieve our goal, we have undertaken extensive research, revitalized existing partnerships, and cultivated new partnerships. We will continue our relationships with our founding partner Teachers College, Tribeca Film, and Urban Arts Partnership (UAP). The use of DataCation, will be an important component in our efforts to more effectively use data to drive instruction and student interventions. In addition Kinolved a new parent outreach program will provide valuable information on student engagement in the classroom.

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

Our program menu will offer a variety of classes and activities that cater to each student’s individual interests and needs. Currently we offer Peer Tutoring in Math and English, Bridging School Transitions for 9th & 12th graders, Introduction to Art, Illustration / Animation, Theater Performance, Salsa Dance, Photography, Film, and Drumming. In addition, we have a partnership with College Now, which provides access to college courses for 11th & 12th graders to earn college credits while attending high school. Through the Literacy Leaders Program, our students are taught and trained using a rigorous Common Core aligned literacy curriculum. Our students then turnkey this information and teach literacy to younger students during a paid internship.

We are also providing college and career readiness courses through College Summit a program that prepares our students from 9th through 12th grades for life after high school. Additionally we offer SAT preparation, assistance in completing college applications, assistance in completing college essay writing and college visits.

Administration and all staff members will be fully engaged in outreach activities made to families. Teachers and staff members will have the opportunity to meet with parents to discuss course work, school policies, and the overall academic performance during our curriculum night, individual and school wide parent conferences. Parents will also be invited to attend our Winterfest and Springfest showcase events where students have an opportunity to demonstrate what they have accomplished and mastered in the HELO program.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

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

- The HELO (Heritage Extended Learning Opportunities) committee will develop and administer a survey to students, parents and faculty to ascertain what students’ academic and social-emotional needs are and what types of expanded learning/intervention activities might be needed

- Using expectations and deliverables, as well as information about best practices, the HELO committee will create a work map coordinating all the various activities for students.

- Grade teams will utilize and adapt a “high-risk checklist” to identify and refer students for HELO and Saturday Academy.
- Through analysis of various types of data; student work. OORS reports, DataCation, Report Cards, etc. our CIT, Counseling In Schools, Guidance Counselors and individual teachers refer students to HELO and Saturday Academy.
- A format will be implemented for reporting attendance and student data to administration for feedback.
- Using a protocol & process we will evaluate the quality & impact of existing partnerships and continue our outreach to organizations that have resources to expand the inventory and more comprehensively meet the needs of students.
- Guidance Counselors will review report cards and transcripts to identify students for participation in College Now
- We will periodically present HELO and Saturday Academy to parents and students (i.e. Back to School/Curriculum Night, PTA meetings, SLT meetings, student assemblies, etc.).
- A teacher will be hired to coordinate our HELO program.
- Administration will identify appropriate subject teachers to work with students during the Saturday Academy
 - We will use various data sources to evaluate our ELT program. The leading indicator for success will be linked to our CEP goal regarding credit accumulation of our lowest third in all grades. Scholarship reports will be examined for students earning at least 10 credits during the academic year and at least 5 credits by the February benchmark. In addition, we will examine OORS reports to monitor behavioral infractions and suspensions.

Part 4b. Timeline for implementation and completion, including start and end dates.

- Students will be able to attend each of the Saturday sessions to develop skills that have been identified by the Grade Level Team (GLT) work as teachers identify skill gaps throughout all content areas and grades. The Saturday Academy will begin in October after sufficient time has been given to analyze data to identify targeted students. Our Saturday Academy will begin on October 17th and continue to June to 25th 2016.
- The HELO program will begin on October 5th to allow for the completion and aggregation of student and parent surveys. The program will conclude on June 25th.
- Both the HELO and the Saturday Academy will run through June.
- The 1st session of College Now will begin in September and run into December. The 2nd session of College Now will begin in January 2016 and run through May 2016.
 - Starting in August 2015 through June 2016, all students will have the opportunity to engage with the College Summit curriculum through our advisory setting. In addition, Peer leaders of the College Summit program will begin working with their peers during our college week from October 26th to October 30th.

