



**PS 368M
HAMILTON HEIGHTS SCHOOL
2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 06M368
ADDRESS: 1750 AMSTERDAM AVENUE, NY, NY 10031
TELEPHONE: 212-862-9940
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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING (NA).....	25
APPENDIX 6: SED REQUIREMENTS FOR SURR SCHOOLS (NA).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M368 **SCHOOL NAME:** Hamilton Heights School

SCHOOL ADDRESS: 1750 Amsterdam Avenue, New York, NY 10031

SCHOOL TELEPHONE: 212-862-9940 **FAX:** 212-862-9946

SCHOOL CONTACT PERSON: Alva J. Buxenbaum **EMAIL ADDRESS:** abuxenb@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maurice Cozart & Beth Venn

PRINCIPAL: Alva J. Buxenbaum

UFT CHAPTER LEADER: Alcira Jaar & Marissa Torres

PARENTS' ASSOCIATION PRESIDENT: Ayten Farrell & Tom Wood

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 6 **CHILDREN FIRST NETWORK (CFN):** CFN # 2.05

NETWORK LEADER: Dr. Joanne Joyner-Wells

SUPERINTENDENT: Martha Madera

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Alva J. Buxenbaum	*Principal or Designee	
Alcira Jaar	*UFT Chapter Chairperson or Designee	
Ayten Farrell	*PA/PTA President or Designated Co-President	
Milagros Travieso	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Flavia Grullon	DC 37 Representative, if applicable	
Maurice Cozart	SLT Co-Chairperson	
Beth Venn	SLT Co-Chairperson	
Clarice Marchena	SLT Secretary/ Teacher	
Noelle A. Burns	Member/Parent	
Sunita Woodcheke	Member/ Parent	
Jennifer Kaiser	Member/ Teacher	
Kristin Taylor	Member/ Teacher	

Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision & Mission Statement

Hamilton Heights School, a K-5 school, opened its classroom doors in September 2002 as Hamilton Heights Academy, a public school program started by parents and educators in West Harlem and Washington Heights within classroom space at P.S. 28. In 2007, Hamilton Heights Academy was granted full school status and renamed Hamilton Heights School located on West 153rd Street. As of September 2010 our school has relocated to 1750 Amsterdam Avenue, New York, NY 10031. We are located on the second floor of the Adam Clayton Powell Complex. Stairway C is our only entry/exit route. It will lead you to our Main office, room 251. Our phone number is 212-862- 9940. Our Fax number is 212- 862-9946.

The educational philosophy of HHS emphasizes hands-on learning, multi-disciplinary thematic units and support for children as individuals with varied needs and learning styles. Classroom set-ups encourage purposeful investigation and active learning. An emphasis is placed on inquiry, critical thinking, and problem solving. HHS follows the New York City Department of Education's mandated curricula in literacy and mathematics. Teachers supplement this curriculum with carefully planned thematic units that are Literacy based integrating mathematics, social studies, science, and the arts into each day's work.

Our mission is to provide an academically rigorous education to a diverse population of students in an atmosphere that is nurturing, supportive, and respectful. We are committed to providing students with the best of progressive education based upon effective instructional strategies. We strive to set clear expectations and support for academic achievement. We seek to develop social awareness among our students and to expose them to the broader issues facing the surrounding communities. Our students are encouraged to share their knowledge, to question and probe ideas, to use evidence and acquired information to support their opinions. Our teachers are committed to creating a community of students and families who share a love of learning. We celebrate and learn from the range of backgrounds, beliefs, languages and cultures that reflect the diversity of New York City.

Family involvement is at the heart of our program in classrooms, in curriculum, and in the school community. Creating and strengthening the home-school connection is critical to our mission. A warm, caring environment and a strong sense of community give children the confidence to work to their highest potential, empowering them to be accountable for their own learning

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Hamilton Heights School								
District:		6	DBN:	D6M368	School BEDS Code:		310600010368			
DEMOGRAPHICS										
Grades Served:	Pre-K		3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded			
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		93.2	93.8	94.6			
Kindergarten	40	44	43	Student Stability - % of Enrollment:						
Grade 1	38	40	46	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	45	38	40		95.1	95.3	96.1			
Grade 3	45	42	37	Poverty Rate - % of Enrollment:						
Grade 4	37	46	47	(As of October 31)	2008-09	2009-10	2010-11			
Grade 5	34	23	35		60.0	77.2	77.2			
Grade 6	0	0	0	Students in Temporary Housing - Total Number:						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		5	6	8			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		1	0	1			
Grade 12	0	0	0	Suspensions (OSYD Reporting) - Total Number:						
Ungraded	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Total	239	233	248		0	0	0			
Special Education Enrollment:				Special High School Programs - Total Number:						
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10			
# In Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0			
# In Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	0			
Number all others	10	9	19	Special High School Programs - Total Number:						
These students are included in the enrollment information above.				(As of October 31)	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0			
(BESIS Survey)				Early College HS Program Participants	0	0	0			
(As of October 31)	2008-09	2009-10	2010-11	Number of Staff - Includes all full-time staff:						
# In Transitional Bilingual Classes	0	0	TBD	(As of October 31)	2007-08	2008-09	2009-10			
# In Dual Lang. Programs	0	0	TBD		15	19	17			
# receiving ESL services only	46	51	TBD	Number of Teachers	15	19	17			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	3	8	2			
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	0	3			
Overage Students (# entering students overage for grade)				Teacher Qualifications:						
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10			
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0			
				% more than 2 years teaching in this school	0.0	0.0	47.1			
				% more than 5 years teaching anywhere	40.0	52.6	58.8			
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher						
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED)	53.0	74.0	70.6			
American Indian or Alaska Native	0.0	0.9	0.8		100.0	100.0	80.0			
Black or African American	36.4	32.2	29.0							
Hispanic or Latino	52.7	54.5	56.5							
Asian or Native Hawaiian/Other Pacific Isl.	1.7	1.7	3.2							
White	8.8	9.0	10.1							
Male	46.0	50.2	50.4							
Female	54.0	49.8	49.6							
2008-10 TITLE I STATUS										
√	Title I Schoolwide Program (SWP)									
	Title I Targeted Assistance									
	Non-Title I									
Years the School Received Title I Part A Funding:				2007-08	2008-09	2009-10	2010-11			
				√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY										
SURR School (Yes/No)		if yes, area(s) of SURR identification:								
Overall NCLB/Differentiated Accountability Status (2008-10) Based on 2008-09 Performance:										
	<u>Phase</u>				<u>Category</u>					
	In Good Standing (IGS)			√	Basic	Focused	Comprehensive			
	Improvement Year 1									
	Improvement Year 2									

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:				Secondary Level			
Elementary/Middle Level				ELA:			
ELA:				Math:			
Math:				Graduation Rate:			
Science:							
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
Student Groups							
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-10				Quality Review Results – 2008-10			
Overall Letter Grade:	C			Overall Evaluation:	NR		
Overall Score:	31.1			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.1			Quality Statement 2: Plan and Set Goals			
(Comprises 15% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	0.8			Quality Statement 4: Align Capacity Building to Goals			
(Comprises 25% of the Overall Score)				Quality Statement 5: Monitor and Revise			
Student Progress:	22.2						
(Comprises 60% of the Overall Score)							
Additional Credit:	0						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				U = Underdeveloped			
√PH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
- = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Prior to the 2010 State ELA and Mathematics tests, HHS was exceeding its goals related to student performance. With the change in state scale scores, student progress rates dropped considerably and student performance suffered.

The school administration and teaching staff has devoted considerable time to understanding and analyzing student data from classroom performance, assessment tools used to evaluate student needs and progress primarily in Literacy and math. Since work in Social Studies and Science is integrated with Literacy and Mathematics our school also makes ongoing assessments through analysis of student notebooks and project work as to how students acquire and apply knowledge gained through these important academic areas.

Using the results of standardized state testing data, time is spent reviewing and analyzing how our students perform individually and as a group on these statewide tests. Using predictive assessments, as well as the assessments described above, we have come to the collective conclusion that our students need more in depth instruction and strategy lessons to acquire a deeper understanding of the various literary genres. Our students need more experience and practice analyzing and evaluating the deeper meaning in text and greater skill in responding to and expressing their ideas and opinions about various fiction and non-fiction texts.

Literacy skills in reading, writing and oral proficiencies are key to all areas of academic proficiency; therefore student reading strengths and needs are continually assessed using Fountas and Pinnell running records to determine reading levels and to enable students to read independently in books at their reading comfort level. Small group instruction through guided reading is a major focus for us this year due to the conclusions we've drawn through the collaborative work done in grade teams and staff meetings.

In **Mathematics** we also use a variety of assessment tools including the data available to us based upon standardized state tests in Mathematics. In addition to these statewide comparisons, we also use a number of school wide assessment tools including participation in DYO Mathematics assessments where our teachers participate with a number of schools throughout the city in comparing, analyzing and assessing student knowledge and needs in mathematics concepts and big ideas. In addition to number sense and relationships we are placing greater emphasis on exposure to and understanding of the mathematical concepts inherent in algebra, geometry, measurement, and statistics with greater emphasis on probability and data gathering.

Academic intervention has been an important and significant part of our approach to improving student performance. Regular AIS, Reading Recovery services to our struggling first graders, ESL services to our large ELL population, Mathematics lesson study teams (initiated and conducted by school-wide teacher teams) and classroom assessments and interventions described herein are consistently monitored by school Administration. We have an academic instruction cabinet (AIC) that meets weekly. Our AIC consistently reviews on a weekly basis the instructional goals and tasks that will make the biggest impact on improving school wide instruction in all subject areas with particular emphasis on Literacy and Mathematics.

