



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** HAMILTON HEIGHTS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 06M368

**PRINCIPAL:** NICKY KRAM ROSEN    **EMAIL:** [NRosen2@SCHOOLS.NYC.GOV](mailto:NRosen2@schools.nyc.gov)

**SUPERINTENDENT:** ELSA NUNEZ

**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
Nicky Kram Rosen	*Principal or Designee	
Alcira Jaar	*UFT Chapter Leader or Designee	
Ayten Farrell	*PA/PTA President or Designated Co-President	
Flavia Grullon	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	
Kristin Taylor	Member/Teacher	
Jennifer Kaiser	Member/Teacher	
Genoa Jones	Member/Teacher	
Maurice Cozart	Member/Parent	
Wendy Hilliard	Member/Parent	
Sally Wofford-Girand	Member/Parent	
Charlie Castro	Member/Parent	

## **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, the number of students writing at proficiency will increase by 10% as defined by a common, research-based rubric on an on-demand informative/explanatory writing task. Students will examine and convey complex ideas; information will be clear, accurate, and organized.

**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.

The results of our progress report state that 37.9 % of our students are performing at a level 3 or 4. The average student proficiency for our school is a 2.73. We have found that although our students demonstrate their ability to comprehend texts through summarizing and reporting back pertinent details, they are struggling with expressing their ideas clearly in writing. Our students need support in crafting pieces that are organized and fully supported using details and examples. In focusing on strengthening student writing, we will see an overall increase in performance on the New York State English Language Arts exam.

**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,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, and
- d) Timeline for implementation.

The entire school will work with a common research based rubric to evaluate student work. This rubric will help teachers see the overall strengths and weaknesses of their individual students and classes.

- a) Teachers will use the rubric to focus particularly on the performance of high achieving and ELL subgroups. They will use this rubric to determine next steps for these subgroups.
- b) Teachers will meet in grade level cohorts once a week to evaluate student work and plan lessons as a result of their findings. Teachers will also meet once a week in across grade level groups to evaluate student work using the common rubric. This way the entire school can see trends in ELL and high performing student writing. They will use these findings to develop lessons and methods for helping students to improve writing.
- c) Teachers will use Exemplars writing to provide students with a clear structure for informational writing. Teachers will also use other graphic organizers and skeletons to help students understand the structure of informational writing. This will help students organize their writing as well as provide the foundation for elaboration.
- d) Teachers and administrators have designed a year-long assessment calendar which runs in cycles and which will produce two assessment pieces in narrative, informative and argument writing. The first assessment cycle will produce writing which will act as a pre-assessment piece and the second assessment cycle will produce writing which will act as a post-assessment piece. Teachers will use the initial assessment from the first cycles to inform and revise their planning for the second cycles, thereby improving their instruction and student outcomes during the second.

**Strategies to increase parental involvement** - Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- a) Parents/caregivers invited each month to engage in informal conversation with school leader around timely and topics such as Literacy and the home-school connection to support student progress in ELA and strategies to support Swds and ELLs, the Common Core Standards and defining performance tasks.
- b) Dedicated parent space created to conduct workshops and seek information, socialize and network.
- c) Parent Association meetings build in dedicated time to address and focus on student achievement and progress as well as share strategies and resources parents can use to help their children with increase proficiency in writing including ways to help your child with writing even if you are not a native English speaker.
- d) Parents will be invited to attend a Writing Workshop classroom lesson so that they may experience the grade-level specific writing instruction in their child's classroom. Parents can gain an understanding of how writing is taught in their child's grade and develop an understanding of their child is expected to know and be able to do in order to be career and college ready.

**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 becomes highly qualified, in order to achieve this goal.

Hamilton Heights maintains a hiring committee which includes staff and administration. In the event of a vacancy we attend hiring fairs to recruit highly qualified teachers. It is our expectation to develop and maintain a professional learning community in which staff feel supported and nurtured to develop their practice and grow professionally. The schedule for weekly teacher team meetings allows for inter-visitation, school visits, and/or professional development on, or off-site.

**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.

School personnel and students participate in monthly SchoolFood Nutrition Committee meeting to discuss nutrition and appropriate food choices to support a healthy body & mind and support student learning. School personnel works closely with CFN Attendance teacher to address individual students' chronic absenteeism. Home visits are conducted and frequent communication with family is maintained to ensure all efforts are made to have students present and ready to learn.

Other collaborations include:

- Global Language
- Arts for All
- Learning Leaders
- Leave It Better
- Classical Music for Kids
- HOLA/Time, Inc.
- Bronx Zoo
- Friends of Hamilton heights
- Councilman Robert Jackson's Office

**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.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Teacher per session for after school curriculum development and data/ inquiry work.
- Teacher training rate for additional training and/or individualized professional development.
- Professional instructional materials to support planning and assessment development during the regular school day.
- Consumable instructional materials for use during extended day and enrichment programming.
- Teacher coverage for off-site, or on-site intervisitation towards differentiating professional development for teachers' individual learning needs aligned to both school-wide and individual professional goals.
- Mentor hired to support new teachers as well as struggling tenured teachers to develop their practice and create tasks that predict performance.

