



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ P.S./I.S. 104 _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 20k104 _____

PRINCIPAL: _____ MARIE J. DiBELLA _____ **EMAIL:** _____ MDIBELL@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ KARINA COSTANTINO _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Marie J. DiBella	*Principal or Designee	Signature on file
Robert Adler	*UFT Chapter Leader or Designee	Signature on file
Donna Jahn	*PA/PTA President or Designated Co-President	Signature on file
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Enid Febus	Member/Parent	Signature on file
Sherin Ismail	Member/Parent	Signature on file
Renu Hingorani	Member/Parent	Signature on file
Sheila Higginson	Member/Parent	Signature on file
Alisse Silverman	Member/Teacher	Signature on file
Suzanne Gatto	Member/Assistant Principal	Signature on file
Suzanne Strano	Member/Teacher	Signature on file

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students with disabilities who did not make AYP in ELA, will demonstrate an increased proficiency, of at least one reading level, as measured by a comparison of the Fall and Spring Scantron Performance Series Assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After reviewing the Annual School Report Card for 2010-2011 outlining our school's AYP, we determined Students With Disabilities did not make Annual Yearly Progress in ELA. As a result, we have made increased proficiency in ELA a goal for the 2011-2012 school year for students with disabilities with a focus on students in grades 3-8.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - ❖ School leaders will identify the students with disabilities who did not make AYP.
 - ❖ School leaders will program identified students and other students with disabilities K-8 to receive the Orton Gillingham approach as part of their daily instructional program.
 - ❖ Seven teachers trained in the Orton Gillingham Approach to teaching reading will provide lessons to the targeted group.
 - ❖ All teachers in grades 3-8 will administer the Scantron Performance Series Assessment in Fall 2011 and Spring 2012.
 - ❖ Parents will be notified of student progress in the Orton Gillingham Program on a monthly basis through progress reports.
 - staff and other resources used to implement these strategies/activities,
 - ❖ Administrators
 - ❖ Teachers grades K-8
 - ❖ 7 Orton Gillingham Trained Teachers
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - ❖ The 7 teachers of Orton Gillingham will meet monthly to monitor student progress through the Orton Gillingham Assessments.
 - ❖ The 7 teachers of Orton Gillingham will meet monthly to review lessons to strengthen the delivery of the Orton program.
 - ❖ The 7 teachers will meet with teachers of grades K-8 to share their observations of student progress.
 - ❖ Common preps and Chats with the Principal will be used to monitor progress of the students and the program.
 - timeline for implementation.
 - ❖ September- identification of students
 - ❖ Scantron Fall 2011- Spring 2012
 - ❖ Orton Gillingham Assessments October 2011-June 2012

Strategies to increase parental involvement

- Strategies and activities to achieve this goal.
 - ❖ Principal informed the School Leadership Team of Students With Disabilities not making AYP.
 - ❖ Principal provided parents with the same information at the General Membership PTA meeting at the State of The School Address October 2011.
 - ❖ Parents will be notified of student progress in the Orton Gillingham program on a monthly basis through progress reports.
 - ❖ Orton Gillingham teachers will meet with parents at Parent Teacher conferences and as needed.
 - ❖ Orton Gillingham Parent Orientation Winter 2011

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - ❖ Identification of teachers to receive Orton Gillingham training.
 - ❖ Providing common prep time enabling teachers to share best practices.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Orton Gillingham is a time tested, research validated approach successfully implemented for a decade to ensure reading success for all students particularly those with disabilities.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

(2010-2011 Fair Student Funding) 5 teachers Orton Gillingham training

(2011-2012 Tax Levy Summer School Shared Funding) 2 teachers Orton Gillingham training

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 100% of the teaching staff will have been observed through frequent cycles of classroom observation focusing upon 1e and 3c of Charlotte Danielson's, Framework for Teaching.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After reviewing the 2011-2012 Citywide Instructional Expectations, we have decided to focus on Domains 1e and 3c of Charlotte Danielson's Framework for Teaching to articulate clear expectations for teacher practice.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - ❖ September Faculty Conference - introduced staff to the 2011-2012 Citywide Instructional Expectations.
 - ❖ September Faculty Conference – introduced staff to Domains 1e and 3c of Charlotte Danielson's Framework for Teaching.
 - ❖ Provided teacher professional development viewing a video of a lesson applying Domains 1e and 3c.
 - ❖ September Chats with the Principal- introduced staff to Danielson's Priority Competencies: The Formal Observation Protocol with a focus on Domains 1e and 3c.
 - ❖ Administration will informally observe teachers focusing on Domains 1e and 3c.
 - ❖ Administration will provide feedback of teacher observations within 48 hours when possible.
 - ❖ Teachers were provided with ARIS links to view lessons enabling them to apply Domains 1e and 3c.
 - ❖ Administration will maintain a record to ensure that all teachers have been observed.
 - ❖ Teachers will be encouraged to focus on Domains 1e and 3c in their preparation and execution of their TPR.
 - b) staff and other resources used to implement these strategies/activities
 - ❖ Administration
 - ❖ All teachers
 - ❖ Informal Observation Checklist
 - ❖ Informal Observation Tracking Sheet
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - ❖ Administration will schedule informal observations and follow-up meetings.
 - ❖ Teachers will have common preps enabling them to view and analyze lessons together.
 - ❖ Follow-up conversations will take place at Chats With the Principal to discuss lessons observed.
 - d) timeline for implementation.

- ❖ September 2011-June 2012 Frequent Cycles of informal observations.
- ❖ September 2011-June 2012 Feedback to teachers within 48 hours when possible.

Strategies to increase parental involvement

- Strategies and activities to achieve this goal.
 - ❖ Principal informed the School Leadership Team of the focus on Danielson's, Framework for Teaching as part of the 2011-2012 Citywide Instructional Expectations.
 - ❖ Principal informed parents at the General Membership PTA meeting at the State of The School Address October 2011 of the same.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Rigor of the TPR and informal observations will be increased.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Following the 2011-2012 Citywide Instructional Expectations, the rigor and mandates of NCLB will be supported by focusing on Danielson's, Framework for Teaching.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