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

We will continue to provide our extended learning opportunities through Urban Arts Partnerships, Tribeca Film, Princeton Review, College Summit, and after school tutoring. Also, we will continue to provide academic intervention services for targeted students during our Saturday Academy. For our Saturday Academy we have 10 positions for teachers to tutor students from 8:30- 1:30PM. Our HELO program is funded by NYS grants and resources from

external partners. Included in the grant is a Heritage staff member who serves as the coordinator of the HELO program. Additionally, we are offering tutoring after school for 3 hours in the core subjects areas of ELA, MATH, Social Studies, and Science.

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.
Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

X	21 st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 6 – ELT Progress Monitoring

Part 6a. 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.

1. At the end of every marking period the HELO coordinator, Administration and Guidance Counselors will evaluate attendance, report cards and any relevant data to help assess the success of the various programs. By the end of the first marking period we expect to have 100 students enrolled in the various programs available including drumming, photography, salsa, theater, and art. The program will be assessed for the second time at the end of the first semester in January. The benchmark will be 150 students enrolled in the HELO after school programs. An adjustment will be made to the program based on enrollment in the various offerings and the process of monitoring will continue for the Spring semester. The first and second marking periods will serve as midpoint checks for enrollment.
2. At the beginning of the school year before the start of our programs, all liaisons from our partnerships will meet with administration to set appropriate goals. There will be an assessment of these goals at the end of the Fall semester so that any changes can be made before the beginning of the Spring semester.

Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All incoming 9 th graders are targeted for an additional ELA class	An additional period of writing and skill building in English Language Arts is provided for students identified as level one and level two on the eighth grade ELA assessment.	Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated strategies in a small group setting	Service will be provided in a forty-five period within the school day.
Mathematics	All students identified as level one and two on the eighth grade Mathematics assessment will be targeted for additional Math support	An additional period of skill and concept building in Integrated Algebra is provided for all students identified as level one and two on the eighth grade Mathematics assessment. Students will receive support through a peer-tutoring program. At risk students will be identified by scholarship reports, marking period grades, and teacher referrals	Service will be provided on an ongoing basis and throughout the school day in small groups. Service will be provided in forty-five period during the day, five days a week and after school three sessions per week in one to one sessions.	Service will be provided in a forty-five period within the school day . Service will be provided during the school day, after school hours, and during our Saturday Academy
Science	All Earth Science and Living Environment students receive an extra lab.	Students will receive an additional Earth Science and Living Environment Lab period in conjunction with five instructional periods	Students will receive service during one instructional period daily. Instruction will be delivered using various differentiated	Service will be provided in a forty-five period within the school day

		and the required one period for lab	strategies in small groups.	
Social Studies	Based on analysis of report cards, students are targeted for additional support on a needs basis.	Students will receive an additional skill-based Social Studies Elective class to support critical thinking and analytical writing.	Students will receive a 9 th grade transitions class in small groups to help develop the necessary skills for success in high school	Service will be provided in a forty-five period within the school day. Service will be provided in one hour long period twice a week after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified through IEP's and referral from CIT	Students will receive emotional, social, and educational services provided by the Guidance Counselor as prescribed by the student's Individual Education Plan, Academic needs, behavioral plan, and attendance records	Students will receive services in small group and one to one sessions.	Service will be provided in forty-five period during the day, five days a week and afterschool three sessions per week.

Section 8: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Work with community-based partner, Teachers' College, Columbia University, to encourage non- highly qualified teachers to pursue further studies and become highly qualified. Teachers are eligible for scholarships when they demonstrate and develop a plan contribute to The Heritage School community. • Participate in the New Visions professional development opportunities where teachers can interact with other highly qualified teachers who exhibit strengths in student engagement, discussion and questioning techniques, and effective lesson planning. • Continually inform teachers of any opportunities for outside professional development to improve their instructional practice and be abreast of current educational research. • Encourage teachers to take classes as it relates to their licensing and areas of interest. Teachers will be informed of tuition reimbursement at City University of New York's rate using the allocated five percent set aside. • Identify and encourage teachers to attend Summer Institute and monthly professional development sessions provided by our community-based partner, Columbia University, Teachers' College.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<p>We have a tiered structure for Professional Development in the year 2015 -16 . A Professional Development calendar is created to implement 6 week cycles of study based on Danielson's Framework for Teaching. The learning gained from these professional development opportunities is turn-keyed to improve instruction and increase rigor in the classroom.</p> <p>Each 6 week cycle will include the following:</p> <ul style="list-style-type: none"> • Teachers' College CPET (Center for the Professional Education of Teachers) will facilitate on going professional development around the use of data analysis in lesson planning and teaching strategies for multiple points of entry