Analysis of our schools performance on the 2010 NY State tests in Literacy and Math stimulated a deep school wide discussion and analysis of where we need to go to make giant strides in the coming school year. Analysis of the 2009 ELA performance data in grades 3 - 5 indicates that about 50% of our students in grades 3 – 5 need to further develop instruction and support in the following Literary skills:

- Evaluating Literary content by identifying important and unimportant details.
- Making predictions, drawing conclusions and making inferences about events and characters.
- Reading and understanding written directions
- Distinguishing between fact and fiction
- Collecting and interpreting data, facts and ideas from unfamiliar texts
- Identifying a conclusion that summarizes the main idea

- Using specific evidence from stories to identify themes; describe characters, their actions and their motivations.

Mathematics data indicates that 50% of students in grades 3 - 4 need further support to develop the following mathematics skills and concepts:

- Identifying and constructing lines of symmetry
- Using a ruler to measure to the nearest standard unit (whole, 1/2 and 1/4 inches, whole feet, whole yards, whole centimeters and whole meters)
- Basic multiplication and division facts

50% of students in grades 4 & 5 need further support to develop these math concepts and skills:

- Estimating numbers to 500
- Identifying and naming polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon and octagon)
- Formulating conclusions and making predictions from graphs
- Checking the reasonableness of an answer using estimation
- Rounding numbers less than 1,000 to the nearest 10 and hundreds
- Selecting appropriate computational and operational methods to solve problems

The progress report data supports the continuation of the instructional supports put in place to maintain and deepen best instructional practices in our school. The school continues to maintain literacy consultants to insure that all of our teachers receive professional development that targets reading and writing workshop planning and day to day instruction. We continue to employ a part-time math consultant who helps teachers continually assess student needs and progress. We seek to identify successful instructional models and strategies and to utilize data analysis to identify next steps for teachers and students for purposes of differentiated instruction. Professional development and targeted support is received on a daily basis through work with the Reading Recovery teacher, the ESL/Special Education teacher and administration to enhance quantitative assessments such as running records, targeted individual and small group strategy groups and conferencing, guided reading (specifically grades K-2) and shared reading. The scheduling of common preps on each grade promotes collaboration among teachers. Professional development and supports are also received from Network Support Specialists and through our CFN #205. Professional development utilizing all of these resources will continue throughout the 2010-2011 school year.

Significant Aids:

Last year in 2009-10 grade level (K-2, 3-5) lesson study teacher teams in Mathematics were initiated by the Inquiry team with ongoing support from our part-time Math consultant. These teams involved 80 % of our teachers last year. Growing out of the lesson study teams and observation of student learning styles, we posed the following questions for ourselves:

- What are the common threads we are finding through grades K-5?
- What are we doing that is working?

Common preps and school wide scheduling of teacher teams are a major support for teacher collaboration, curriculum planning, professional development. For example, the teacher teams have discovered (through observation of student learning styles, through joint planning, and analysis of specific lessons) that there is an increase in the acquisition of math concepts and greater self-motivation among the students. Based on collaborative teacher teams we found it increasingly useful to focus attention on noticing what it looks like when students (particularly those who have difficulty with math skills) develop self-motivation, stamina for problems solving, increased engagement, and greater willingness to take risks. We discovered that students who develop these traits through the learning process are more successful in acquiring necessary skills. Therefore, we have developed some rubrics that examine what is happening when students are:

- Self motivated and engaged thinkers

- Work with stamina in problem solving
- Willing to take risks
- Develop curiosity about and are respectful of the ideas of others
- Challenge themselves to acquire new tools to effectively communicate their thoughts and ideas

Science:

On the 2010 New York State Science Test 91% achieved proficiency (levels 3 and 4), a 9% increase from the previous year. This data will aide the science teacher in providing targeted instruction for current fifth grade students who did not score at proficiency, as well as help prepare the current fourth grade students for the 2011 New York State Science Test.

In this school year teacher teams will expand their focus and apply the above rubrics to deepen our work in Literacy. Consequently, we are striving in all of our classes to observe how these traits develop in students and to tailor classroom instruction to foster these behaviors. We feel that conscious observation and development of these qualities has proven to have implications for influencing school wide practices and instructional successes in all core subject areas.

Continued Constraints

While space continues to be an ongoing challenge for the 2010-2011 school year, the fact that we are currently located in one building on one floor is already proving to be a major unifying factor for students and staff. We believe that it will have a major impact on improving the academic progress of our students. However, the need to share facilities with another school. have resulted in the loss of a Science room that was a significant factor contributing to our very successful Science program This program now operates as a push-in program and while we are doing everything possible to continue the high quality of our science curriculum and instruction we are concerned about the possible side effects of having to push in to classrooms. Next year, we are to be given additional classroom space at PS 153 that will again enable us to have a Science classroom.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

The school goals listed below are derived from the progress report of 2009-2010 and the needs assessment outlined in Section IV.

DATA GATHERING AND ANALYSIS:

1. To continue the use of data gathering and analysis to track student performance and progress across the grades while deepening and expanding instructional goals and practices.
2. To continue teacher utilization and proficiency in the use of data to better analyze, track and improve student performance and progress through informed instruction.
3. To phase in portfolios of student work that follow children through the grades and offer comprehensive evidence of growth in reading, writing and math.

All teachers will continue to utilize ARIS for the purpose of gathering and analyzing data at classroom and sub group level and to identify patterns in performance and progress. ARIS will be used to cross-reference periodic and formative assessment data with summative data to match state standards.

LITERACY READING/WRITING/SPEAKING:

To significantly increase student performance and progress in ELA to assure one year's growth for targeted groups and subgroups.

1. To identify students performing at levels 1 and 2 on 2010 ELA scores to improve their proficiency in Literacy and move them to the next level of proficiency (2 & 3).
2. To identify students performing at levels 3 on 2010 ELA scores to improve their proficiency in Literacy and move a significant number to proficiency level 4.
3. To target 10% of ELL students to progress from level 2 to 3.
4. To target needed vocabulary and comprehension skills in reading through collaborative teacher teams.
5. To target needed writing skills for improved fluency in writing.
6. To deepen the connections between reading and writing through genre and author studies that enable students to model favorite authors and write proficiently in varied genres.

MATHEMATICS

To increase significantly the number of students making one year's progress in Mathematics as measured by classroom participation, problem solving strategies and state tests results in Mathematics.

We will continue to target students needing to reach proficiency in mathematics concepts, relationships and computational skills across grades K-5 through collaborative lesson planning, study teacher teams and instruction based upon continual assessment of student strengths and needs in

Math. We believe that continuance of this strategy for targeted students also gives important understanding that improves instruction for all of our students. Therefore, we believe that informed instruction in Math workshop lessons will further also raise the level of instruction and understanding of big ideas in Math for a significant number of non-targeted students. Our overall goal is to advance instructional strategies to allow all students to gain entry to understanding of mathematical ideas and concepts and thus design and solve challenging problems on higher levels of proficiency.

SCIENCE AND SOCIAL STUDIES (update)

In Science one specific goal is to target fifth grade students who did not perform at proficiency on the 2010 fourth grade New York State Science Test, as well as prepare current fourth grade students for the 2010 test. Based on the current 4th grade scores on the ELA & Math, all students will be targeted in Science as well. We also want to enhance the use of science notebooks in grades 2 through 5, and science journal pages for grades k and 1. In this way we feel that all students will become more proficient at writing observations that are clearly expressed and include science vocabulary pertaining to the unit.

In Social Studies the goal is to build the knowledge and awareness of the natural, physical, economic and social conditions of the USA, other nations and the world by developing skills and integrating them with the other academic areas.

1. We will foster appreciation for environmental, cultural and social concerns.
2. We will strive as a school to examine how our organization and diverse student population can bring us further opportunities for our social studies teaching and learning.

This year all teachers (including clusters) collaborated by grade to produce curriculum maps from September to June based on Social Studies and Science units of study integrating Literacy and Math skills into the year long plan. These curriculum maps are serving to provide a framework for literary genre studies and mathematics problem solving skills related to the everyday world. In this way each student will have SMART goals in Science and Social Studies as measured by goal setting projections for our students that are compatible with clearly outlined academic goals.

MUSIC AND ART.

Music at the Hamilton Heights School is an integral part of the school's culture. Sing-Along, a time every Friday where the school comes together for 45 minutes, is the signifier of what the school is: a community of caring individuals who all have something to contribute and learn from.

As an academic discipline at HHS, the goal of the music department is to instill tonal and rhythmic independence in children and foster a high competency level of body coordination, communication, and cultural understanding. To this end, students at HHS perform two to four times per year, including up to two performances at Carnegie Hall.

In early childhood, students explore their rhythmic and vocal bodies. Singing songs in early childhood is vital to building a musical person. Songs introduce a breadth of music vocabulary as well as create a space to speak on community constructs included in the social studies curriculum such as family and community. Thinking of their bodies as rhythmic instruments, beginning with their own heartbeat, gives students a corporeal framework to move their bodies. This allows them to identify what pace they are moving at, helping them to monitor and control their physical selves. From here, working with pitches and more focused singing comes.

By second grade, students will have applied their rhythmic and tonal comprehension to the recorder and barred Orff instruments where they will learn the written language of music notation. Reading music accompanies the student's efforts in their classroom reading comprehension. The need to pay

attention to text and form (verses – paragraph, chorus – refrain, double bar line – period, bar line – spaces, etc.) and recognizing music notation as a language of organized symbols exercises the student's brain and enables them to make connections between different organizational systems. This is particularly beneficial to ELL students.

Music literacy evolves in the 3rd-5th grades where students learn syncopated rhythms, compose their own pieces, and develop a relative pitch so they may sight-sing repertoire on their own. Students engage themselves in chamber music performance and further integrate their music-making skills in mixed ensembles of guitar, recorder, and barred Orff instruments.

Students' music comprehension levels are assessed through classroom activities. Students identified as identified as those who are in need of further instruction or instruction in a smaller group may participate in a beginning Music Enrichment Club on Tuesdays from 2:50-3:40pm where they will benefit from small group instruction in a setting that does not exceed 10 students. Students identify as those who are exceeding expectations may participate in an advanced Music Enrichment Club on Thursdays from 2:50-3:40pm where lessons will go further than what is being covered in the classroom.