No current cost to the school. Professional Development provided by the CFN and Administration.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 90% of all teachers will effectively engage in the creation of Common Core Aligned Learning Tasks in ELA and Math and Social Studies and Science in grades 7 and 8.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After reviewing the 2011-2012 Citywide Instructional Expectations, teacher teams will engage in work around creating at least one literacy, one math task and in grades 7 and 8 one social studies and science task, strategically aligned with the Common Core Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - ❖ Administration will introduce Hess's Cognitive Rigor Matrix to each grade in the October Chats with the Principal.
 - ❖ Administration will model the use of Hess's Cognitive Rigor Matrix in assessing the rigor of a sample task.
 - ❖ Teacher teams will refer to their Curriculum Maps to examine cognitive rigor in their own curriculum and assessments.
 - ❖ In follow-up Chats with the Principal, all teachers involved in the inquiry process, engaged in a shared learning experience whereby they were provided a sample of the same grade 2 Common Core Aligned Math Task for the purpose of becoming familiar with understanding the process involved in developing such a task.
 - ❖ After completing the task, teachers were asked to examine the Content and Practice Standards for grade 2 to determine which standards were embedded in the task.
 - ❖ Using the Task-to-CCSS Alignment Recording Sheet and Rating Scales for Content and Performance, teachers were asked to rate the alignment of Content and Practice Standards.
 - ❖ Teacher teams were asked to work to complete the task by providing task improvement suggestions.
 - ❖ Teachers shared out this work during Election Day Staff Development.
 - ❖ It was explained that our Inquiry Work would be the continuation of these tasks culminating in the creation of one literacy and one math task, and in grades 7 and 8 one social studies and one science Common Core Aligned Task.
 - b) staff and other resources used to implement these strategies/activities,
 - ❖ Administration
 - ❖ 90% of all teachers
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - ❖ Teachers will be active participants in the collaborative process of assessing a task.
 - ❖ Decision making is determined by Teacher Teams engaging in the process during Common Preps.
 - ❖ Chats with the Principal and Inquiry meetings will be used to monitor the progress of this process.
 - ❖ Teacher Teams will revise Curriculum Maps based on their work.
 - ❖ Teacher created assessments will be aligned with the standards based on this work.
 - ❖ Teacher created assignments will have the rigor for the students to successfully complete these tasks.
 - ❖ Agendas for Chats with the Principal will document this process.

d) timeline for implementation.

- ❖ October 2011- May 2012 creation and implementation of Common Core Aligned Learning Tasks.

Strategies to increase parental involvement

- Strategies and activities to achieve this goal.
 - ❖ Principal informs the School Leadership Team of the development of the Common Core Learning Tasks.
 - ❖ Principal informs parents at the General Membership PTA meeting at the State of The School Address October 2011.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

This process will enable teachers to demonstrate their familiarity and knowledge of the Common Core Learning Standards and City-wide Expectations. This work will help teachers to more rigorously drive instruction and assessment.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Following the 2011-2012 Citywide Instructional Expectations, the rigor and mandates of NCLB will be supported.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

No current cost to the school.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Based on the 2010-2011 Learning Environment Survey, Junior High School students completing the 2011-2012 Learning Environment Survey, will demonstrate a greater concern for others as measured by a positive increase in response to the statement, "Most students in my school just look out for themselves."

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting our needs assessment and in response to our 2010-2011 Learning Environment Survey, we found that 61% of our Junior High School students agreed or strongly agreed to the statement, "Most students at my school just look out for themselves." As a result, we have made, a greater concern for others a goal/theme for the 2011-2012 school year, with a focus on Junior High School students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - ❖ Administration reviewed the 2010 Learning Environment Survey results and shared the results with the staff and School Leadership Team.
 - ❖ Advisory Committee selected school theme.
 - ❖ In this effort staff members will be assigned to serve as moderators.
 - ❖ Moderators will maintain attendance rosters.
 - ❖ We will develop a photographic essay of students
 - ❖ We will administer a mid-year survey of selected questions based on the actual Learning Environment Survey to monitor our work in this area.
 - b) staff and other resources used to implement these strategies/activities,
 - ❖ Administration
 - ❖ All staff members
 - ❖ Advisory Committee
 - ❖ Students
 - ❖ Parents
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - ❖ Administration in consultation with teachers and the School Leadership Team(Advisory Committee), will focus on Leadership and Service as a central theme for the school.
 - ❖ Advisory Committee will develop and provide opportunities for students to become involved in service initiatives in school.
 - d) timeline for implementation.
 - ❖ September 2011- June 2012 monthly meetings and daily participation in service initiatives.
 - ❖ Mid-year survey January 2012 and 2011-2012 Learning Environment Survey.

Strategies to increase parental involvement

- Strategies and activities to achieve this goal.
 - ❖ Principal informed the School Leadership Team of the results of 2010-2011 Learning Environment Survey in an effort to identify areas for improvement.
 - ❖ Principal informed parents at the General Membership PTA meeting at the State of The School Address October 2011.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administration encourages open communication and suggestions for improvement from teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

This goal is aligned with the city-wide initiative of Service in Schools. This school initiative strengthens partnerships with local organizations such as the Fort Hamilton Army Base.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

No current cost to the school.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	At-risk Services: Guidance Counselor	ESL	Intervention Support Services (Paras)
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS			
K	5	5	N/A	10	20	4
1	35	35	N/A	3	18	0
2	52	45	N/A	5	11	3
3	63	66	N/A	9	13	1
4	82	67	144	10	17	2
5	98	62	139	8	6	1
6	130	75	0	15	9	0
7	138	78	0	6	6	0
8	N/A	74	0	5	12	0
9	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A

Name of Academic Intervention Services (AIS)	Description
ELA	Our services during the school day include: Orton Gillingham, Wilson, Foundations, Resource Room and pull out programs with Reading specialists in small groups. Our extended day program offers AIS to small groups of students using the Kaplan Keys program in grades 3 – 8, NYS Coach in grades 1 and 2, and Imagine Learning K- 8 ESL students.
Mathematics	Our services during the school day include: small group instruction in Resource Room. Our extended day program offers AIS to small groups of students using the Kaplan Keys in grades 3-8 and the NYS Coach program in grades 1 and 2.
Science	We have targeted students who performed at Level 1 and are at risk on the Grade 4 Science exam with extra assistance from our Science teacher on a push in basis during the school day. This model allows all grade 5 students to benefit from an improved instructional ratio during science lessons.
ESL	ELL students are served by three full time licensed ESL teachers during the school day in a pull out model for the required number of lessons as mandated by their proficiency level on the LAB-R or NYSESLAT. ELL students use Imagine Learning – a technology based individualized program at designated times in their mainstream classroom and the ESL classroom. ELL students who are new comers, utilize the Imagine Learning Program in extended day. Supplemental ESL services are provided for select students during the day.
At-risk Services provided by the Guidance Counselor	Students who are referred by a teacher or a parent meet with the Guidance Counselor either on an individual or small group basis. The counselor focuses on behavioral skills needed for success in the classroom such as impulse control, turn taking and expressing feelings in an appropriate manner.
Intervention Support Services (Paras)	Students who require monitoring for medical, academic or behavioral support as described on their IEP or 504, are assigned paraprofessionals to meet their individual and classroom needs. Paras work with the students and teachers to develop appropriate support and intervention.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Chris Groll/ Neal Opromalla	District 20	Borough Brooklyn	School Number 104
School Name The Fort Hamilton School			

B. Language Allocation Policy Team Composition [?](#)

Principal Marie J. DiBella	Assistant Principal Suzanne Gordon
Coach None	Coach None
ESL Teacher Lisa Buonsante	Guidance Counselor Vanessa Morrisson
Teacher/Subject Area Laura Riches/ ESL	Parent Donna Jahn
Teacher/Subject Area Karin Lembo/ ESL	Parent Coordinator Cynthia McMahon
Related Service Provider Lisa Fitzgibbons	Other type here
Network Leader Neal Opromalla	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	1213	Total Number of ELLs	112	ELLs as share of total student population (%)	9.23%
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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.
5. 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.)
6. 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. 