- Professional development for teachers led by Teachers College CPET (Center for the Professional Education of Teachers) to review student engagement and explore questioning and discussion strategies as a way of checking for understanding.
- Instructional Coaches monthly workshop series: E.P.I.C (Empowering the Practice of Internal Coaching). These workshops are around Danielson’s Framework for Teaching, to support coaches’ development of teachers.
- Teacher leaders monthly professional development with Teachers’ College REACH on Coherent Instruction, Using Assessment in Instruction and Engaging Students in Learning. Lead Teachers turn-key their learning in full staff professional developments.
- Coaches will attend New Visions Network conferences around CCLS literacy and math to turnkey to teachers for improved instruction. Coaches will also meet with CPET Instructional Specialists around best practices for supporting teachers.
- Inter-visitations will be conducted on a monthly basis to improve instruction around specific teaching strategies that were introduced in our professional development
- Department Teams chaired by a coach/administrator will meet three sessions a week to engage in an inquiry-based process to discuss the action-research being implemented in classrooms.

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/information, early intervention services, etc.).

NA

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Selected members of the teaching staff have been selected to participate in the extended cabinet. The extended cabinet members include administration and teacher leaders. These teacher leaders also serve as members of the professional development committee. The teacher leaders have agreed that the assessment to be used for the 2015-2016 school year will include the MOSL, Mock Regents exams, performance tasks, and Regents exams. Our teacher committee, through an SBO vote, has agreed to offer professional development for 50 minutes every week. During the identified sessions, teachers will use various data reports, such as DataCation, to analyze the results of assessments. Teachers will use this information to examine trends and patterns of student progress. Once achieved, teachers will identify skills and micro-skills that will be imbedded in lesson plans, unit plans, and curriculum maps. In addition, through the Department team structure, teachers will identify specific skills that have been identified in the MOSL assessments and aligned to the Common Core

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	196,521.00	x	Section 7 , section 8 part 2 and part 4, section 9
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,180,105.00	x	Section 7 , section 8 part 2 and part 4, section 9, section 5

¹Explanation/Background:

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

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

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

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

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

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

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

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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. The Heritage School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. 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. The Heritage School will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>19</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

-

-

Part C: Professional Development

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

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

Begin description here: _

- Good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money in our school. Our professional development program is focused on serving all students and preparing them with skills and habits to be successful in

Part C: Professional Development

higher education and beyond. In order to meet the needs of our English Language learners our ESL teacher, ELA, math and Social studies teachers will be attending seminars and institutes organized by the Department of English Language Learners of the New York Department of Education. These sessions will provide the teachers opportunities to better understand student learning, curriculum, materials, instruction, and subject-matter content. They will expand our teachers' teaching toolkit to be able to meet challenges and educate our ESL children to their fullest potential.

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

- Translating research to Practice: Beyond foundational skills.

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

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

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

- Annual Citywide LOTE (Language Other than English) Conference

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

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

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

-

-

-

-

-

-

-

-

-

-

-

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

-

Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$11

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>- Allocated to ESL, Math and Social Studies teachers.</u> <u>130 hours x \$ 51.51 = \$ 6.720</u> <u>-Subsubstitute for Professional Developmet sessions</u> <u>\$ 1.440</u>	<u>\$ 8.160</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>Parents materials \$500</u> <u>- NYSESLAT PREP book "Finish Line" for ELLs \$600</u>	<u>\$1,100</u>
Educational Software (Object Code 199)	_____	_____
Travel	<u>Trips to Broadway shows+food</u> <u>\$1640</u>	<u>\$1,640</u>
Other	<u>Parents Refreshments</u>	<u>\$300</u>
TOTAL	_____	<u>11,200</u>