In 2010-2011, the music teacher pushes into classrooms. This is a new practice for the HHS community. It is the expectation of the music department and the HHS community that:

- Lessons and performances/field trips reflect classroom activities taken from social studies and math curriculum.
- Music technique and theory is further cultivated in the child and that understanding leads to autonomy at every developmental level.
- Student's areas of strengths and weaknesses are identified to eliminate comprehension disparities in the classroom and in their individual understanding.
- Communication happens with classroom teachers and parents about students' social and academic needs of focus.

The lessons of the HHS Music Department align with the benchmarks for Early Childhood and Fifth Grade of the NYC Blueprint for Music and satisfy the nine National Standards of Music Education.

By 2011, despite budget and space constraints, we intend to expand enrichment opportunities in Music, Physical Education, and the Arts during and after school.

We are entering the second year of our participation in the Global Language after school project through Columbia University. Our school was chosen to pilot this project in Spanish and Mandarin

COMMUNICATION WITH PARENTS

1. We will identify clear learning goals for students to share with parents more frequently.
2. We will continue to develop parent structures that increase parental activities and lines of communication concerning school and student progress.
3. We will use progress reports and interim assessments to communicate with parents about student growth between marking periods.

Communication with parents regarding individual student progress will be provided in newsletters, parent curriculum meetings, workshops and in Parent/Teacher conferences.

	<ul style="list-style-type: none"> • All teachers in grades K-5 are utilizing running records and will submit regular assessments to supervisors in Oct., Nov., Jan., March and May for review and analysis of student needs and progress. • Teachers will continue to maintain and utilize Individual conference notes in reading, writing and math on each student in every grade for the purpose of encouraging and assisting student self-evaluation and goal setting • Data gathering tools will include writers' notebooks, student reading response logs, mathematics assessments (end of unit Investigations assessments and DY0 assessments) plus notes on observations and findings from guided reading groups and conferences to target subgroups at the classroom level for teachers to assess the progression of student needs and skills.
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Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To significantly increase student performance and progress in ELA to assure one year's growth for groups and subgroups.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>We will identify students who did not make one year's progress using the 2008/2009 Progress Report data.</p> <ul style="list-style-type: none"> ○ Increase student performance and student progress on the next Progress Report. ○ To move a significant number of level 1 students to level 2 and level 2 to level 3 in grade 4 & 5 ○ To increase the numbers of level 3 students who move to level 4 in grade 4 & 5. ○ A substantial increase in ELA proficiency of grade 3 students as measured by the end of the year State ELA test. ○ All students performing below proficiency at levels 1 & 2 have been targeted for special interventions through small group push in programs. ○ The Reading Recovery/Academic Intervention teacher, in addition to her reading assignments, has been assigned as Data Specialist. She is equipped to train and monitor teaching using Fountas & Pinnell assessments and guided reading. Funding is secured for this position through (TLFSF) allocations. ○ Level 1 and 2 students have been targeted for extended day to receive guided reading instruction in appropriate reading level groups. ○ All teachers have been trained in guided reading strategies to conduct small group instruction during extended day and during the literacy block within the classrooms. ○ F& P assessments are collected on alternate months to monitor student progress in reading skills and determine appropriate intervention and/or • Students performing at the top of level 2 in grades 3 through

	<p>5 who have been identified and targeted for appropriate intervention and classroom instruction in literacy skills and strategies to move 10% of these students to level 3.</p> <ul style="list-style-type: none"> • Students who are performing at the top of level 3 in grades 3 through 5 will be identified and targeted for appropriate classroom instruction in literacy skills and strategies to move 5% of these students to level 4. • Through classroom structures, assessments, whole and large group instruction, student strengths and weaknesses are to be regularly observed, assessed and targeted using ongoing conference notes, notebook entries and other assessment tools to determine appropriate instructional levels. • Align instruction and assessment with DOE benchmarks. • Item analysis will be used to narrow the focus to specific sub skills that are deficient. • Students are appropriately and flexibly grouped within classroom structures based upon teacher weekly and or monthly assessments targeting specific reading and writing needs for limited periods of time. • Staff development is consistently based upon the most current instructional needs of our teaching staff to assure best practices in the teaching of targeted skills and sub skills. • Classroom instruction, interventions, staff development and assessments are consistently used to observe, analyze and improve student achievement. • We will continue the development and implementation of curriculum planning utilizing unit and lesson plans and pacing calendars on a quarterly basis.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Provide an extended time period in the morning when students are best able to attend for additional instruction of targeted students. • Maximize grade level meetings and common preps to support teacher planning teams, to provide professional development and enable teachers to meet for collaborative curriculum planning on grade and across grade levels. • Target school budget money to support push-in and pull out intervention models: one AIS provider, ¼ SETSS provider and ¾ ELL provider • Utilize C4E allocations to hire educational consultants who work directly with our teachers in their individual classrooms to model lessons and in collaborative debriefing and planning teams. • Utilize C4E and Title I SWP funding for literacy consultants known for their expertise in Reading and Writing to provide per diem funds for cover teachers for professional development in lab sites and collaborative teams . • Funding from OTPS for per diem substitutes and per session to pay teachers to participate in off site PD is allocated to cover in school and out of school professional development. • TL Fair student funding and one time allocations are used to

	<p>fund Literacy consultants and DYO off site meetings.</p> <ul style="list-style-type: none"> • Use available funding to purchase sufficient guided reading books and other needed literacy resources
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Interim progress will be measured using a variety of assessments to align with DOE benchmarks using item analysis to narrow our focus to specific skills and sub skills that are deficient. (enter dollar amounts as soon as budget items continue to be realigned in the coming week) • To monitor and observe differentiated instructional practices in the implementation of the workshop structure • To target staff development sessions focusing on improving best teaching practices necessary skills and sub skills in all subject areas and conduct ongoing monitoring of progress in this area • On-going Reading Level Class Profiles (submission to administration three times a year) will measure individual student progress and enable targeted individual, whole and small group instruction • Teachers will conduct on-going reading and writing conference notes; conduct and maintain reading log assessment <ul style="list-style-type: none"> ○ The Reading Recovery/Academic Intervention teacher, in addition to her reading assignments, has been assigned as Data Specialist. She is equipped to train and monitor teaching using Fountas & Pinnell assessments and guided reading. Funding is secured for this position through (TLFSF) allocations. ○ Level 1 and 2 students have been targeted for extended day to receive guided reading instruction in appropriate reading level groups. ○ All teachers have been trained in guided reading strategies to conduct small group instruction during extended day and during the literacy block within the classrooms. ○ F& P assessments are collected on alternate months to monitor and analyze student progress in reading skills to determine appropriate intervention and/or classroom accommodations needed. The Instructional cabinet reviews these assessments on a regular basis.

SECTION VI: ACTION PLAN (CONTD)

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase significantly students making one year’s progress in Mathematics as measured by classroom participation, problem solving strategies and state tests results in Mathematics</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Identify students who did not make one year’s growth in mathematics. • Increase in student performance and student progress on the next Progress Report. • To move a significant number of level 1 students to level 2 and level 2 to level 3 in grade 4 & 5 • To increase the numbers of level 3 students who move to level 4 in grade 4 & 5. • A substantial increase in ELA proficiency of grade 3 students as measured by the end of the year State ELA test.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Utilize extended day for targeted instruction of selected groups of students • Grade level across grade meetings to implement strategies for effective intervention • Use FSF and Title I SWP funds for per diem substitutes and per session rates for Math staff development targeted at developing specific math skills and concepts during the school day. • Align C4E allocations to maintain resources, materials and support staff • Utilize staff and administrative training offered by DYO and ICI supports
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monitor students’ math journals, Math Investigations assessments and DYO assessments to analyze student needs and progress and plan appropriate whole class, small group and individual instruction strategies • Maintain and improve students’ Math portfolios and folders in all grades • Conduct and analyze Math assessments on a regular basis to chart student skills and progress. • Conduct item analysis of the DYO assessments and NY Start and ARIS data.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): SCIENCE

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our NYS 2010 Fourth grade Science scores are very high with no students scoring at level 1 All of our resources and instruction therefore, are aimed at continuing high instructional content in the Science curriculum</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Continue targeting instruction, intervention and assessment toward student proficiency in Science knowledge through exploration and discovery. • Use results of Grade 4 Science exam to improve instruction of current fourth grade students, and target those students who struggle with main concepts and skills as stated in the New York State Core Curriculum in Science. • Use 2010 Grade 4 Science exam as a practice assessment to determine areas where students need targeted instruction. • Target staff development toward onsite and off site PD to continue to enhance best practices in the teaching of science.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The school schedule and resources have been aligned to:</p> <ul style="list-style-type: none"> • Send staff to science based professional development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>Interim progress will be measured using the following assessments:</p> <ul style="list-style-type: none"> • FOSS NYC Benchmark Assessments, I-checks and unit tests • 2010 Grade 4 Science Test as a practice test • Ongoing informal observations • Ongoing work in the science notebook • Activities geared toward discovery and exploration to gain knowledge about natural, physical and life Sciences

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

In progress

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related S
# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Rec				
24	0	N/A	N/A	7			
22	0	N/A	N/A	7			1
15	5	N/A	N/A	8			
18	7	N/A	N/A	6			
20	21			8			
21	20			8			

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Academic Intervention Services are provided through after school Extended Day and during the day through small group push-in and pull-out, and one-to-one tutoring during the school day by the Academic Intervention teacher. K-5 ESL students are serviced during the school day by the ESL teacher through push-in and pull-out programs. One-to-one tutoring by the Reading Recovery teacher is provided to targeted 1st graders.
Mathematics:	AIS are provided in after school extended day as well as through targeted instruction in small groups and one-to-one tutoring.
Science:	In the past, we had enrichment clubs in Science. However, due to cuts in staffing we are no longer able to provide this necessary service.