The school staff, including the administration, teachers, parent coordinator and support staff work diligently to provide a welcoming atmosphere for the students, their parents and the community. Our parent coordinator provides assistance to newcomers, ELL students and their families. Laura Albanese and Lisa Buonsante, two licensed ESL teachers, assist parents in completing the Home Language Survey and the Parent Option Letter and conduct the informal interview with the help of a translator if necessary. When registration takes place after the date of the Parent Orientation Meeting, parents are given the opportunity to view the DVD explaining the program options that are available.

Based on the completion of the Home Language Survey and interview, students are administered the LAB-R by Laura Albanese or Karen Lembo, licensed ESL teachers, English, or Lisa Bounsante, licensed ESL teacher, English/Spanish within the first ten days of school when necessary. Lisa Bounsante, a licensed ESL teacher, administers the Spanish LAB-R to Spanish speaking ELLs when needed, as she speaks Spanish fluently. The results of the LAB-R are used to determine the level of ESL instruction given for new admits. In addition, beginning in April all eligible ELL students, according to the RNMR and RDGS, are administered the NYSESLAT. Using the RMNR and RDGS, students are scheduled to take all four components of the NYSESLAT. Students are informed of the dates of testing through use of School Messenger, E-Chalk Website, teacher web pages, and PTA calendar. This outreach ensures all students are administered the four components of the NYSESLAT. At the completion of the testing window, Bernadette Scovin, F-Status ESL teacher and Suzanne Gordon, Assistant Principal, review all answer grids to be submitted and cross reference with the RMNR and RDGS to ensure student participation. The results of the NYSESLAT are used annually to determine which students receive ESL instruction for continuing ELLs.

We also utilize the services of the Translation Unit to assist with the translation of all written communication to families and phone translations when needed. Translators are also available at all citywide parent teacher conferences. Each year in September the parents of newly enrolled ELL students are invited to a special orientation designed to acquaint them with the ESL staff, the Parent Coordinator and the administration. It is at this meeting that parents view the DVD that discusses the parent options for ESL students in their native language if available. Translators assist in describing the three program choices and answer any questions they may have regarding each option. Parents then complete the Parent Option Letter. The program selection forms and parent surveys are collected at the completion of the ESL orientation meeting. The three ESL teachers record which parents were not in attendance. Phone outreach through use of a translator when necessary is conducted. Parents are provided an individual meeting with the ESL teacher to conduct and collect the Parent Option Letter. This process continues throughout the school year including the month of June as new ELLs are admitted. Parents of newly admitted ELLs are invited to view the DVD upon registration. The results of the LAB-R for newly identified ELLs and the RNMR for continuing ELL students are used to inform program requirements. All Entitlement Letters are distributed to the children within the first week of school. If a form is not returned, written and oral outreach is made. If parents do not choose an ELL program, the default is bilingual education.

As additional outreach, the following procedures are adhered to:

- Mrs. Molloy, Pupil Accounting Secretary, will call for any available ESL teacher when a new student, OTE is registering. The available teacher comes and has a conversation with the parent and child. The ESL teachers ensures the HLIS is signed and checked for the parent and teacher.

- For students new to the school system, the student’s name is listed on a list of students requiring the LAB-R. Included on that list, is the date the child registered, the date the LAB-R is administered (Must be within 10 days of admission), the language, the hand scores and the date the grid is submitted.

- If the student is entitled to ESL services, the student’s name is entered on the ESL roster. The parent is sent the Entitlement Letter. The letter is sent in the language indicated on the HLIS. Included is the level of the child as well as the total score. On the roster, it is noted the date the letter was sent. There is a second sheet on the Entitlement Letter that the parents sign that they received the letter and return it. The date the second sheet was returned is entered onto the roster as well.

- Each year, a folder is maintained that includes:

The flier/ letter notifying the parents about the ESL Orientation (all translations must be included)

A copy of the Agenda from the Orientation Workshop including the translations.

The parent guides distributed including the translations

Copies of any materials shown to the parents (Dictionaries, glossaries etc)

- At the orientation, we provide a sign in sheet with the following layout:

Student Name	Language	Parent Name	Signature	Date	Comments
--------------	----------	-------------	-----------	------	----------

Newly entitled students are typed in before the Orientation. This allows for follow-up with any parents that do not attend. After the original orientation, any parent met with separately signs the sheet and includes the date they came in. In the comment section, we indicate met one on one with _____ etc.

Translators that were used during the orientation are included and phone translation when needed is listed on the bottom of the sign-in.

- Program Selection forms are completed by parents of all newly entitled students.

The forms are consistent with the language on the HLIS. If parent wishes the form in another language, the parent indicates so in writing, their intention.

On the same roster discussed above, we indicate the date the selection form was completed and the program choice. If the selection is not ESL, the teachers indicate the date the list of schools was provided to the parent, who it was given to and follow-up that is made. If the parent declines a different site, they sign the letter indicating that they were provided the alternate sites and are declining.

- Once the student is placed, the Placement Letter goes out. The date the letter is given, is recorded on the same roster as above. There is also a second sheet attached where the parent signs that they have received the Placement Letter. The teachers include the date the second sheet was returned on the roster.

- COPIES ARE KEPT OF ANYTHING SENT HOME.

- The system described above is consistent in both buildings.

After reviewing the Parent Survey and Program Selection forms for the past three years it was noted that:

'09 – '10 152/176

'10 - '11 130/134

'11 - '12 110/112

Parents have selected ESL instruction as their program of choice. However, parents that select Bilingual/Dual Language programs are offered a list of Bilingual/Dual Language programs available. Should a parent choose a bilingual or dual language program from the list, we assist them in scheduling a visit to the site and subsequent follow-up should they choose the program. Parents who choose a TBE/DL program but remain at P.S./I.S. 104 when it is not available, are notified in writing and with follow-up phone outreach when a program becomes available. As a result, we offer an ESL program as a response to the high number of parents requesting this mode of instruction.