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 04	Borough Manhattan	School Number 680
School Name The Heritage 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 Dynanand Sugrim	Assistant Principal Denise Byfield- Aboagye
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Addis Rojas	School Counselor Mercedes Dalal
Teacher/Subject Area Rachel Kent	Parent Maria Hernandez
Teacher/Subject Area Danielle Hoffman	Parent Coordinator Alexandra Rodriguez
Related-Service Provider Rebecca Barach	Borough Field Support Center Staff Member N/A
Superintendent Donald Conyers	Other (Name and Title) N/A

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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 <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	351	Total number of ELLs	15	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input 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	15	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	1
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	5

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	6	2	0	4	0	1	5	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														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: _____
--	---

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										5	7			0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1			0
Haitian														0
French										1		1		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)										1				0
Emerging (Low Intermediate)										1	1	1		0
Transitioning (High Intermediate)														0
Expanding (Advanced)										4	7			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										3	2	2	2	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		1		
Integrated Algebra/CC Algebra	15		1	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	1		0	
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	3		0	
Geography				
US History and Government	2		1	
LOTE				
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)								
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 tool our school uses to assess the early literacy skills of ELLs is the completion of a writing sample, and a reading comprehension assessment. The QAR (reading assessment) identifies the specific reading level of each student. The results of the periodic assessment are used to provide one-on-one tutoring, supplemental resources and to drive instruction. All tests are taken in English.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After analyzing the data of the NYSESLAT, the majority of the students, 14 of 15, are beyond the Entering level, and 11 are specifically at the Expanding level of scoring of the NYSESLAT. It was revealed that the students are in great need of reading and writing support. The Beginner (Entering) and the low Intermediate (Emerging) need to improve the speaking and listening skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 In terms of student results in the NYSESLAT, the modality analysis confirms that our ELL students are generally more successful at obtaining high scores in speaking/listening, than in reading/writing. Among ninth graders in particular, a large gap exists between student achievement in one modality over another. When it comes to NYS Regents Exam results, we notice that a test with typically large amounts of text (U.S. and Global History and ELA), whether taken in English or the native language, lead to larger amounts of failures among our ELL population; this also holds true for our larger population. The School Leadership and LAP Team are looking forward to training in, and usage of, results of ELL periodic assessments.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

We do not have a dual language program.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] We are a High School.
6. How do you make sure that a student's new language development is considered in instructional decisions?
In our school, the ESL students often experience reading and writing difficulties. They also lack of academic vocabulary necessary to analyze and comprehend a text. That's why instructional decisions are based on the idea of helping the kids improve in these areas. To do so, the ESL teacher, when planning instruction, takes into the account the following:
 - Specific characteristics of the first language of the students
 - Ensure the students have access to grade appropriate knowledge and skills by using methods such as scaffolding and using the students native language
 - _ Differentiate instruction based on going progress monitoring
 - _ Observe explicit instruction of academic language used in the grade level, academic content area and aligned to grade level standards.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?
 We do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our program for ELLs through several factors. These include: their progress and growth in credit accumulation throughout the years in comparison to the total school population; their progress in NYSESLAT scores and eventual scoring out of ELL status; and their Regents scores and proportions of ELL students attaining a Regents diploma. 80 % of the students of last year moved one level up through NYSELAT testing.

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.

Identification of ELLs begins with the HLIS for new incoming students to the NYC public school system. Students are also identified by accessing the ATS NYSESLAT EXAM HISTORY REPORT (RLAT) to determine students' NYSESLAT eligibility. Students who are new to the New York City school system are offered the home language survey and interviewed by the certified ESL teacher Addis Rojas Marin or an administrator. Parents and students receive native language support by the ESL teacher or parent coordinator, so they can understand the process. Once determined to be eligible, students are administered the NYSITELL exam within 10 days of enrollment. The ESL teacher is informed if there is an indication that a student has a native language other than English. An informal interview with the parent and student is then conducted about when and how the native language is used and if the child has any knowledge of English. If necessary, the NYSITELL is then administered within the first 10 days of the student's admission. The School will offer the Spanish LAB only to the students who are new and speak Spanish.
Each spring, the ELL students take the NYSESLAT exam to determine English proficiency. After we obtain those results, a letter is sent to the parents informing them of the child's ESL identification and enrollment in the relevant program. The Home Language identification and the the NYSITELL are administered by the pedagogue Addis Rojas Marin (ESL teacher).
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).
Our school administers the oral interview questionnaire as the first step of the SIFE identification process. For those students who have a home language of Arabic, French or Spanish, we administer the Literacy Evaluation for newcomers SIFE (LENS). Then Initial status is indicated in the DOE's data collection system no later than 30 days from initial enrollement (BNDC). For ESL students, SIFE status is removed once the ELL scores at intermediate/ transitioning or higher on NYSESLAT.
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).