## 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, the number of students scoring at grade level will increase by 5% as defined by a common, research based rubric, on a performance task, which requires students to model with mathematics, construct a viable argument and critique the reasoning of others in regards to the domain of focus which represents key grade-level specific content.

**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.

According to our Progress Report, 52.1% of our students are at a level 3 or above in mathematics. The average student proficiency is a 3.09. In focusing on rich mathematical tasks, with multiple entry points, which require students to construct a viable argument, we believe by articulating high expectations, increasing rigor and demanding higher-order level thinking that is required to complete task, student outcomes will improve school-wide and more students will demonstrate proficiency as well as show progress, e.g. ELLs and our high achieving 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,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) Timeline for implementation.

The entire school will work with a common, research-based rubric to evaluate student work. This rubric will help teachers see the overall strengths and weaknesses of their individual students and classes.

- a) Teachers will use an agreed-upon, research based rubric to assess student performance via looking at student work, analyze the task and alignment with grade-level specific standards (CCSS).
- b) As a result, teachers will simultaneously plan and/or revise lesson plans in order to fill in any identified gaps.
- c) Teachers will also meet once a week in K - 5 groups, or vertical planning team, in order to identify gaps in what students know vs. what they are expected to know paying close attention to our ELLs and high performing students.
- d) Collecting data and analyzing it regularly will help teachers develop lessons and methods and strategies aligned to both domain specific and mathematical practice standards.

**Strategies to increase parental involvement** - Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- a) Parents/caregivers are invited each month to engage in informal conversation with school leader around timely and topics such as Literacy and the home-school connection to support student progress in ELA and strategies to support Swds and ELLs, the Common Core Standards and defining performance tasks.
- b) Dedicated parent space/Family Room created to conduct workshops and serve as a resource for families to get information, socialize and network.
- c) Parent Association meetings have built in dedicated time to address, and focus on student achievement and progress as well as share strategies and resources parents can use to help their children ncrease their proficiency in writing as well as share ways families can support children with writing even if you are not a native English speaker.
- d) Parents will be invited to attend a Writing Workshop classroom lesson so they can experience the grade-level specific writing instruction in their child's classroom. Parents gain an understanding of how writing is taught and develop an understanding of what their child is expected to know and be able to do in order to be career and college ready.

**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 becomes highly qualified, in order to achieve this goal.

Hamilton Heights maintains a hiring committee which includes staff and administration. In the event of a vacancy we attend hiring fairs to recruit highly qualified teachers. It is our expectation to develop and maintain a professional learning community in which staff feel supported and nurtured to develop their practice and grow professionally. he schedule for weekly teacher team meetings allows for inter-visitation, school visits, and/or professional development on, or off-site.

**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.

School personnel and students participate in monthly SchoolFood Nutrition Committee meeting to discuss nutrition and appropriate food choices to support a healthy body & mind and support student learning. School personnel works closely with CFN Attendance teacher to address individual students' chronic absenteeism. Home visits are conducted and frequent communication with family is maintained to ensure all efforts are made to have students present and ready to learn.

Other collaborations include:

- Global Language
- Arts for All
- Learning Leaders
- Leave It Better
- Classical Music for Kids
- HOLA/Time, Inc.
- Bronx Zoo
- Friends of Hamilton heights
- Councilman Robert Jackson's Office

**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.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Teacher per session for after school curriculum development and data/ inquiry work.
- Teacher training rate for additional training and/or individualized professional development.
- Professional instructional materials to support planning and assessment development during the regular school day.
- Consumable instructional materials for use during extended day and enrichment programming.
- Teacher coverage for off-site, or on-site intervisitation towards differentiating professional development for teachers' individual learning needs aligned to both school-wide and individual professional goals.
- Mentor hired to support new teachers as well as struggling tenured teachers to develop their practice and create tasks that predict performance.

### 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.

To improve the quality of instruction, increase teacher effectiveness and strengthen teacher practice.

**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.*

Our 2010-11 School Report Card indicates that only approximately 50% of our students are performing on grade level in Mathematics and 66% are not demonstrating proficiency as per the NYS ELA exam. Only 37.9% of students performed at level 3 or 4 in ELA, and 52.1% performed at level 3 or 4 in Math.

In order to improve the performance of all of our students, especially our English language learners (ELLs), and ensure the continued growth of our high achievers, students scoring level 3 & 4, we want to improve the quality of our instruction, i.e. design coherent instruction, get better at questioning and discussion techniques and student engagement.