Part III: ELL Demographics

A. ELL Programs

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

Page 1 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

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	92	1	4	18	1	7	2	0	2	112
Total	92	1	4	18	1	7	2	0	2	112

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		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

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

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	3	5	2	4	3	2	2	1	1					23
Chinese	4	0	2	1	1			2	0					10
Russian	0	0	1	0	1	1	1	0	0					4
Bengali	1	0	0	1	2	0	0	1	1					6
Urdu	3	1	1	2	1	0	3	0	1					12
Arabic	6	9	4	4	7	3	3	2	4					42
Haitian														0
French	0	0	0	1	0	0	0	0	0					1
Korean														0
Punjabi														0
Polish	1	1	0	0	0	0	0	0	2					4
Albanian	1	1	0	0	1	0	0	0	2					5
Other	1	1	1	0	1	0	0	0	1					5
TOTAL	20	18	11	13	17	6	9	6	12	0	0	0	0	112

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

ELL students' placement is reflective of the required screening and the Parent Survey Selection Forms. When parents choose English as a Second Language instruction as their vehicle of service, we utilize the results of the LAB-R and NYSESLAT to determine their proficiency levels. ESL instruction is in an English pull-out/ push-in model. Beginning and Intermediate ELL students are seen 8 periods or 360 minutes a week. Advanced ELL students are seen for 4 periods or 180 minutes per week. This service is provided by three full time ESL teachers.

Within the regular classroom setting, ESL students are grouped heterogeneously. However, for ESL instruction, they are grouped homogeneously according to their proficiency level on the NYSESLAT or results of the LAB-R for newly identified ELLs. ESL teachers utilize articulation sheets provided by the classroom teachers weekly by grade. These sheets describe content area topics being covered in the regular classroom enabling the ESL teachers to choose topics consistent with the classroom instruction. In addition, the ESL teachers are part of the PPT team, the LAP team, the Instructional Team and have monthly chats with the principal.

The ESL teachers utilize a variety and combination of Balanced Literacy and English as a Second Language strategies and techniques, using the workshop model, when possible. These include word study, phonics, guided reading, direct instruction in reading and writing, often in the content areas. ESL classroom activities are reflective of the content area topics which are in the Core Curriculum of each grade. The ESL teachers realize that content related language/academic language takes a long time to develop. Therefore, the ESL teachers endeavor to modify content area materials to make the material comprehensible to the ELL student. To support the native language, students work with native language glossaries, dictionaries, books, books on tape, Leapsters and Leap Pads in native language programs where available. Additionally, ELL are provided 60 minutes K-2, and 75 minutes 3-8 daily in ELA instruction with similar methodologies as described above.

All ELL students receive testing accommodations including extended time and a third reading of any listening passage for all assessments. In addition, each of these students has a license to utilize the Imagine Learning Program. All ELL students are invited to participate in the Extended Day Program.

Differentiation, incorporation of higher order questioning skills and increase of academic rigor are goals of the school as outlined in the 2011-2012 CEP. Within these goals, teachers are differentiating for ELLs within their classrooms. ESL teachers meet weekly with grade level teams to analyze results of the NYSESLAT and group students according to ELL subgroups. At these meeting, teachers also review content being covered. ESL teachers therefore, can provide content area support for ELLs through Shared Reading in the content area, Guided Reading using content area materials while using an ELA/ESL focus. Teachers utilize ARIS and Performance Series to track the progress of ELL students. Visual supports are utilized including word walls, pictures, diagrams, big books, wordless books, picture dictionaries, word for word translated dictionaries and glossaries. Other differentiated supports include books on tape, Leap Pads, listening

A. Programming and Scheduling Information

centers, LeapTrack programs, laptops, SmartBoards, Smart Tables, Interactive Response Systems, web activities and computer adapted programs. SIFE students, long term ELLs, ELLs with special needs and at-risk ELLs are included in the PPT monitoring. They are provided Extended Day instruction focused on achieving proficiency on the ELA, Math and NYSESLAT exams.

Our 2 SIFE students receive targeted instruction through the Imagine Learning Program. This program provides individualized instruction in letter recognition, sight words, vocabulary, phonemic awareness, phonics, reading comprehension and grammar. In addition, these students are provided small group instruction within the regular day program to address the students' needs according to the results of the Imagine Learning assessments and classroom observations.

Our 92 ELLs in U.S. schools for less than three years receive ESL instruction in the day program. In addition, they are offered Extended Day services where licensed ESL teachers provide one to one and small group instruction. Under Title III funding an F-Status licensed ESL teacher has been hired to work with the Beginner and Intermediate students one day per week on strengthening areas of weakness as identified through the NYSESLAT, LAB-R, Imagine Learning and classroom assessments. This group also includes the majority of our SIFE students.

Our 18 ELLs receiving service for 4-6 years, receive ESL instruction as prescribed by their level according to the NYSESLAT exam and daily Imagine Learning support. All teachers have been trained in the format of the NYSESLAT exam in order to align curriculum with the skills necessary for the NYSESLAT exam. In addition, ESL teachers utilize articulation sheets provided by the classroom teachers weekly by grade. These sheets describe content area topics being covered in the regular classroom enabling the ESL teachers to choose topics consistent with the classroom instruction.

Our 2 long-term ELLs have received the above mentioned services including Imagine Learning. Additionally, these students have been grouped for Extended Day. During this time they receive support from a licensed Reading Specialist who provides ELA and Math instruction with an ESL approach.

Our 13 ELLs identified as having special needs are offered accommodations on all assessments as per their IEPs. During Extended Day, these students are supported by a licensed Resource Room teacher or a licensed Reading Specialist who provide ELA and math instruction with an ESL approach. These students have also received instruction in the Wilson, Orton-Gillingham, and Foundation programs.

Newcomers are also provided supplemental support working with the Imagine Learning program to acquire English language skills. All classroom teachers, guidance counselor and Special Education teachers will continue to receive professional development for differentiation of instruction and the implementation of Imagine Learning.

Teachers of ELL-SWD are provided time to articulate with service providers to provide seamless support for the students. In addition, we have implemented the Orton Gillingham Multi-Sensory Approach to Reading with our ELL-SWD. Lisa Buonsante, a licensed ESL teacher, is being trained in the Orton Gillignham method as well.

ELL-SWD have been provided flexible scheduling where many receive Special Education services within an ICT program. Additionally, some ELL-SWD students are in a general education setting and given multiple SETSS periods to address their learning needs and support them in the movement from 12:1 to a Less Restrictive Environment. When an ELL is identified as a long-term student struggling to acquire the English Language, we provide at-risk services where available to provide support before a referral is requested.