When a student has an IEP and home language is other than English , The language Proficiency Team (LPT) has a meeting and reviews evidence of the student's English language development. The LPT can recommend the student to take the NYSITEL or not. If the student takes the NYSITEL ,the ELL identification process continues as with all students. If the LPT's recommends not to take the NYSITELL, the LPT's recommendation is sent to the principal for review. Upon review, the principal can determine if the student should take the NYSITEL or not. If the student takes the NYSITEL , the ELL identification process continues as with all sstudents. If the Principal decides the student should not take the NYSITELL, the principal determination is sent to the superintendent or designee for review. The parent or guardian is notified within 3 days of the decision. If the superintendent determines the student should take the NYSITELL, the identification proces continues as with all students. If the superintendent determines the student should not take the NYSITELL, the parent is notified and the process terminates. The LPT team is formed by Ms. Denise Byfield (Assistant Principal), Ms. Ruiz (Special Education director), Ms. Rojas (ESL teacher), and parent.

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

Entitlement and not entitlement parent notification letters will be sent home and the ESL teacher will be calling these parents to confirm the letter was received. The letters will be translated in Spanish by Ms Rojas. These letters will be sent to parents before the beginning of the school year, but not letter than September 15 of the school year in which the the student continues to be entitled.

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).

During the annual meeting the parents will be informed the re-identification process. It allows schools, parents and students who believe that a student may have been misidentified as an ELL or non ELL. The counselors Ms. Luna, Ms. Dalal and the ESL teacher Ms. Rojas will be in charged of this process. Ms Rojas will be translating in Spanish since it is the language most ELL's parents speak.

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.

The parents will watch the video that explains the three program choices in the parent orientation meeting. Translation, interpretation services will be available to ensure all the parents understand the different programs and choose the best option for their children. During the orientation, the school will provide information on Common Core Learning standards, curriculum, assessments and expectations for English Language Learners. The ESL teacher Ms. Rojas will be responsible running the meeting.

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 school invites the ELL's parents for a meeting in which they will have the opportunity to know about the ESL program the school offers and all the other programs that are available in the DEO system. After parents are informed of all three program models at the parent orientation, the school will provide the parents with a parent survey and program selection form. The parent must return and signed the form within 5 school calendar days.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The parents who can not be the meeting, will be called to come to school and fill out the corresponding forms. If the parent does not return the form within 5 days, the student will be placed in the program the school offers (ENL). The ESI teacher will document and include attempts to gather initial parent selection preferences. Documentation will be maintained in the school.

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

The school will be sending this letter at home and the ESL teacher will be calling each parent to ensure the letter was received. The school will document that this notification was received

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

The school will maintain an ELL folder of critical documents. ELL documents will include: Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter (newly identified ELLS) , Continued entitlement letter (continuing ELLs).

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.

Paste response to question here:

- Based on the ATS (RLAT) reports, students who are entitled to receive ESL services are informed to take the NYSESLAT.
- The Principal and the ESL teacher Ms Rojas choose a very confortable classroom for the students to take the test.
- The test is adminestered by sections (speaking, listening, reading and writing) The studetns take one section by day. There is an extra day to make up a test.
- The students start the test the first period. This is because they are less tired of their daily activities and can get more focused on the test.
- The students fill out the personal information on the answer documents.

- The certified teacher reads the exam directions and examples to the students.
- The students are not rushed. They can take all the necessary time to answer the tests, except in the listening one. The teacher plays the listening CD once.
- The speaking and writing are administered by a certified teacher different from the ESL teacher.
- The answered documents are packed following the instructions to be returned to the baid.
- Unanswered documents are also packed to be returned

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement letter is sent to the parents. The ESL teacher will be calling the parents to confirm that the letter was received. Documentation that this letter was received will be recorded.
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 with ELL families is to choose freestanding ESL as the majority of ELL families have long term ELL children. 100% of our parents have chosen freestanding ESL. Program models which are aligned with parental requests.