Social Studies:	In partnership with Children’s Art Carnival, a grant has been secured to provide an afterschool program for 4 th and 5 th grade students to continue work begun in 3 rd & 4 th grades integrating Social Studies units of study through visual and literary arts. This year through the schools efforts, we have secured a grant to partially cover CAC services for 16 weeks to 2 nd grade only.
At-risk Services Provided by the Guidance Counselor:	Based upon conferences with parents regarding neighborhood resources, agencies for psycho-educational evaluations, possible needs for 504’s, counseling in school and review of an medical issues that might be contributing to at-risk status. During the school day, students in need of counseling are seen on an as needed basis for one time and on extended time basis as described also as needed.
At-risk Services Provided by the School Psychologist:	Due to our small size our PPT works in collaboration with PS 153. It is composed of our AIS team members, guidance counselor plus the School Psychologist, Social Worker and Family worker at PS 153. Our meetings are convened by our school guidance counselor on a regular basis.
At-risk Services Provided by the Social Worker:	See SBST information.
At-risk Health-related Services:	HHS Students are served by the PS 153 school nurse.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Our school’s LAP policy is designed to adhere to state standards, including NYS Learning Standards for all curriculum areas, as well as providing the necessary ESL and ELA instructional units required by CR Part 154, through Freestanding ESL push-in and pull-out instructional grouping, as well as one self-contained ESL class.

1. Team Members and Meetings- The team members responsible for LAP programming are: Alva Buxenbaum- Principal, Esther Lewittes- Guidance Counselor, Roxana Rossell- ESL teacher, Clarice Marchena- Reading Intervention teacher, Bertilia Diaz- Parent Coordinator, Alcira Jaar- Science teacher, Marissa Torres (3rd grade) and Tara McHugh (2nd grade) ESL self-contained classroom teachers.

Meetings are scheduled regularly as part of the Administrative Cabinet, the AIS/PPT (Academic Intervention Services/Pupil Personnel Team), grade planning, and SLT planning meetings.

2. Teacher Qualifications- Both ESL classroom teachers have NYS ESL/TESOL certification. The ESL service provider teacher is also a licensed ESL teacher and like the Science teacher also has Spanish Bilingual certifications. In addition the Science teacher has extensive experience in Dual Language programs and in TCRWP literacy training.

3. ELL Demographics- There are currently 74 ELLs identified in Kindergarten through grade 5 out of a total student population of 248, indicating that approximately 30% of our students are English Language Learners. In addition, we have 6 Former ELLs, either in their first or second year since scoring out of the NYSESLAT. Our ESL students have more than eight home languages represented, including Spanish, Mixteco, Arabic, Somali, Senegalese, Tigrinia (Eritrea), French, German, Polish, Portugese, Chinese (Mandarin & Sichuan) and Japanese. Please refer to the chart in following -Part B- for designation by grade.

Students in our general population include native speakers of Armenian, Haitian, Ethiopian, Philipino (Tagalog), Serbian and Flemish Belge, and Finish in keeping with our school’s vision to foster a community that is as rich in cultural diversity as possible. We believe that the vitality of multiculturalism enriches and affirms every stakeholder.

3b. Number of ESL Classes and Types of Programs- There are two classes on each grade, from Kindergarten to grade four, and one fifth grade class. There are between two and ten ESL students in every class, with the exception of the one second grade and one third grade class (with ESL/TESOL licensed teachers) which have eight to twelve ESL students per class.

Students are grouped according to their levels of English proficiency, as determined by either the LAB-R or the NYSESLAT, for push-in and pull-out ESL instruction. Instructional groupings are not homogeneous (i.e. all Beginners) because of the small number of students at different levels, and scheduling constraints. In addition all of our ESL students are serviced through the supplemental computer program – Imagine Learning.

3c. There are no SIFE students (students with interrupted formal education), and there is only one ESL student with an IEP requiring SETSS services for learning disabilities. There are four students in the lower grades receiving other IEP services such as Speech and OT (Occupational Therapy).

A total of fourteen students identified as long-term LEPs, indicating that they have been receiving either bilingual or ESL instruction for more than three years. Six of these students came from a bilingual or dual-language program in different schools into our first or second grade when our school was in its first year of operation. Not all of these six students are Spanish dominant speakers.

Additional Language Services: The Columbia University Global Language Program

Our school also offers a global languages after-school program, funded for the next three years, which offers instruction in Spanish and Mandarin. This program began last year with third graders and continues with these same students who

are now in 4th grade and will continue the program through 5th grade at our school. Additional funding received from the PEPSI foundation this year enables us to extend the program to first grade. The first grades will continue the program each year through fifth grade to achieve proficiency in the languages. This year GLP conducts a 1st and 4th grade Mandarin class and a 1st and 4th grade Spanish class two days a week for participating students in each grade.

4. Parent Program Choice- Ensuring informed parent choice, outreach process and timelines- At the time of pre-registration, parents are informed that there are currently no Spanish Native Language programs and are encouraged to apply to either of the two neighboring schools, located within one or two blocks, that have excellent school wide dual language and bilingual programs. (P.S. /I.S. 210 , P.S. 28 and PS 153 all have well established dual language programs.)

All families are interviewed as part of the pre-registration process and admitted on a first-come, first-serve basis. The Parent Coordinator and the Principal lead Prospective Parent Orientations and Open Houses throughout the year so families can see how classes function. Parent and family involvement is a requirement in our school, and there are parents helping out throughout the school (office, lunchroom, classes and even hallways) at any given time. Prospective parents can interview other parents during school tours. This ensures that parents make an adequately informed decision when registering.

All registrants who are new to the N.Y. city school system, where the Home Language Survey indicates a language other than English, are administered the LAB-R within the first two weeks of school. Students are placed into the level of English proficiency instructional grouping according to the LAB score. As per State mandates, this determines how many units of ESL instruction each student will receive.

Towards the end of September, parents of students who are entitled to receive ESL instruction are requested to attend a Program Choice meeting, or to speak with either the Parent Coordinator or the ESL teacher about their child’s rights as an ESL student. Program Option Brochures provided by NYSED in different languages are offered to parents at the Program Choice meeting, or individually. Our school takes an individualized approach with each family, and care is taken to see that all parents understand their options, and their responsibilities. Notices including weekly homework letters, progress reports and Parent Association news are translated into Spanish.

5. Assessment Analysis-

5a. English Proficiency Levels according to LAB-R or NYSESLAT results- Following is a chart indicating how many students are at each level of proficiency, divided by class and grade, as of October 1, 2010.

	Beginner	Intermediate	Advanced	Beginner	Intermediate	Advanced	Total # of Students
	<i>Class 1 -</i>			<i>Class 2 -</i>			
Kg.	3	2	4	4	2	1	16
First	5	4	3	4	1	1	18
Second		2	1		4	4	11
Third		1	2	1	3	1	8
Fourth		3	5	1	3	2	14
Fifth			1			3	4
Totals	8	12	16	10	13	12	71

5b. Summary of ELLs' strengths and weaknesses in the four modalities

Following are some patterns and trends identified in an analysis of the spring 2010 NYSESLAT scores using the conversion scores, which group speaking and listening into one score, and Reading and Writing into another score.

All ESL students in grades 1 – 5, with the exception of two, gained either one or two levels of proficiency, in overall levels (both scores combined) over the past year. (This applies to those students who are still on our rosters currently. This does not take into account transients- those 4 ESL students, who have moved out, and who have just joined us.)

The two students who did not, advanced two levels in Speaking & Listening, but remained at Beginner level in Reading & Writing. One of those students has an IEP and receives SETSS instruction daily, the other was identified as academically At-Risk in January and has been receiving intensive intervention cycles with the Reading Recovery teacher and in Extended Day small group work.

Of the 34 students in grades 1 – 5 who were at our school last year, 33 attained either an Advanced level, or Proficient, in the Speaking & Listening combined scores, and 1 moved from Beginner to Intermediate.

All the first graders this year, except for one, who were administered the LAB-R in the Fall 2009 who were identified at Beginner level of English proficiency in Kg. have attained a level of Advanced in Speaking & Listening on the Spring 10 NYSESLAT, indicating an increase of two levels.

Of the students in grades 1 –5 who's NYSESLAT Spring 10 scores were analyzed, 18 increased by at least one level in English proficiency in the combined Reading & Writing scores. The other students remained at the same level in this section, though numeric scores did show gains overall.

The above findings tell us that we are increasing students' Speaking & Listening modalities, but not as well in increasing their proficiency in the Reading & Writing modalities. Our music program, explicit social curriculum, and Responsive classroom approach, all support students' verbal abilities, and functional language development.

Since close to half of the scores in the modalities of Reading & Writing were flat (no increase), this indicates that our ESL students need additional support in developing CALP- cognitive, academic language proficiency.

While it is known that CALP development takes longer to reach higher levels than functional language, the NYSESLAT aggregated scores did show a gap of two proficiency levels between Speaking/Listening and Reading/Writing modalities for at least 9 students.

The ESL program, along with classroom teachers, must identify and target literacy and content area objectives specific to ELLs' areas of weakness.

5e. Our school has opted to use the Fountas & Pinell Benchmark assessments instead of the ECLAS so students can be matched to books leveled according to the F & P system. Teachers, along with the Reading Intervention specialist, provide individualized and small group instruction at the instructional level, while students are encouraged to choose books at their independent, or “just-right” level to take home, and for independent reading time.

5h. Periodic and interim assessments- For Reading instruction, students are assessed individually using running records that are leveled according to Fountas & Pinell (F & P) by letters. Beginning in kindergarten, all students are monitored to see that they are attaining expected benchmarks. Those students who show extended delays in first and second grade, and who are at least Intermediate level ELLS receive individualized intervention from the Reading Recovery teacher.

For writing, there is a word work component with various formats for assessing and monitoring gains in spelling conventions and language structures from grade to grade. The workshop model has students writing daily using the process of gathering and developing writing topics in a variety of genres, taking one piece through the revising and editing process to produce a published piece each month. This serves as an interim assessment for each child.

The math Investigations program provides interim assessments throughout each unit. Teachers use them to spot check progress and areas of weakness to target for additional instruction.