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

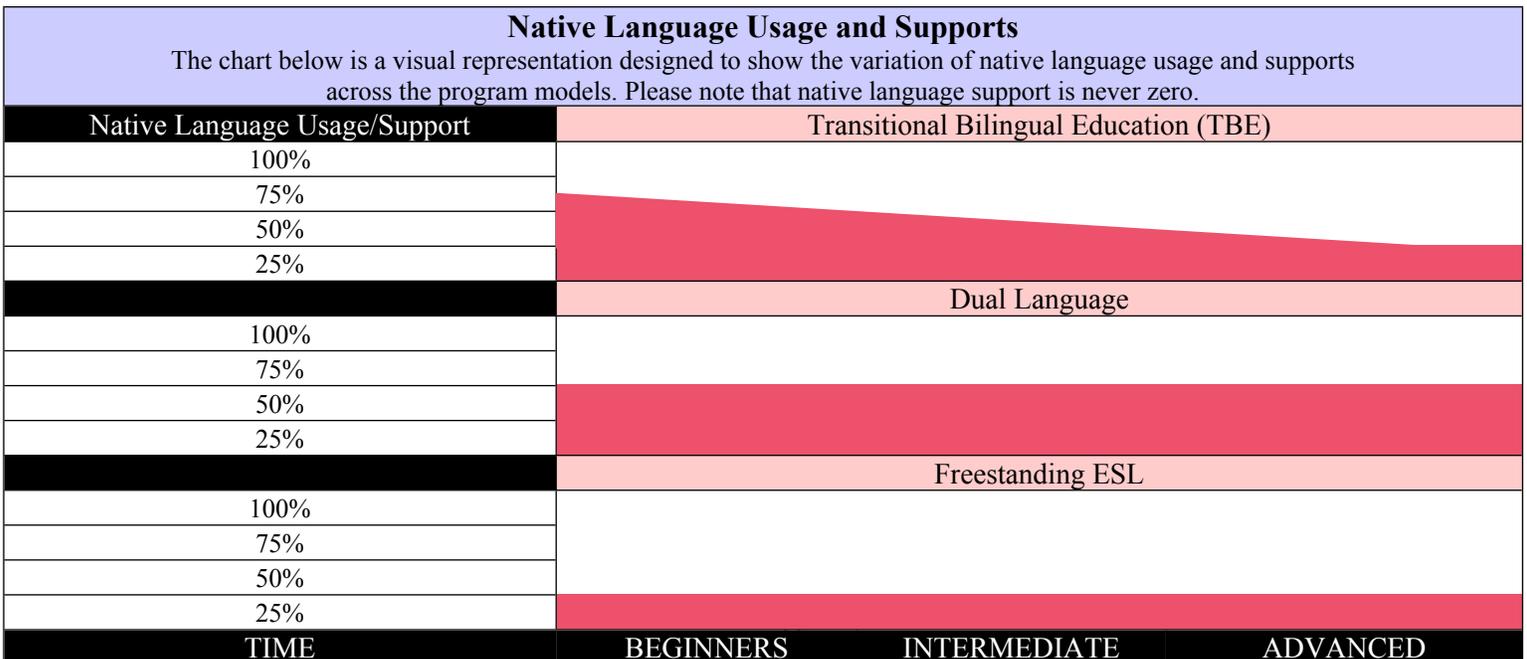
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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



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

B. Programming and Scheduling Information--Continued

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

Teachers use small-group instruction to provide intervention to ELLs. Imagine Learning is utilized at key times during the regular school day to provide individualized instruction at the students' appropriate level in ELA. In addition, within the regular classroom program, ELLs are provided with Native Language glossaries, books in the native language and native language materials when available. Teachers target specific skills and strategies using an ESL approach. In all subject areas, ESL students are provided with the necessary time extension for assessment. Manipulatives are used in math to demonstrate concepts being taught. All ELLs are invited to join the Extended Day program where the teachers serve no more than 10 students. ELLs required to take the ELA Exam are given instruction in the Kaplan Keys program in ELA and math. Newcomers are provided support in the development of English language using native language materials when available. Additionally, we have trained one and will be training two other ESL teachers in the Orton Gillingham MultiSensory Approach to Teaching Reading. This targeted intervention will provide support for our ELL students including ELLs with disabilities.

Students who achieve proficiency on the NYSESLAT continue to receive testing modifications for two years. They are also provided support services through inclusion in the Corrective Reading Program and at-risk counseling as needed.

We have renewed our commitment to the Imagine Learning English Program based on the data from the NYSESLAT exam. We will be providing additional professional development to teachers on analyzing the data to drive instruction. We have established extended day groups based on ESL proficiency and the needs of the student. An improvement to our assessment comes with the introduction and professional development for Smart Response System, for all classes to provide differentiated instruction to all students including ELLs. This system will allow teachers to collect students data quickly and use this data to drive future instruction. We have introduced new programs, to address the learning needs of our students, the Orton Gillingham MultiSensory Approach to Teaching Reading, the Coach Connected System for Test Preparation and School Messenger, an outreach program for all parents. We will continue our supplement services through the Title III program.

All school programs are offered to students according to need. When identifying students eligible for the Orton Gillingham Program, reading benchmarks and levels were reviewed. All students requiring the service, including ELLs, were invited to participate in the program. All students receiving a Level 1, a Level 2 or below the 75th Growth Percentile were invited to the academic Extended Day. Kaplan Keys for ELA and Math, G.U.M., Buckle Down and Coach, are used to provide intensive instruction at this time. ELLs without scores, newcomers, and ELLs in grades K-2, participating in Extended Day work on reinforcing the English language through small group instruction and Imagine Learning. Supplemental services are provided to ELL newcomers through a Title III program. Students work on Imagine Learning and an F-Status ESL teacher reinforces the skills identified through the data yielded from the program. Our After School Enrichment Program offering Dance, Theater, Legobotics, Intramural Sports, and C.H.A.M.P.S, are offered to all students including ELLs on a first come first serve basis.

All after school and supplemental services are open to all students based on need as identified through ELA, Math and NYSESLAT exams. We invite all ELL students to participate in the Extended Day Program. Enrichment Programs offered at the school were on a first come, first serve basis for all students. Our after-school enrichment programs were centered around, athletics, technology and drama. Additionally, we have developed a new school website through E-Chalk which provides information to parents about the school, programs offered, classroom pages for homework, and communication with the teacher. This website and the information contained on it can be accessed by all parents of the P.S./I.S. 104 community and can be translated into our primary languages through the push of a button. This

B. Programming and Scheduling Information--Continued

8. 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.
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17. What language electives are offered to ELLs?