Each year ELL student demographics are carefully reviewed as well as the parent selection and survey documents. In our school, parents have consistently chosen the free standing ESL program as their model of choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
- a. Freestanding ENL program.
 - . The organizational model is freestanding - Self Contained.
 - . The program model is a partial-block schedule model in the ninth, the tenth, eleventh and twelfth grades, the students are programmed according to course requirements.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
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 number of ELL students is relatively small (15 students ranging from Grade 9 through Grade 12). We believe that the freestanding model is fundamental in providing support for the ELL population at our school. This allows for better modified instruction within regular education classrooms as well as better support for these students. ELL students in the intermediate and advanced levels receive the mandated number of instructional minutes through a self-contained ESL class, in addition to their ELA instruction. We have organized the five ESL levels (Entering, Emerging, Transitional, Expanding and Commanding)) in the schedule that

let the students take the mandated minutes of instruction. Each block is 47 minutes of instructions. The Entering take 360 minutes a week, the Emerging 360, the transitional students 180 minutes, the Expanding 180 minutes and the Commanding .5 unit of study. In addition to this, the students take 125 minutes of ELA weekly. Students are grouped in learning stations designed to improve the different language skills, according to their needs. Spanish is offered to Spanish speaking students as a native language support.

3. Describe how 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.

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

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

The ELLs are interviewed by the ESL teacher. We offer regent exams in languages that our students are proficient. Also the teachers are letting the students, when necessary, to use their native language to explain or respond on an evaluation. Teachers are translating students work from their native language to English to make sure the students are understanding the content of the class.

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

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

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) As we have SIFE students, we would increase our emphasis on literacy and we would carefully ensure that their prior knowledge and experiences were integrated into the curriculum. Guidance counselors will also ensure support these students.
- b) ELLs who are newcomers receive support through the ESL teacher who introduces the ELLs to the school community. They are paired with their higher-performing ELL peers and also receive native language support. All ELLs are prepared for the Regents through extensive tutoring.
- c) ELLs receiving service 4 to 6 years receive self-contained ESL as determined by the needs disaggregated by listening/speaking, reading/writing, and in addition, receive ELA tutoring. A focused effort is being made by the ESL teacher to ensure they prepare well for the NYSESLAT and other high stakes exams.
- d) Our long-term ELLs are the majority of our students and they present several challenges. We meet their needs by supporting their literacy skills and introducing them to high interest-low vocabulary literature. They work in learning stations to improve reading fluency, vocabulary and comprehension. They also receive native-language support.
- e) Former ELLs will continue receiving support by the ESL teacher for 2 more years. Also during lunch time they will be tutoring by the ESL teacher three times a week. They can also attend the 9th period class for extra support.

7. 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

Chart (6 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

Between 6-12 months (from the date of the superintendent's notification to the principal, parent and/or student) the principal will review the reidentification Process decision to ensure tht the student's academic progress has not been adversely affected by the determination. If the principal based on recommendaation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determinatin, the principal will provide additional support services to the student.

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?

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

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?

We accomodate our ELL-SWD students in 47 minute class in ESL and other classes. Students are placed in classes that are provide the support of two teachers, a certified Special Education Teacher and a content-area Teacher. The two teachers are provided time weekly to plan together to insure that instruction is differentiated and scaffolded to meet the needs of all students in theclasses. Also, ELL-SWD have opportunities to practice and work with their peers, in classrooms that are non-restrictive, to correct the English language. Students also have the chance to meet with their teachers during extended time to get any extra help they may need.