In addition to using her own portfolios of student work, the ESL teacher also uses the classroom assessments to target specific instructional objectives, in consultation with the classroom teachers. This is facilitated by working in a push-in capacity as scheduling permits. Accommodations and modifications to tailor assessments to specific ELLs’ needs are discussed with classroom teachers.

5j. Multiple assessments for grade-level spans used to inform the LAP- There is programmatic consistency from grade to grade. This means that assessments in each subject area are taken from the same program, whether it is Math Investigations, or the F & P running records and reading levels so that consistent analyses of progress can easily be made across grade spans. Teachers generally “loop” with classes spending two years at a time with one group, also facilitating assessment consistency from grade to grade.

6. Planning for ELLs- The Freestanding and self-contained ESL program are designed to meet all CR Part 154 and NY State requirements for amount of units of weekly instruction, as well as instructional approaches according to levels of English proficiency. Although instructional groupings include, in some cases, more than one proficiency level (due to scheduling constraints), stages of language acquisition and production are taken into account in lesson planning, along with the need for visual aides and other instructional scaffolding necessary for comprehensible input.

6b. Instructional approaches used to make language and content instruction comprehensible- Using a UBD (Understanding by Design) approach, the ESL teacher uses the same content area curricular units to determine what the specific objectives of each unit are. Linguistic objectives are set, and activities are then tailored to have students learn the necessary vocabulary, and to apply the skills using every modality for repeated yet varied opportunities to practice and apply new language skills. The overarching goals in all ESL lesson planning are, 1) for every ESL student to participate fully in grade level content instruction, held to the same expectations of academic rigor and performance, 2) to provide the scaffolding needed to make content area language (CALP) comprehensible (including translation), 3) to allow students to use any background resources, including NL (Native Language) to build new understandings, and 4) have students feel that their bilingualism is an asset to all, building functional language in a supportive, contextualized learning environment.

The ESL teacher creates lessons that correlate directly to the current units in each grade, using such scaffolding tools as concrete objects, manipulatives, TPR (Total Physical Response), role playing, visual aides (including use of the internet) as well as graphic organizers and extended work with classroom activities to demystify aspects not familiar to many ELLs. Lessons are tailored to adhere to specific needs determined by language acquisition levels (i.e. pre-production, early production, transitional, early fluency – in both receptive and expressive functions).

6c, d. Differentiated instruction for ELL subgroups - Newcomers are screened by the ESL teacher if there is no exam history available to determine whether LAB-R administration has been done. New students in pre-production stage may have an initial “silent period” which is taken into account by allowing gestural, and yes-no responses while expecting some level of participation in daily classroom activities.

According to the new mandates to provide testing accommodations for Former ELLs for two years, teachers are being advised about how to make testing accommodations a part of classroom routines, not just on the citywide testing days. Both long-term ELLs and former ELLs are given additional test-taking skills support, which may include use of NL. Long-term ELLs- Testing data analysis indicates that long-term ELLs have specific deficits in CALP. Therefore, they are provided with additional instruction to specifically address this need. This includes guided reading groups in the classroom and with the Reading intervention teacher (in cycles), individualized instruction with the ESL teacher, and Extended Day small group instruction. In addition, Title III funding will be used to support an after-school, computer-supported ESL program (Imagine English) for targeted students in third grade.

7. Resources and Support-

7a. Instructional materials and technology used to support ELLs- Each classroom teacher plans for the explicit use all four modalities daily in activities such as morning meeting, interactive writing, shared reading, choral reading, singing, music with movement, “turn ‘n talks” or paired shares, partnership work, hands-on work with manipulatives, visual aides, charts and graphic organizers. The ESL teacher makes every attempt to be consistent in the use of the same types of practices applied to meet ESL objectives and enhanced with ESL methodologies.

In order to address the specific needs of long-term ELLs, sets of leveled nonfiction, high-interest books designed for ELLs (National Geographic’s Window on Literacy series) were ordered and are used for guided reading groups, or individually. The Imagine English computer-based program targets between 15-20 students in grade 3 in need of additional support in building vocabulary concepts.

7b,c. Professional Development plan for all personnel working with ELLs- There have been two ESL Prof. Dev. Workshops as part of our September Launch for teachers and paraprofessionals to date. The Administrative cabinet meets regularly to evaluate existing programs for struggling students and ELLs and will be putting in place a calendar of workshops to refine strategies in teaching ELLs, in order to meet the mandated 7.5 hours. There is a more detailed description of ESL

7d. Native Language support- Both ESL teachers are Spanish speakers and can organize instruction with NL support as appropriate, avoiding random “code-switching” usage. Other teachers and paraprofessionals also make targeted use of Spanish to facilitate learning. Every classroom has a section of books in Spanish, and teachers participate in interactive read-alouds in Spanish from time to time. Since there are several home languages represented by our ESL students, it is important to celebrate and value all the various languages and their cultures. This is done through songs in various languages learned as part of the music program, and sung at our weekly school-wide sing-along. Parents are invited into classes to share aspects of their language and culture. While we are aware that these practices may represent surface level validations of cultural and linguistic plurality, the study, appreciation, and honoring of diversity is active and integral to the curriculum and evident through the whole school community.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be served: 74 LEP _____ Non-LEP _____

Number of Teachers 12 (3 ESL & 9 CB Other Staff (Specify) 1 RR & Intervention and 1 SETSS

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

To address the reading, writing, vocabulary and speaking needs of our English Language learners, we are using the Imagine Learning English Program. As a supplement to our ESL services, Imagine Learning English is a K-5 computer-based instructional program that teaches children English and develops their literacy skills through individualized instruction. The program delivers specific data reports for each student, highlighting their needs at any time as they progress through the program. The curriculum is founded on scientifically based research and No Child Left Behind guidelines. The curriculum is designed to combine with art and music and delivered through computer technology. Imagine Learning English teaches direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy, and school readiness with individualized lessons and graphic support. Students receive one-to-one instruction through hundreds of engaging activities. Each child receives differentiated instruction; the program is specifically designed to adapt to their dynamic individual needs. Imagine Learning English also provides native language support in Spanish, Mandarin, Japanese, Korean, Portuguese, French, and Haitian-Creole to service our ELL population whose home language fits these categories.

In New York City, schools using Imagine Learning English in various program models, such as Push-in and self-contained English as a Second Language and after-school tutorial programs have proven to be very successful. . The chart below shows the average percentage increase on Imagine Learning English program assessments based on the number of weeks in the program:

	20-26 weeks	27 weeks/more
Vocabulary	27.9%	43.4%
Letter Knowledge	21.3%	24.6%
Oral Production	105.9%	141.8%
Phonemic Awareness	48.1%	32.1%

Imagine Learning also provides initial professional development. Teachers learn the different components of the program and how it should be implemented, as well as how to use the programs student progress reports. Technical support is also available onsite by request.

To launch Imagine Learning English, our school is purchasing laptops to service our ELL students. We plan to have these students use the program four times per week for at least 15 minutes per session for 27 weeks or more. In addition to the Spanish speaking students we also have students whose native language is Chinese, Portuguese, Japanese speaking students. We plan to add these languages to our existing program,

This proposed program will supplement and support the mandated Part 154 school day program that all our entitled ELL students receive. The use of a highly qualified, ESL certified teacher co-teaching with licensed CB teachers offers these students a curriculum that develops their reading and writing skills while focusing on both Social Studies and English Language Arts. In addition, we have two classroom teachers with TESOL/ESL certification in addition to their CB licenses who provide the ELL students in their class with appropriate TESOL/ESL instructions. The ESL teacher offers push in and pull out opportunities in ESL instruction in addition to the use of the Imagine Learning program that supplements the small group pull out programs using appropriate ELL strategies during differentiated instruction time.

In our ELL school wide services state learning standards addressed include, but are not limited to:

- Students will be able to read, write, listen, and speak for information and understanding. Students will learn how to locate and use school, public, academic, and special library resources for information and research. They will read from a variety of texts, write reports, essays, and plays following the conventions of Standard English, and prepare oral presentations.
- Students will be able to read, write, listen, and speak for literary response and expression. Course curriculum will include texts from a wide variety of authors, subjects, and genres. Students will respond to literature using interpretive and critical processes. As speakers and writers, students will use oral and written language for self-expression and artistic creation.
- Students will be able to read, write, listen and speak for critical analysis and evaluation. Students will critique and produce public and functional documents appropriate to audience and purpose. They will analyze and evaluate interpretive, imaginative and persuasive texts for form opinions in light of prior knowledge, experiences, and beliefs.
- Students will be able to read, write, listen and speak for social interactions. Students will read and write for personal expression, such as notes, letters, journals, and electronic mail. They will recognize the types of language appropriate to social communication. Students will use the social communications of others to enrich their understanding of people and their views. The delivery of these skills will be adapted to the appropriate age a grade of each student.

We would like to purchase additional laptops and contracts so that the ELL students have access to the Imagine Learning program in the classroom and when working directly with the ESL teacher in the pull-out program. Teachers can also use laptops to model research techniques and have students practice using and analyzing internet sources. This laptop can also connect to *Smart boards* or projectors in the classroom allowing a teacher to work with students in the Title III program on using internet sources to work on group projects collaboratively in small groups. Students will do small group internet research and complete projects. In addition to increasing students' language proficiency, ability to work with and analyze internet resources, comfort and fluency with technology, this technology will allow the teachers to design lessons that will allow students to work collaboratively. It will also help teachers reinforce concepts and build the academic vocabulary ELL students need to be successful in these content areas.

Title III money will also be used to purchase books to provide graphic organizers for student activities and to introduce language to build vocabulary skills.

We plan to hold three 2 hour workshops for parents customized for the approximately 30 parents of ELL students. These workshops will be facilitated by our ESL teacher, guidance counselor and parent coordinator. These will take place in the evenings and scheduled to come before or after other parent events such as college fairs and PTA meetings to encourage parent participation and attendance at other school events. Title III funds will support per session for the guidance counselor to present these evening workshops.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The ESL out of classroom teacher is sent for training when CFN 2 workshops and/or other PD sessions are offered, whenever possible. The ESL teacher is also made aware of and sent to other DOE workshops, when possible that are held in the District and by DOE.