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All school programs are offered to students according to need. When identifying students eligible for the Orton Gillingham Program, reading benchmarks and levels were reviewed. All students requiring the service, including ELLs, were invited to participate in the program. All students receiving a Level 1, a Level 2 or below the 75th Growth Percentile were invited to the academic Extended Day. Kaplan Keys for ELA and Math, G.U.M., Buckle Down and Coach, are used to provide intensive instruction at this time. ELLs without scores, newcomers, and ELLs in grades K-2, participating in Extended Day work on reinforcing the English language through small group instruction and Imagine Learning. Supplemental services are provided to ELL newcomers through a Title III program. Students work on Imagine Learning and an F-Status ESL teacher reinforces the skills identified through the data yielded from the program. Our After School Enrichment Program offering Dance, Theater, Legobotics, Intramural Sports, and C.H.A.M.P.S, are offered to all students including ELLs on a first come first serve basis.

All after school and supplemental services are open to all students based on need as identified through ELA, Math and NYSESLAT exams. We invite all ELL students to participate in the Extended Day Program. Enrichment Programs offered at the school were on a first come, first serve basis for all students. Our after-school enrichment programs were centered around, athletics, technology and drama. Additionally, we have developed a new school website through E-Chalk which provides information to parents about the school, programs offered, classroom pages for homework, and communication with the teacher. This website and the information contained on it can be accessed by all parents of the P.S./I.S. 104 community and can be translated into our primary languages through the push of a button. This will allow parents to become partners in their child's education regardless of language. Additionally, the translation of the website and School Messenger affords equal access to all school programs.

B. Programming and Scheduling Information--Continued

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

Teachers use small-group instruction to provide intervention to ELLs. Imagine Learning is utilized at key times during the regular school day to provide individualized instruction at the students' appropriate level in ELA. In addition, within the regular classroom program, ELLs are provided with Native Language glossaries, books in the native language and native language materials when available. Teachers target specific skills and strategies using an ESL approach. In all subject areas, ESL students are provided with the necessary time extension for assessment. Manipulatives are used in math to demonstrate concepts being taught. All ELLs are invited to join the Extended Day program where the teachers serve no more than 10 students. ELLs required to take the ELA Exam are given instruction in the Kaplan Keys program in ELA and math. Newcomers are provided support in the development of English language using native language materials when available. Additionally, we have trained one and will be training two other ESL teachers in the Orton Gillingham MultiSensory Approach to Teaching Reading. This targeted intervention will provide support for our ELL students including ELLs with disabilities.

Students who achieve proficiency on the NYSESLAT continue to receive testing modifications for two years. They are also provided support services through inclusion in the Corrective Reading Program and at-risk counseling as needed.

We have renewed our commitment to the Imagine Learning English Program based on the data from the NYSESLAT exam. We will be providing additional professional development to teachers on analyzing the data to drive instruction. We have established extended day groups based on ESL proficiency and the needs of the student. An improvement to our assessment comes with the introduction and professional development for Smart Response System, for all classes to provide differentiated instruction to all students including ELLs. This system will allow teachers to collect students data quickly and use this data to drive future instruction. We have introduced new programs, to address the learning needs of our students, the Orton Gillingham MultiSensory Approach to Teaching Reading, the Coach Connected System for Test Preparation and School Messenger, an outreach program for all parents. We will continue our supplement services through the Title III program.

All school programs are offered to students according to need. When identifying students eligible for the Orton Gillingham Program, reading benchmarks and levels were reviewed. All students requiring the service, including ELLs, were invited to participate in the program. All students receiving a Level 1, a Level 2 or below the 75th Growth Percentile were invited to the academic Extended Day. Kaplan Keys for ELA and Math, G.U.M., Buckle Down and Coach, are used to provide intensive instruction at this time. ELLs without scores, newcomers, and ELLs in grades K-2, participating in Extended Day work on reinforcing the English language through small group instruction and Imagine Learning. Supplemental services are provided to ELL newcomers through a Title III program. Students work on Imagine Learning and an F-Status ESL teacher reinforces the skills identified through the data yielded from the program. Our After School Enrichment Program offering Dance, Theater, Legobotics, Intramural Sports, and C.H.A.M.P.S, are offered to all students including ELLs on a first come first serve basis.

All after school and supplemental services are open to all students based on need as identified through ELA, Math and NYSESLAT exams. We invite all ELL students to participate in the Extended Day Program. Enrichment Programs offered at the school were on a first come, first serve basis for all students. Our after-school enrichment programs were centered around, athletics, technology and drama. Additionally, we have developed a new school website through E-Chalk which provides information to parents about the school, programs offered, classroom pages for homework, and communication with the teacher. This website and the information contained on it can be accessed by all parents of the P.S./I.S. 104 community and can be translated into our primary languages through the push of a button. This will allow parents to become partners in their child's education regardless of language. Additionally, the translation of the website and School Messenger affords equal access to all school programs.

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?
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D. Professional Development and Support for School Staff

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)?

N/A

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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?

The school staff, including the administration, the ESL teachers, classroom and specialty teachers, the parent coordinator and the support staff, work diligently to provide a welcoming atmosphere for the students, their parents and the community. All school related information is distributed to parents of ELLs in English or in the native language when available. Our parent coordinator provides assistance to newcomers, ELL students and their families. Our school maintains a list of volunteer translators to assist communication with non-English speaking parents. At the beginning of each year, the parent coordinator distributes a survey to all students asking in what language/form they wish to receive information. This survey is used to provide parents with information in their native language when available. The administration also receives the results of the Learning Environment Surveys completed by parents. In addition to previously mentioned parental support, parents of ELLs are invited to Fall and Spring parent conferences in November and March. PS/IS 104 is aware of the supportive role parents play in the daily education of all students. A continual outreach is made to the parents of ELL students. Their lack of ability with the English language sometimes makes them reluctant to participate. On-going parent workshops, translations of most materials, use of translation services and family oriented activities throughout the school year, work to inform and involve these as well as mainstream parents. PTA meetings are held monthly at varying times to include all parents in school activities. In addition to the ESL Orientation, Open School Week and Parent Teacher Conferences, parents are invited to the school for various events such as: Grandparents Day, multicultural celebrations, assembly programs, student performances, Book Fair, classroom presentations and trips. Prior to the school year, we offer families the opportunity to tour the school if requested. In addition, we have launched a new website through E-Chalk to assist all parents in becoming involved in their child's education. This website has been extremely helpful in parent involvement for our ELL families as it allows them to translate information by simply pushing a button.