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

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



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

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

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

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

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

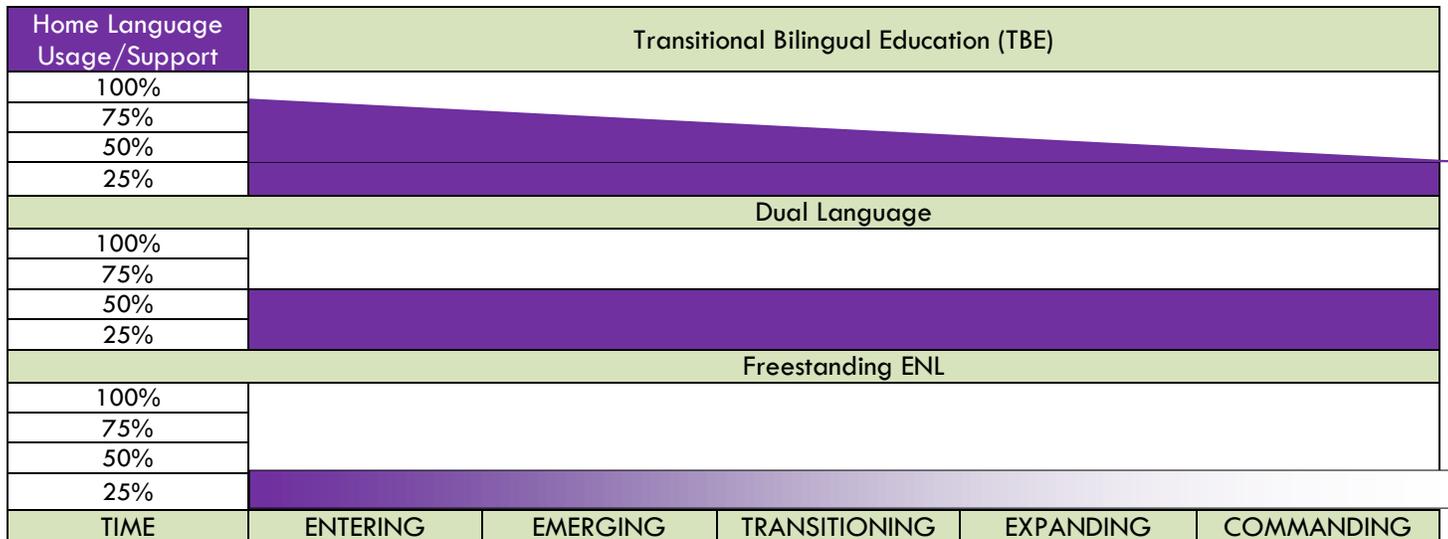


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

In terms of targeted intervention programs, the extended-day program is offered for ELL students to review and strengthen their _____ skills in their content areas with the support of the ESL teacher. The math and ELA department offers a peer-tutoring program, where many ELL students tutor each other in that subject area. Students who are ELLs have access to the following technology: smart boards, Edge online, laptops, and cameras. Students also receive bilingual dictionaries, classroom libraries in their native language.. Native language support is offered as well by the ESL teacher during a native-language reading time.

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

The ELL students have showed a great improvement in the. 80 % of the students move one level up in the NYSESLAT exam. Also, beginners students who have very little time in the country are getting almost passing grades in the Regents exam. Each lesson is designed with a language and content objective which makes the student acquire the language faster.

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

We will be extending the implementation of the Edge Language program, increasing the exposure of ELL students to Spanish, strengthening the data analysis of students' language skills to inform the differentiation of teaching, and augmenting the professional-development opportunities of our ESL teacher.

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

none

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

ELL students are offered equal access to all school programs. ELL students participate in all academic experiences, school wide assemblies, activities sponsored by the Student Council, and field trips. They are regularly advised by their ESL and other teachers as to opportunities for extended-day help, peer tutoring in math, credit-recovery opportunities, and after-school activities. In fact, our official Community Choices this year (Urban Dance, Latin Dance, Literary Magazine, and sports) have an over-representation of ELL students.

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 following instructional materials are used to support ELLs

a)Students participate in a technology-based program called Edge which enables students to improve their literacy skills, practice pronunciation and increase fluency.

b)Teachers use themed units which include various types of fiction and nonfiction texts, such as short stories, folktales, memoirs and articles.

c)Teachers emphasize the Writing Process with all ELL students.

d)Students read high-interest, low-difficulty literature during independent reading.

e) Students read history, culture and science in their native language

f) bilingual dictionaries are used to clarify meaning

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

Students use native language dictionaries to understand content. They also have the support of subject glossaries in Spanish, French, etc. The students ask for clarification of explanations in Spanish to the ESL teacher.