One classroom teacher certified in TESOL and ESL has also received training in QTEL and serves as a staff trainer when needed in ESL needs and effective instruction strategies.

All Staff servicing the ELL population including 1 part-time guidance counselor, 1 Reading Recovery/academic intervention teacher, and 12 classroom teachers will be trained in ESL curriculum through workshops conducted by the ESL out of classroom teacher and the 2 classroom teachers with TESOL/ESL certification. Training will be offered in the following sessions:

- The August retreat that begins the school year *and* is devoted to curriculum planning for the school year
- June planning sessions on the Chancellors conference days
- One designated staff meeting per year.
- One planned PD session conducted by the ESL teachers.
- As part of the purchasing price of the Imagine Learning program in English (Imagine Learning is a computerized program that has been very successful for ESL students in push-in and pull out services ELL students.
- During small group instruction in the classrooms ELL students can work on the computers and in listening centers using the Imagine Learning program and books on tape.

In addition to the Professional Development described here for all personnel working with ELL students, two ESL Prof. Dev. Workshops are a part of our September Launch for teachers and paraprofessionals to date.

Finally, the Administrative cabinet meets weekly and includes the ESL instruction as part of the regular review and evaluation of existing programs for struggling students and ELLs. The instructional cabinet puts in place a calendar of workshops to refine strategies in teaching ELLs, to meet the mandated 7.5 hours. T

Section III. Title III Budget

School: 06M368 BEDS Code: 310100010368

Allocation Amount: \$15,000.00		
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)	\$3888.60	1 guidance counselor @51.34hr x 6 hours (per session for three 2 hr parent workshops)\$308.04
- Per session		
- Per diem		Title III study group for 9 teachers (84 hours).....

		@49.73 x 2 hours x 4 sessions..... \$.3580.56
Purchased services - High quality staff and curriculum development contracts.	\$3,000.00	This is included in the Imagine Learning program to cover the cost of providing staff training for as often as needed for 3 teachers to administer and track students in Imagine Learning computer program. This also covers the cost of training 12 classroom teachers to administer the Imagine Learning program during small group time within the classroom. These sessions will be covered during the day on specified teacher prep times and or training sessions
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4248.66	To cover the cost of purchasing additional laptops for Title III ELL students.\$1,500.00 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books (high interest).....\$2748.66
Educational Software (Object Code 199)	\$3862.74	Software Contracts to service additional ELL students....3862.74
Travel		
Other		
TOTAL	\$15000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

While other home languages are spoken, Spanish is the language most needed for translation services. The other language populations are fluent in English and do not need translations.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based upon the Home Language Survey and due to the small size of our school we know every family and their language needs. While Spanish is the dominant second language spoken in our school and approximately 1/3 of our families have limited English fluency, there are several other first languages spoken in the homes of our students. These include French, Portuguese, Polish, Russian, German, Finish, Arabic, Chinese, Japanese and several African languages of the countries of Eritrea, Somalia, Sudan, Mali, Senegal and Cote D'Ivoire.

Part B: Strategies and Activities

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

All notices sent home are translated into Spanish either added to documents on two sided notices or inserted into documents to be sent home. Our Parent Coordinator and other Spanish Speaking teaching staff assist in written translations as needed. Written Chinese translations are secured from Doe online sources as needed.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

In addition to our Parent Coordinator, the school secretary, Spanish speaking school aides and paraprofessional staff who are available on demand to verbally converse and/or translate as needed. On the teaching staff there are there are several English/Spanish bilingual teachers. During Parent conferences out of classroom and out of classroom teachers and Paras serve as translators for whole class meetings and individual parent/teacher conferences.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school complies with all parental notification requirements. To translate larger documents and/or to send home documents from the DOE, the online service is used. For these types of documents we also utilize the translation services in home languages in addition to Spanish.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I School wide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$127,139	\$92,763	\$219,902
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,271	928	2,199
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22500	*	
4. Enter the anticipated 10% set-aside for Professional Development:	4,287	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Families are at the heart of the HHS mission and are a basic part of the school community. Family adults are encouraged, first and foremost, to be active participants in their child's education. They have daily communication with their child's teacher and are encouraged to continue classroom studies at home. They assist in classroom learning when possible, accompany classes on field trips, attend monthly meetings, and participate on committees.

At HHS, family adults work together to help support the classroom learning. Most importantly, children feel the support of not only their own family adults, but those of their classmates as well. The parents are also part of the efforts of several critical committees, including School Tours, the School-Wide Newsletter, class parents and assistance with Admissions.

The Parents Association organizes the parent community, provides community activities such as participation in family Sing-Along, the Summer Picnic, Potlucks, and Workshops and is directly involved in providing extra enrichment programs to the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

HAMILTON HEIGHTS SCHOOL/PS368: A COMMUNITY OF LEARNERS PARENT/FAMILY CONTRACT

This contract introduces our commitment to building a community where families develop positive relationships, accept responsibility for their actions, and respect each other. Hamilton Heights Schools' mission is to help children develop academically, socially and emotionally, to realize their full potential as unique individuals and become responsible, contributing citizens. The parents of Hamilton Heights School hereby pledge to each other and to our students to provide that support by voluntarily and eagerly signing the agreements stated below:

As a parent/guardian at Hamilton Heights School, I agree to the following responsibilities:

1. I will make sure my child gets to school on time, prepared to learn.
2. I will follow and reinforce HHS Policies and Procedures
3. I will help my child learn by providing a quiet place and specific time for my child to complete homework assignments and making sure it is turned in on time.
4. I will make sure my child gets adequate and appropriate nutrition and sufficient sleep daily
5. I will be courteous and respectful when talking to or interacting with teachers, administrators, students and other parents in the school.
6. I will review and immediately answer any messages or concerns that I get from my child's teacher.
7. I will participate in school activities and events
8. I agree to participate in some school-related volunteer work, either in classrooms, on field trips, or in other ways outside of school hours.

As a parent/guardian of Hamilton Heights School, I have the following rights:

1. My child will have a safe, healthy, and enriching school environment that will support his/her learning.
2. I will be able to regularly communicate with my child's teacher and school administrators, as appropriate.
3. HHS will offer a variety of volunteer opportunities-in the classroom and on committees-to best match the talents and interests of my family with the needs of the school community.
4. A schedule of school community events and meeting will be communicated by HHS in ample time for me to make arrangements to participate.
5. I will have access to the school leadership team and parent association officers meeting agendas and minutes (posted in school bulletin board) and I will have the opportunity to run and or vote for parent members of the school leadership team and parent association leadership.

As a student at Hamilton Heights School, I agree to the following responsibilities:

1. I will come to school on time and ready to learn and with all required supplies
2. I will take my homework assignments seriously and work hard at completing them.
3. With my teachers, school administrators, parents and other students, I will use language that is caring, respectful, and supportive,
4. I will look for positive and constructive solutions to problems.
5. I will follow the rules of my class, and the HHS community.

Child's name

Rhea Benjamin HHS PA Co-President

Tom Wood HHS PA Co-President

Parent/Guardian's name

Alva Buxenbaum, Principal

The School Agrees To:

- Show respect for each child and his/her family, each teacher and staff member
- Provide a safe and clean environment, and an atmosphere conducive to teaching and learning, for the entire school community
- Establish an atmosphere conducive to open, regular Communication among staff, teachers, students and parents

- Provide teachers and staff with the material and supplies necessary for them to fulfill their obligations to the students and one another
- Clearly communicate performance expectations to the teachers and provide them with constructive feedback
- Provide teachers and staff with meaningful opportunities for professional growth and enrichment
- Celebrate individual student's, teacher's and staff member's success with the entire school community
- Provide opportunities for parents to participate in school activities and events
- Provide parents with information about all programs, district and department of education information
- Provide clear, frequent and regular communication channels through: curriculum nights, parent teacher conferences, student progress reports; opportunities to volunteer and participate in their child's class

Principal's Signature

Date

The Teacher Agrees To:

- Show respect for each child and his/her family
- Provide quality teaching and leadership
- Believe that each student can learn
- Recognize each child's unique abilities and challenges to help him/her grow to his/her full potential
- Come to class prepared and positive
- Assign homework that is meaningful and appropriate to the grade level
- Coordinate with other programs to make sure nightly assignments do not exceed time limits
- Give each student corrective, constructive and encouraging feedback
- Celebrate each student's success and encourage persistence when challenges discourage him/her
- Enforce school and classroom rules fairly and consistently
- Maintain open lines of communication with the student and his/her parents
- Provide full and clear classroom expectations each child and his/her parents
- Provide clear progress reports to the parents at reasonable intervals or as necessary to ensure the child meets grade standards
- Seek ways to involve parents in the school program and value their contribution

Teacher's Signature _____ Date _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See Section IV Needs Assessment.

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

School wide strategies are imbedded and outlined in the CEP Action Plan, Academic Intervention

3. Instruction by highly qualified staff.

Teachers are 100% highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

Strategies are imbedded in CEP Action Plan and in Attachments

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

Strategies imbedded in CEP section on Parental Involvement

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

See Action Plan and Instructional needs and goals

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See Academic Intervention and ELL sections.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school has partnerships with community organizations that are invited to selected PA meetings.

Section II: "Conceptual" Consolidation of Funds in a Title I School wide Program (SWP)

Explanation/Background:

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

Consolidating funds in a School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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.

Most, if not all, School wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and those children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Reminder: To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the School wide Program (✓)	Amount Contributed to School wide Pool (Refer to Galaxy for FY'11 school allocation amounts)		Check (✓) in the left column below to verify that the school has met the intent and purp whose funds are consolidated. Indicate page num related program activity has been described in th
			Yes	No	
Title I, Part A (Basic)	Federal	✓			✓
Title I, Part A (ARRA)	Federal	✓			✓
Title II, Part A	Federal	✓			✓
Title III, Part A	Federal	✓			✓
Title IV	Federal				
IDEA	Federal				
Tax Levy	Local	✓			✓

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (N/A)

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING (N/A)

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring (N/A)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

(N/A)

All SURRE schools must complete this appendix.