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3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

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

E. Parental Involvement

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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	9	3	2	4	2	3	0	0					30
Intermediate(I)	0	7	0	10	5	2	3	1	2					30
Advanced (A)	13	2	8	1	8	2	3	5	10					52
Total	20	18	11	13	17	6	9	6	12	0	0	0	0	112

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	0	0	1	0	1	1	0				
	I	0	0	0	1	1	3	1	0	0				
	A	2	4	4	3	1	2	4	2	3				
	P	17	19	12	12	6	8	8	11	8				
READING/ WRITING	B	5	1	2	2	1	1	1	0	0				
	I	8	0	9	3	2	2	1	2	3				
	A	1	5	2	7	2	2	2	7	4				
	P	6	18	3	4	3	8	10	4	4				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	4	4	0	14
4	2	4	1	0	7
5	0	8	1	0	9
6	7	6	0	0	13
7	2	6	2	0	10
8	4	4	0	0	8
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	4		6		3		1		14
4	0		3		4		1		8
5	0		1		8		1		10
6	1		2		4		6		13
7	1		3		5		1		10
8	1		4		3		0		8

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0		3		4		1		8
8	2		7		2		0		11
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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)									

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
Chinese Reading Test								

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

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

The school uses The Fountas And Pinnell Benchmark Assessment System in Grades K-2 to assess early literacy skills of ELLs. In examining the data for these students we noticed that students in lower grades aquired language skills at a much faster rate than those in the upper grades. Based on the 2010-2011 NYSESLAT results, 47% of ELLs in K and 1 were proficient in Reading and writing, 30% of students in grades 2-4, 16% in grades 5-6 and 19% in grades 7-8. We also noted that in many cases our ELLs became proficient in the speaking and listening portions of the NYSESLAT in a shorter period of time. The 2009-2010 NYSESLAT exam showed 80% of all our ELLs reached proficiency in Listening and Speaking. We have also noted there is strong connection between students that are literate in their native language with a rate of English language acquisition. This information led us to see the need for differentiated work in order to meet the needs of all students including ELLs. In addition, we have supplemented the regular literacy instruction with the Imagine Learning program which allows the students to work at their own pace. The school has made differentiation and higher order questioning skills a goal in order to address the needs of our subgroups.

As a school community, we haveld opted not to administer the ELL Periodic Assessments. We depend instead upon review by teachers and leaders of the results of assessments as described above. Additionally, we utilize the data yielded from Imagine Learning, conference noted from teachers, progress in reading and math levels, and review of Math Thinking Logs and Science Inquiry notebooks. Instructional Team meetings including participation by teachers and school leaders, affords us the opportunity to make such decisions.

The 2009-2010 School Progress report noted that we received additional credit for Exemplary Proficeincy Gains for the percentage of our ELLs at the 75th Growth Percentile for ELA and for Math. In order to provide a seamless approach to instruction, teachers on each grade level provide weekly Curriculum sheets to the ESL teachers outlining the topics being covered in each subject area. This allows the ESL teachers to align the curriculum with the ESL program. The ESL teachers are also available to meet with the teachers of the grades they are servicing during common preps. In order to share best pcatices and provide turnkey training in ESL methodology, the ESL teachers meet with the Principal monthly for "Chats With the Principal", they are part of the PPC and Instructional Teams in order to help monitor the progress of our ELLs and to be a part of the decision making body for the school.

We track the successes of our programs through examination of NYSESLAT data to determine the progress of our students acquiring the English language and determning the need for future professional development. we also analyzed the results of the New York State ELA and Math exmas reflecting on students' performance levels and Grrowth Percintiles. we also look at our AMO for AYP. Examining these exams help us to determine success in rpograms offered, Lastly, we review student usage reports provided monthly through Imagine Learning to ensure students are reciving adequate opportunities to work with the program.

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

Part VI: LAP Assurances

School Name: <u>The Fort Hamilton School</u>		School DBN: <u>20K104</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marie DiBella	Principal		1/1/01
Suzanne Gordon	Assistant Principal		1/1/01
Cynthia McMahon	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Vanessa Morrison	Guidance Counselor		1/1/01
Neal Opromalla	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 20K014 **School Name:** The Fort Hamilton School

Cluster: 4 **Network:** CFN 409

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.

In order to assess our school's written and oral interpretation needs, we reviewed the following:

- a. Review of the Home Language Surveys
- b. Parent requests to the Parent Teacher Association (PTA)
- c. Survey distributed by the Parent Coordinator requesting this information

At the beginning of each year, the parent coordinator distributes a survey to all parents asking for their language of choice in receiving information. This survey is used to provide parents with information in their native language when available. This information is disseminated to all staff in order to ensure all materials are provided in the appropriate languages and all parents are able to be active participants in their child's education. The results of this survey are as follows:

Translations by Class & Grade 2011-2012

Class	Arabic	Ben	Chi	Korean	Russ	Spa	Urdu
K-201	2	x	1	x	x	1	1
K-202	1	x	1	x	x	1	x
K-203	4	x	1	x	x	x	x
K-204	1	x	2	x	x	1	x
Gr.Total		8	0	5	0	0	3
1-205	1	1	x	x	x	2	x
1-107	2	x	3	x	x	1	x
1-116	2	x	x	x	x	2	x

1-120	4	x	x	x	1	x	x
Gr. Total		9	1	3	0	1	5
2-113	x	x	x	x	x	3	x
2-122	2	x	1	x	4	x	1
2-109	4	1	x	x	x	3	1
2-110	x	x	x	x	x	1	1
2-226	1	x	1	x	x	1	x
2-B28	3	1	2	x	x	x	x
Gr. Total		10	2	4	0	4	8
3-111	4	x	x	x	x	x	1
3-112	4	x	1	x	x	1	x
3-201	x	1	x	x	1	2	x
3-212	1	x	1	x	1	1	x
3-210	2	x	1	x	x	2	x
3-205	1	x	2	x	1	2	x
Gr. Total		12	1	5	0	3	8
4-208	2	x	1	x	x	x	x
4-204	3	1	x	x	x	1	x
4-203	3	x	x	x	x	1	x
4-207	2	x	2	x	2	2	x
4/5-209		x	x	1	x	x	2
4-211	1	x	x	1	x	2	x
Gr. Total		11	1	4	1	2	8
5-206	x	1	x	x	x	x	x
5-222	3	x	2	x	x	2	1
5-202	1	x	2	x	x	3	x
5-220	2	x	x	x	1	3	1
5-218	1	x	x	x	x	x	x
Gr. Total		7	1	4	0	1	8
6-328	1	x	7	x	x	3	x
6-326	3	1	2	x	x	1	x
6-324	5	x	1	x	x	4	1
6-228	4	x	1	x	x	4	1
6-224	1	x	x	x	x	4	x