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

The services and resources offered to our ELL students correspond to students' ages and grade levels, as well as ESL level. In some cases, resources are allocated as dictated by the programming needs of a small school. In others cases classes and resources are dependent on the needs of students based on age and grade level.

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).

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

19. What language electives are offered to ELLs?

The school offers Spanish class as an elective.

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) EPs 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)?

Paste response to question here:

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.)

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

- The literacy needs of the ESL students.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs.

Also professional development is delivered by Office of ELLs and Teachers College. The Assistant Principal and guiding counselors will be and has received professional development in supporting ELLs.

Some of the PD, our teachers will attend will be:

- Language and the brain. How we learn best. Nov 6 and 7

_ Spanish Language Professional Development. Opportunity content based teaching. Nove- 6-7

-Leadership Institute in upper Elementary mathematics for teacher of English Language learners. Nov 9 - Dec 5 - Jan 11

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?

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

In order to meet the needs of our English Language Learners and other students our teachers meet to participate in an inquiry cycle of looking at student work, analyzing test and exams, and adjusting instruction through various strategies to meet the needs of all learners.

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

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

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. 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.

Professional Development for all teachers will occur during monthly meetings to inform them about ESL related topics, such as the LABR, NYSELAT, test accommodations, teaching strategies and so forth. All teachers are sent to PDs offered by the Network. In addition our staff will be constantly notified of new ELLs and be provided with any necessary trainings and assistance to better serve the ELL population in our school. A minimum of fifteen percent (15%) of required professional development hours for all teachers by CR part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction.

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?

In addition to the mandated parent orientation and the parent- teacher conferences, the ESL teacher and the different subject teachers will be organizing individual meeting with the ELLs parents to discuss the language development progress of the student as well as the progress in the different subject areas. The ESL teacher will be translating in Spanish since most of the ELLs parents speak this language.

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.

Paste response here:

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

Our current parent involvement is very low, but we are trying to increase this and provide more opportunities for parents to visit the school and be involved in it. In order to maximize parental involvement in our school, we will be:

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Right now we are not partnered with any agencies or Community Based Organizations that provide workshops or services to our ELL parents. We are offering ESL classes for all parents who want to learn English.

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

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

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

This year, all the activities for parents include translation and culturally relevant materials and activities. We will also have ESL classes for parents. One of the greatest ways for parents to help their children learn English is by learning English themselves. When parents are able to use English at home, more opportunities will arise for children to practice speaking and listening. Parents and children practicing their new skills together can be a great motivator. In addition to this, when the parents learn English will help improve the communication with the teachers and school personnel. Parents who are unable to speak to a teacher in English should receive interpretation services.

D. Additional Information

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

Paste response here:

School Name: **Heritage School**

School DBN: **680**

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)
Dyanand Sugrim	Principal		10/13/15
Denise Byfield	Assistant Principal		10/13/15
Alexandra Rodriguez	Parent Coordinator		10/13/15
Addis Rojas	ENL/Bilingual Teacher		10/13/15
Maria Hernandez	Parent		10/13/15
Danielle Hoffman	Teacher/Subject Area		10/13/15
Rachel Kent	Teacher/Subject Area		10/13/15
	Coach		1/1/01
	Coach		1/1/01
Mercedes Dalal	School Counselor		10/13/15
Donald Conyers	Superintendent		10/13/15
	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: **680** School Name: **The Heritage School**
Superintendent: **Donald Conyer**

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

2. 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, Arabic, French

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.)

Newsletters, calendars, parent-teacher announcements, after school program information, New York testing dates, letters from school leadership. All these documents will be mail to parents two weeks before event is happening. The esl TEACHER, Ms. Rojas will be translating the letters and interpreting in the teacher -parent confereces.

- Parent-teacher conference: Nov 19-20
- Parent-teacher conference: March 10-11

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, curriculum nights, attendance teacher calls to parents, ESL yearly meeting, IEP meetings.

Part C: Providing Language Assistance Services

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

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

2. Describe 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.

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

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.)

The LAC will be watching the webinar. The school teachers will receive the T&I services brochure.

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

In the fall of 2015 the school will mail to parents the Chancellor's Regulation A-663 as well as a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Heritage will also provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, or legal or disciplinary matters

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)

The school will be using a parent survey to identify the quality of the translation and interpretation services.