SURRE Area(s) of Identification: _____

SURRE Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURRE Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURRE. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

None

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Hamilton Heights School					
District:	6	DBN:	06M368	School		310600010368

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11	
	K	v	4	v	8		12	
	1	v	5	v	9		Ungraded	
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		93.2	93.8	94.6
Kindergarten	40	44	43				
Grade 1	38	40	46	Student Stability - % of Enrollment:			
Grade 2	45	38	40	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	45	42	37		95.1	95.3	96.1
Grade 4	37	46	47				
Grade 5	34	23	35	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		60.0	77.2	77.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	6	8
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	239	233	248	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	1	0
Number all others	10	9	19				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	15	19	17
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	8	2
# receiving ESL services only	46	51	TBD				
# ELLs with IEPs	0	2	TBD	Number of Educational Paraprofessionals	1	0	3

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	47.1
				% more than 5 years teaching anywhere	40.0	52.6	58.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	53.0	74.0	70.6
American Indian or Alaska Native	0.0	0.9	0.8	% core classes taught by "highly qualified" teachers	100.0	100.0	80.0
Black or African American	36.4	32.2	29.0				
Hispanic or Latino	52.7	54.5	56.5				
Asian or Native Hawaiian/Other Pacific	1.7	1.7	3.2				
White	8.8	9.0	10.1				
Male	46.0	50.2	50.4				
Female	54.0	49.8	49.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native		-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	31.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 205	District 06	School Number 368	School Name Hamilton Heights Sch
Principal Alva J. Buxenbaum		Assistant Principal (none)	
Coach (none)		Coach type here	
Teacher/Subject Area Roxana Rossell - ESL		Guidance Counselor Esther Lewittes	
Teacher/Subject Area Marissa Torres - ESL		Parent Ayten Farell	
Teacher/Subject Area Tara McHugh - ESL		Parent Coordinator Bertilia Diaz	
Related Service Provider Clarice Marchena-Reading Reco		Other Alcira Jaar - Science	
Network Leader Joanne Joyner-Wells		Other Marguerite Straus	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	3	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	248	Total Number of ELLs	74	ELLs as Share of Total Student Population (%)	29.84%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

- Parents of each new registrant into the NYC school system are required to fill out the HILS. The ESL teacher receives the New Admission print-out and checks the HILS for a language other than English. The Parent Coordinator, school secretary or other Spanish-speaking school staff assist those parents with the initial registration process in Spanish, as needed. The ESL teacher/coordinator then schedules the student(s) to administer the LAB-R screening within the mandated 10 days. The raw score determines students' level of English proficiency, and programming is scheduled accordingly.
- The school secretary, parent coordinator and ESL teacher compile all information pertaining to students with a home language that is not English within the first three weeks of the school year, then schedule the Parent Program Options Meeting. Entitlement letters are sent to every parent of a student who did not score out of the LAB-R, along with meeting dates. Parents who do not attend these meetings are called or approached in person. Alternate meetings are scheduled, as well as individual ones. Parents are given the parent Survey and Program Selection form to complete.
- The ESL teacher/coordinator keeps track of all forms to be returned, assuring that each parent does so.
- The Program Selection meeting, and all parent communication pertaining to programming is done bilingually (Spanish/English). Translation into other languages such as Chinese are also done, as needed. Every effort is made to communicate effectively with each and every parent of ELLs, regardless of the language background.
6. Our school is founded on a principle of fostering cultural diversity within our learning community, and actively seek speakers of other languages. Parents choose our school because they share this priority of linguistic pluralism in the classroom. The three schools closest to ours all have well-established bilingual and dual-language programs, and parents are offered those options. Our school is small with two classes per grade, with self-contained ESL classes in grades 2 and 3, and a free-standing ESL program for speakers of various other languages, not just Spanish.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>	
6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained			1	1										2
Push-In	2	2	1	1	2	2								10

Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	----

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	74	Newcomers (ELLs receiving service 0-3 years)	49	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	49		4	25						74
Total	49	0	4	25	0	0	0	0	0	74

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																
Spanish																			0	0
Chinese																			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																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	13	9	7	11	4								59
Chinese	2	1												3
Russian	1													1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other		4	2	1	3									10
TOTAL	19	18	11	8	14	4	0	74						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. The organizational model for ESL instruction includes two self-contained ESL classes, in grades 2 & 3, and a free-standing ESL program, with both push-in and pull-out scheduling. ESL groups are formed according to grade and level of proficiency. Depending on the number of students in a grade, Intermediate and Beginners are grouped together, while fourth and fifth grade Advanced ESL students form one group.

2. The mandated number of instructional units weekly are met by having one full-time ESL teacher, and two certified ESL teachers with self-contained classes. All ESL teachers adhere to the CR Part 154 mandated instructional units according to levels of proficiency (360 minutes for Beginners & Intermediates, 180 for Advanced), whether through pull-out/push-in blocks, or in the classroom.

3. The ESL curriculum is based on the grade level content areas, along with the TESOL standards for all four modalities. Instructional objectives are derived from each content area, and according to the pacing calendar for each grade. Literacy for ELLs follows the components of the Readers workshop with explicit previewing of vocabulary, modeling, accountable talk, charts and other visuals, rubrics, Response-to-literature journals, along with leveled guided reading groups, strategy lessons, individual conferences, all of which is leveled for comprehensible input according to proficiency levels, and assessed needs. The Writers workshop also includes these components along with the writing process cycle of collecting ideas, drafting, revising, editing and publishing. Explicit ESL instruction targets grade level work in various genres, word work to expand vocabulary and language structures including personal vocabulary lists, acceptance of ESL writing and use of the native language as appropriate. Pull-out/push-in small group instruction aims to extend and reinforce content standards through use of graphic organizers, role-play, artwork, visual aids including use of computer technology, puppetry, Readers' Theater, scribing, shared reading and writing, peer collaborative projects amongst other ESL methodologies. Instruction in Math and Social Studies emphasizes hands-on experiences with manipulatives or realia, along with real world, purposeful inquiries requiring a constructivist approach to learning. Problem-solving activities use multiple representations and models designed for flexibility in arriving at answers. The Investigations Math curriculum includes specific ELL accommodations for each lesson plan. Field trips are an integral part of instruction and the ESL teacher uses preview/review language experiences related to the trip destinations and topics. Since many of our teachers are

Spanish speakers, including all three ESL teachers, as well as the Science teacher, NL (native language) use is accepted for clarification purposes. The Science program uses the Foss kits for each grade level, with comprehensive equipment sets which are hands-on and experiential. The language is controlled for comprehensible input through a consistent protocol of: Focus Question, investigation and research, predictions, recording observations and outcomes, and analyzing results. The use of Smart board technology, ELMO projectors, laptops and internet access are basic elements of classroom instruction, and enhance learning for ELLs.

4,5. Differentiated Instruction for ELL subgroups & targeted intervention programs for ELLs- Out of a total of 74 ESL students this year, we have no SIFE (students with interrupted formal education), 29 newcomers and 21 long-term ELLs. There are also 5 former ELLs. Currently, we have only one new arrival into a testing grade, and one ESL student with an IEP requiring SETSS intervention. Students who have been in U.S. schools less than three years, and who are at Beginning and Intermediate ESL levels receive Extended Day intensive small group support beginning in second grade. Students in Kg. and first grade who are in the lowest quartile of achievement according to Fountas & Pinell leveled reading benchmarks and in End-of-Unit assessments in the Math Investigations curriculum, are targeted for intervention in school through intensive small group instruction with the Reading Recovery teacher and the ESL teacher. Students designated as struggling are monitored and assessed in order to create instructional plans to address their specific areas of weakness, through close articulation with the AIS team, the classroom teacher and the ESL teacher. Students in second through fifth grades are assigned to Extended Day small group instruction in two 50-minute sessions weekly. These sessions alternate between instruction in math and ELA, using individualized, scaffolded instructional strategies. Paste response to questions 5-14 here *See Next Section -

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

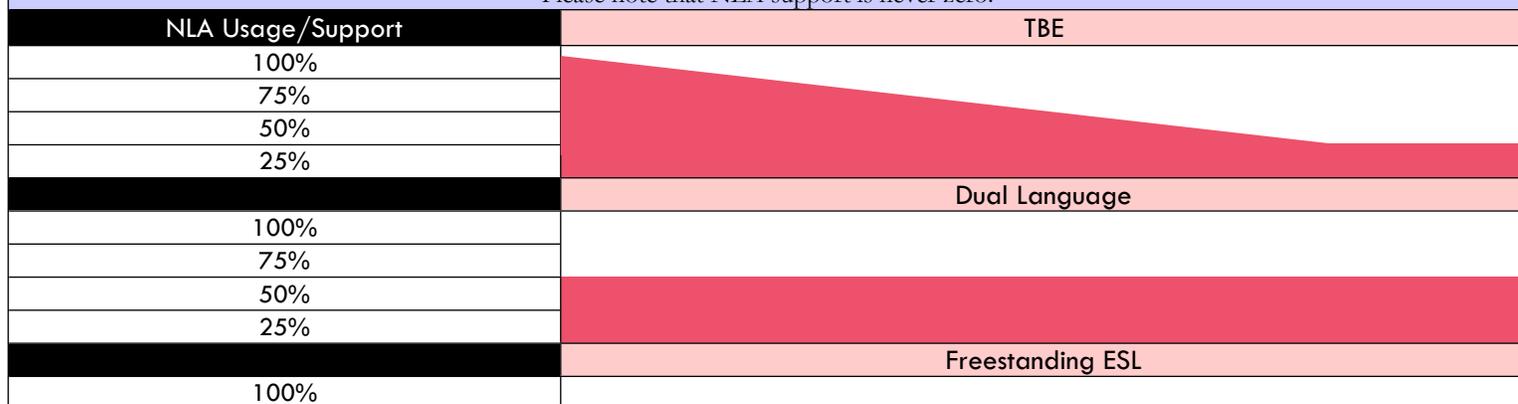
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

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Students who have been in U.S. schools less than three years, and who are at Beginning and Intermediate ESL levels receive Extended Day intensive small group support beginning in second grade. Students in Kg. and first grade who are in the lowest quartile of achievement according to Fountas & Pinell leveled reading benchmarks and in End-of-Unit assessments in the Math Investigations curriculum, are targeted for intervention in school through intensive small group instruction with the Reading Recovery teacher and the ESL teacher. Students designated as struggling are monitored and assessed in order to create instructional plans to address their specific areas of weakness, through close articulation with the AIS team, the classroom teacher and the ESL teacher. Students in second through fifth grades are assigned to Extended Day small group instruction in two 50-minute sessions weekly. These sessions alternate between instruction in math and ELA, using individualized, scaffolded instructional strategies.