Gr. Total	14	1	11	0	0	16
7-311	x	x	1	x	1	x
7-322	3	x	x	x	5	x
7-320	2	x	1	x	1	1
7-310	1	x	x	x	3	x
7-316	5	x	1	x	x	x
Gr. Total	11	0	2	1	0	10
8-314	1	x	2	x	1	x
8-318	1	1	1	x	2	1
8-308	x	x	x	x	x	x
8-307	1	x	1	x	x	x
Gr. Total	3	1	4	0	0	3
Sch Total	85	8	42	2	11	69

We utilize the services of the Translation Unit to assist with the translation of all written communication to families and phone translations when needed. Translators are also available at all citywide parent teacher conferences. We utilize a website through E-Chalk to assist all parents in becoming involved in their child's education. This website has been extremely helpful in parent involvement for ELL families as it allows them to translate information by simply pushing a button. In an effort to meet the identified needs of our school, we have implemented the School Messenger System, which translates into our primary languages, assisting parents in receiving pertinent school information including attendance.

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 data above, the languages we have identified as high need are: Arabic, Spanish and Chinese.

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.

- a. Translation of all letters sent home
- b. Translation of all brochures
- c. Translation of PTA calendars
- d. Translation of Parent Coordinator correspondences
- e. Translation and Interpretation Unit is utilized to provide written translation services.
- e. Translation of all above including pertinent school information is available on our E-Chalk Website in 40 languages.

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.

The school will provide translations at Parent Teacher Conferences Fall and Spring and at the ESL Parent Orientation. The services for both through the use of oral interpretation services. These services will be provided by the Translation and Interpretation Unit and in-house staff.

In addition, any parent requiring translation to have a conversation with the teacher is offered the services of the DOE Phone Translation Unit.

In an effort to meet the identified needs of our school, we have implemented the School Messenger System translated into our priority languages.

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>.

Attachment A of Section VII of Chancellor's Regulations A-663 will be translated, distributed to parents and posted in the main office. Information on this topic will be obtained from the Department's website as indicated in Chancellor's Regulations A-663.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Fort Hamilton School	DBN: 20K104
Cluster Leader: Chris Groll	Network Leader: Neal Opromalla
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Push-in Services
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We will be implementing a supplemental instructional program to approximately 40 ELLs in grades 3 through 8. One .2 (one day) F-status licensed ESL teacher will be hired to provide supplemental services to at-risk ESL students based on the results of the Spring 2011 NYESELAT exam and one .2(one day) F-status Math teacher will be hired to provide supplemental services to at-risk ESL students based on the results of the Spring 2011 New York State Math exam. The emphasis of the program will be to support ELLs in the Test Sophistication Skills necessary for them to achieve the academic standards that all students are expected to meet. The program will address the Chancellor's recommendations by aligning the supplementary work to the comprehensive core curriculum in literacy and math taking place in the classrooms. In doing so, the students will be instructed through the Imagine Learning English program to strengthen word study, phonics, comprehension and writing strategies. Additionally, students will be provided push-in, small group instruction in math to strengthen the content standards necessary for the Spring 2012 New York State exam. Supplemental Math instruction will be provided through the Coach Connected program as well as differentiated approaches as prescribed in the Everyday Math and Glencoe Math Connects programs. This will provide support to new ELL students required to take content area state exams.

Part C: Professional Development

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

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

Begin description here: Our entire staff will participate in staff development sessions throughout the year. ESL teachers and outside educational Consultants will conduct the sessions. Specifically, teachers will be provided professional development on:

The content of the NYESELAT exam and its alignment to the NYS English Language Arts exam and classroom instruction.

The interpretation of data from the ELA, MATH and NYESELAT exams to drive instruction with a focus on ELLs.

The development of ESL methodologies and the improvement of content area instruction for ELL students in the mainstream classroom. The focus will be on an increased dialogue between ESL teachers and mainstream classroom teachers in the core curriculum areas.

Part C: Professional Development

Bridging the gap between the curriculum being taught in the classroom and in the ESL pull-out program through monthly Chats with the Principal.

Implementing the Imagine Learning Program and support for the program in the regular classroom.

Differentiated approaches in instruction for math and literacy.

Part D: Parental Engagement Activities

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

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

Begin description here:

The school staff, including the administration, the ESL teachers, classroom and specialty teachers, the parent coordinator and the support staff, work diligently to provide a welcoming atmosphere for the students, their parents and the community. All school related information is distributed to parents of ELLs in English or in the native language when available. Our parent coordinator provides assistance to newcomers, ELL students and their families. Our school maintains a list of volunteer translators to assist in communication with non-English speaking parents. At the beginning of each year, the parent coordinator distributes a survey to all parents asking for their language of choice in receiving information. This survey is used to provide parents with information in their native language when available. The administration also receives the results of the Learning Environment Surveys completed by parents, enabling us to be aware of their concerns and needs. In addition to previously mentioned parental support, parents of ELLs are invited to Fall and Spring parent conferences in November and March. PS/IS 104 is aware of the supportive role parents play in the daily education of all students. A continual outreach is made to the parents of ELL students. Their lack of ability with the English language sometimes makes them reluctant to participate. On-going parent workshops, translations of most materials, use of translation services and family oriented activities throughout the school year, work to inform and involve these as well as mainstream parents. PTA meetings are held monthly at varying times to include all parents in school activities. In addition to the ESL Orientation, Open School Week and Parent Teacher Conferences, parents are invited to the school for various events such as: Grandparents Day, multicultural celebrations, assembly programs, student performances, Book Fair, classroom presentations and trips. Prior to the school year, we offer families the opportunity to tour the school if requested. In addition, we have launched a new website through E-Chalk to assist all parents in becoming involved in their child's education. This website has been extremely helpful in parent involvement for our ELL families as it allows them to translate information by simply pushing a button. In an effort to meet the identified needs of our school, we have implemented the School Messenger System translated into our priority languages.

In addition to the ESL Orientation Workshop, the ESL teachers will be presenting 3 additional

Part D: Parental Engagement Activities

workshops.

January 2012 - the ESL teachers will provide parents with a blueprint of the state exams their children will be taking: NYSESLAT, NYS Math, NYS ELA, NYS Science (grades 4 and 8).

February 2012 - parents of students in grades K-2 will be invited to a workshop offering ways to assist their children at home.

May 2012 - parents of all children in the ESL program will be provided with a workshop focusing on maintaining his/her child's growth over the summer. Additionally, advice will be offered to parents who may opt to relocate or temporarily leave the country.

Part E: Budget

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

Allocation Amount: \$

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