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6. Transitional support for former ELLs, students who have scored out of the ESL program based on NYSESLAT results, is provided for the mandated subsequent two years. They participate in Extended Day small group instruction two periods a week, as well as receiving all testing modifications allotted to ELLs. This includes allotting extra time on all forms of assessments, both formal and informal, and taking into account ESL language structures on Fountas & Pinell running records for reading levels. Additional supports also include continued scaffolding of academic language to ensure deeper comprehension and monitoring for comprehensible input. Use of NL is accepted, particularly to develop higher critical thinking skills, as the demands of CALP (cognitive academic language proficiency) increase in the upper grades. Long-term partnerships in each content area are widely used throughout the grades as a form of reciprocal peer mentoring. Former ELLs are paired with monolingual English speakers.

7,8. New programs and improvements- This year, we have added another ESL certified teacher for a second grade ESL self-contained class, increasing our total number of ESL certified teachers to three. Our new fifth grade teacher is a native Spanish speaker. This year, we are initiating the use of a computer-based ESL program for all grades- Kg. through fifth, called Imagine Learning. We piloted it last year as an after school ESL program (Title III funded) and now will be used during the school day.

9. All ESL students participate equally in all aspects of the curriculum as they are integrated in every class throughout the grades. The school's mission incorporates a strong sense of honoring cultural and linguistic diversity and so all students are heterogeneously placed regardless of language background. This avoids segregation by language while promoting an enriching multicultural environment throughout the grades. All ESL students are held to the same grade level expectations as their monolingual peers, and assessments such as running records for reading are used universally (except in beginning kg. and with very new arrivals), along with all other curricular materials and assessments in each content area. Those students whose ELA scores warrant intervention receive either one-on-one Reading Recovery cycles with the Reading Recovery teacher (first graders), or guided reading cycles tailored to the needs of ELLs. Teachers articulate and team plan with the ESL teacher to create core academic lessons using ESL methodologies, ensuring the full participation of every learner. In addition, the ESL teacher monitors for particular language challenges in the curriculum and builds extension and reinforcement lessons for small group work to provide additional needed scaffolding for full access to grade-level curriculum content standards. ELLs participate fully in all programs including after school: Extended day two 50-minute sessions weekly, sports club, music club and the Global Language Project which offers Chinese (Mandarin) and Spanish as foreign languages (through a CBO).

10. Instructional materials, including technology, used to support ELLs- (See #s 3 & 4 in this section) Also, see ADDITIONAL INFORMATION Section - TITLE III Supplemental Svcs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional Development in Literacy is provided by two TCRWP staff developers who come for full-day Lab sites, and grade cohort meetings during the school day, throughout the year, including an August 2-day staff-wide retreat. A Math Staff Developer also comes for full day, ongoing lesson-study Inquiry teams that function year-round working in various grades with all teachers participating in Lesson Study cycles. Looking at specific ELL performance, needs, and tailoring ESL instructional strategies according to levels of language proficiency, modifying mini-lessons to best enhance ELLs' comprehension, and ensuring other curricular accommodations for best ESL practices is a part of the Professional Development plan in both core content areas. Various in-house workshops and study groups are planned throughout the year in order to specifically fulfill the mandated 7.5 hours of TESOL professional development as well.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Parental Involvement-
 Since our school was founded just over three years ago by a group of parents and teachers, parents represent a central element of overall school functioning. Every parent is strongly encouraged to volunteer time helping out during the school day, or with the school newsletters, digital media, meetings, special functions, etc. As such, there are Spanish-speaking parents routinely found reading in Spanish to a child, being interviewed by a class, cooking ethnic foods, sharing aspects of their culture such as music and dance, distributing supplies and notices in classrooms, volunteering in the lunchroom, organizing cultural events such as theater series, our yearly school-wide Carnegie Hall concert series, as well as participating in our school-wide Friday morning Sing-Alongs. CBOs such as the Northern Manhattan Alliance and the Global Language Project provide workshops and resources for parents periodically. The Parent Coordinator, as well as many of the teachers also offer evening workshops on topics such as: Reading with your child at home, Helping your child with the new Math curriculum, and Using the native language to help your child in school. The Parent Coordinator (a native Spanish speaker) does active outreach at every level on a continual basis. Since we are a small school, we get to know all our families personally. When families present situational difficulties, our Guidance Counselor is involved. Parents seek out our school through word-of-mouth precisely because of our extremely strong sense of community. Upon registration, every parent is presented with a contract they must adhere to, and which includes active parent participation.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	10	0	1	1	0								19
Intermediate(I)	5	1	6	4	6	0								22
Advanced (A)	5	4	5	3	7	4								28
Total	17	15	11	8	14	4	0	0	0	0	0	0	0	69

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

	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	5	1	0	13
5	1	3	0	0	4
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4		9		0		0		13
5	2		2		0		0		4
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		3				1
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

To address the needs of our English Language learners, we are using the Imagine Learning English Program as a supplement to our ESL services. Imagine Learning English is a K-5 computer-based instructional program that teaches children English and develops their literacy skills through individualized instruction. The program delivers specific data reports for each student, highlighting their needs at any time as they progress through the program. The curriculum is founded on scientifically based research and No Child Left Behind guidelines. The curriculum is designed to combine with art and music and delivered through computer technology. Imagine Learning English teaches direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy, and school readiness with individualized lessons and graphic support. Students receive one-to-one instruction through hundreds of engaging activities. Each child receives differentiated instruction; the program is specifically designed to adapt to their dynamic individual needs. Imagine Learning English also provides native language support in Spanish, Mandarin, Japanese, Korean, Portuguese, French, and Haitian-Creole to service our ELL population whose home language fits these categories.

In New York City, schools using Imagine Learning English in various program models, such as push-in and self-contained English as a Second Language and after-school tutorial programs have proven to be very successful. The chart below shows the average percentage increase on Imagine Learning English program assessments based on the number of weeks in the program:

	20-26 weeks	27 weeks/more
Vocabulary	27.9%	43.4%
Letter Knowledge	21.3%	24.6%
Oral Production	105.9%	141.8%
Phonemic Awareness	48.1%	32.1%

Imagine Learning also provides initial professional development. Teachers learn the different components of the program and how it should be implemented as well as how to use the program's student progress reports. Technical support is also available onsite by request.

To launch Imagine Learning English, our school is purchasing laptops to service our ELL students.

We plan to have these students use the program four times per week for at least 15 minutes per session for 27 weeks or more. In addition to the Spanish speaking students we also have students whose native language is Chinese, Portuguese, Japanese speaking students. We plan to add these languages to our existing program,

This proposed program will supplement and support the mandated Part 154 school day program that all our entitled ELL students receive. The use of a highly qualified, ESL certified teacher co-teaching with licensed CB teachers offers these students a curriculum that develops their

Additional Information

reading and writing skills while focusing on both Social Studies and English Language Arts. In addition, we have two classroom teachers with TESOL/ESL certification in addition to their CB licenses who provide the ELL students in their class with appropriate TESOL/ESL instructions. The ESL teacher offers push in and pull out opportunities in ESL instruction in addition to the use of the Imagine Learning program that supplements the small group pull out programs using appropriate ELL strategies during differentiated instruction time.

In our ELL school wide services state learning standards addressed include, but are not limited to:

- Students will be able to read, write, listen, and speak for information and understanding. Students will learn how to locate and use school, public, academic, and special library resources for information and research. They will read from a variety of texts, write reports, essays, and plays following the conventions of Standard English, and prepare oral presentations.
- Students will be able to read, write, listen, and speak for literary response and expression. Course curriculum will include texts from a wide variety of authors, subjects, and genres. Students will respond to literature using interpretive and critical processes. As speakers and writers, students will use oral and written language for self-expression and artistic creation.
- Students will be able to read, write, listen and speak for critical analysis and evaluation. Students will critique and produce public and functional documents appropriate to audience and purpose. They will analyze and evaluate interpretive, imaginative and persuasive texts for form opinions in light of prior knowledge, experiences, and beliefs.
- Students will be able to read, write, listen and speak for social interactions. Students will read and write for personal expression, such as notes, letters, journals, and electronic mail. They will recognize the types of language appropriate to social communication. Students will use the social communications of others to enrich their understanding of people and their views. The delivery of these skills will be adapted to the appropriate age a grade of each student.

We would like to purchase additional laptops and contracts so that the ELL students have access to the Imagine Learning program in the classroom and when working directly with the ESL teacher in the pull-out program. Teachers can also use laptops to model research techniques and have students practice using and analyzing internet sources. This laptop can also connect to Smart boards or projectors in the classroom allowing a teacher to work with students in the Title III program on using internet sources to work on group projects collaboratively in small groups. Students will do small group internet research and complete projects. In addition to increasing students' language proficiency, ability to work with and analyze internet resources, comfort and fluency with technology, this technology will allow the teachers to design lessons that will allow students to work collaboratively. It will also help teachers reinforce concepts and build the academic vocabulary ELL students need to be successful in these content areas.

Title III money will also be used to purchase books to provide graphic organizers for student activities and to introduce language to build vocabulary skills.

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		