In conjunction the NYC DOE Citywide Instructional Expectations for the 2011-2012 academic year, we will continue to strengthen teacher practice by examining and refining the feedback teachers receive.

**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,
- b) staff and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) Timeline for implementation.

In order to improve quality instruction, increase teacher effective and strengthen teacher practice:

- a) Teachers meet in grade cohorts once a week to look at student work, plan future lessons, integrate common core standards and revise curriculum,
- b) Smaller group of K – 5 teachers along with out-of-classroom teachers meet weekly to articulate planning, share and discuss common trends school wide and identify and address gaps in instruction and student learning,
- c) Teachers identify students in school-wide, focus subgroups (ELL and High Achievers) to analyze student work, introduce new strategies and analyze and evaluate the efficacy of targeted instruction to improve student performance and achievement.
- d) Teachers attend professional development workshops in and out of school & share best practice with colleagues.
- e) Mentor teacher meets once a week with new teachers.
- f) Low-performing tenured teachers and those up for tenure receive individual coaching to support instruction and prepare for year-end evaluation.
- g) Principal meet with each staff member to develop short and long-term professional goals
- h) Principal will make 3 to 5 informal and informal observations, and then provide specific, attainable, relevant, and timely feedback.

**Strategies to increase parental involvement** - Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- a) Parents/caregivers are invited each month to engage in informal conversation with school leader around timely and topics such as Literacy and the home-school connection to support student progress in ELA and strategies to support SwDs and ELLs, the Common Core Standards and defining performance tasks.
- b) Dedicated parent space/Family Room created to conduct workshops and serve as a resource for families to get information, socialize and network.
- c) Parent Association meetings have built in dedicated time to address, and focus on student achievement and progress as well as share strategies and resources parents can use to help their children increase their proficiency in writing as well as share ways families can support children with writing even if you are not a native English speaker.
- d) Parents will be invited to attend a Writing Workshop classroom lesson so they can experience the grade-level specific writing instruction in their child's classroom. Parents gain an understanding of how writing is taught and develop an understanding of what their child is expected to know and be able to do in order to be career and college ready.

**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 becomes highly qualified, in order to achieve this goal.

Hamilton Heights maintains a hiring committee which includes staff and administration. In the event of a vacancy we attend hiring fairs to recruit highly qualified teachers. It is our expectation to develop and maintain a professional learning community in which staff feel supported and nurtured to develop their practice and grow professionally. The schedule for weekly teacher team meetings allows for inter-visitation, school visits, and/or professional development on, or off-site.

School schedule provides for social networking and 90-minute, weekly teacher team meetings; this block of time facilitates inter-visitation, school visits, and/or professional development on, or off-site. Tenured and satisfactory-rated teachers are encouraged to pursue National Board Teacher Certification and/or opt for Component A.

**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.

Out-of-classroom staff includes full time Physical Education and Music teacher. All students receive music instruction and P.E. several times a week, which contributes to student engagement. Wellness and music enrich the learning in core subject areas and staff are collaborative and look for way to create tasks that predict student performance in Literacy and Mathematics.

Other collaborations include:

- Global Language
- Arts for All
- Learning Leaders
- Leave It Better
- Classical Music for Kids
- HOLA/Time, Inc.
- Bronx Zoo
- Friends of Hamilton heights
- Councilman Robert Jackson's Office

**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.

As a Title I School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Teacher per session for after school curriculum development and data/ inquiry work.
- Teacher training rate for additional training and/or individualized professional development.
- Professional instructional materials to support planning and assessment development during the regular school day.
- Professional services support overall school-wide organization and instructional program and further support students' health and wellness.
- Teacher coverage for off-site, or on-site inter-visitation towards differentiating professional development for teachers' individual learning needs aligned to both school-wide and individual professional goals.
- Mentor hired to support new teachers as well as struggling tenured teachers to develop their practice and create tasks that predict performance.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>	6	6	<b>N/A</b>	<b>N/A</b>				
<b>3</b>	2	2	<b>N/A</b>	<b>N/A</b>				
<b>4</b>	19	19						
<b>5</b>	25	22	<b>7</b>					
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	After-school, extended Day, small group targeted instruction; strategies include embedding strategies in Project-Based Learning, Reading Recovery, explicit instruction
<b>Mathematics</b>	After-school, extended Day, small group targeted instruction
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	Individual and small group intervention provided on-demand as needed
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

**Parent Involvement Policy (PIP)**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology via parent workshops;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership/connection to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs via Flyers, Emails, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- Encouraging parent participation in the classroom to assist and support teaching & learning;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

In addition all Hamilton Heights School family members are encouraged, by school educators and administration, to be active participants in their child's education. Parents receive daily communication by their child's teacher, and not only encouraged but also given the tools needed to further classroom instruction at home; thus developing a strong home-school connection.

#### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 <b>Joanne Joyner-Wells</b>	District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>368</b>
School Name <b>Hamilton Heights School</b>			

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

Principal <b>Nicky Kram Rosen</b>	Assistant Principal
Coach	Coach
ESL Teacher <b>Roxana Rossell</b>	Guidance Counselor <b>Esther Lewittes</b>
Teacher/Subject Area <b>Alcira Jaar - Science</b>	Parent <b>Bella Moon Castro</b>
Teacher/Subject Area <b>Tara McHugh</b>	Parent Coordinator <b>Bertilia Diaz</b>
Related Service Provider <b>Jennifer Schmirer- Speech</b>	Other <b>Howard Matza- teacher</b>
Network Leader <b>Joanne Joyner-Wells</b>	Other

### 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	<b>2</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>238</b>	Total Number of ELLs	<b>73</b>	ELLs as share of total student population (%)	<b>30.67%</b>
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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. 

1. The Parent Coordinator, school secretary or other Spanish-speaking school staff help those parents with the initial registration process in Spanish, as needed. Parents of each new registrant into the NYC school system are required to fill out the HLIS, as part of the registration process. If the ESL teacher is not available to help with the HLIS, the Principal, or another teacher trained in the intake procedures, helps each parent, as per the requirement that a pedagogue must assist with this. The ESL teacher receives the New Admission print-out and checks the HLIS for a language other than English. If the ESL teacher has not already interviewed the parents at the time of admission, she makes certain to do so within the first few days of school, as attentive engagement with parents is central to the process that initially determines whether a child may require ELL services. (The ESL teacher is a native Spanish speaker who can conduct parent interviews in either language. The HLIS forms are made available in each home language necessary.) All students are then administered the LAB-R screening within the mandated 10 days. The raw score determines students' level of English proficiency, and programming is scheduled immediately. Those students who are Spanish speakers and score below the Pass score in English, are also administered the Spanish LAB by the ESL teacher.

In addition, ATS reports such as the BESIS, as well as RYOS (Yrs. of svc.), the RLER (all eligible to take NYSESLAT & LAB), and RBPS (Ext. of svcs.) are used to verify and cross-reference all ELLs eligible to take the NYSESLAT. All our ELLs took the NYSESLAT from mid- April until May 27 in 2011. The Speaking portion is first administered individually, then the Listening as well as the Reading/Writing sections are administered in small groups according to grade clusters. All four components were administered according to the designated timeframes with make-ups and scoring the Writing section during the last week of administration.

2. The school secretary, Parent Coordinator and ESL teacher compile all information pertaining to students with a home language that is not English within the first few days of the school year, then schedule the Parent Program Options Meeting, for immediately following the LAB-R administration period. Our school is small and parents are requested to be active members of our community (as part of the founding mission of the school). through a school contract they must read (in Spanish if needed) and sign, as well as through active continuous outreach by the teachers as well as the Parent Coordinator, ESL teacher and Principal. (For example, this year, our Principal has instituted monthly Open Forum sessions with parents, with over 40 parents attending the last one in October.) Entitlement letters are made available to every parent of a student who did not score out of the LAB-R at the Parent Program Selection/Orientation meeting. Parents who did not attend these meetings were called or approached in person. (We had a total of 11 entitled students.) Alternate meeting times were scheduled, as well as individual ones. As required, we make every effort to give parents all the information they need to make a well-informed decision about what kind of program they would like for their child. A presentation of each of the three program choices- TBE, DL and Free-standing ESL were presented without regard for which programs may or may not be available in our school. This year we were able to show the video on our new Smartboards. Parents were then given the Parent Survey and Program Selection form to complete, in their home language. This year, we had two kindergartners transfer to a TBE program in the school we are co-located in. All others came seeking "English" classes. There was one parent in the first grade who decided to transfer her child to a Dual Language program in a neighboring school, over the summer. We are not aware of other families desiring another type of program.

3. The ESL teacher/coordinator, the Principal and the Parent Coordinator meet weekly to track return of forms, among other ESL matters. all copies of forms, along with ATS reports, meeting Attendance sheets, etc. are kept in a central binder in the Principal's

office. Entitlement Continuation and Non-Entitlement forms are photocopied before the originals are sent out for our records. We keep track of all forms to be returned, assuring that each parent does so.

4. The ELL Parent Program Selection/Orientation meeting, and all parent communication pertaining to programming is done bilingually (Spanish/English). Translation into other languages such as Chinese are also done, as needed. Every effort is made to communicate effectively with each and every parent of ELLs, regardless of the language background by using other bilingual parents as translators. We have at least 7 different languages represented. The criteria used to place students into one model is based upon parents' choices on the selection form. We have not had enough parents in two contiguous grades that have chosen a TB program to open a class.

5,6. Our school is founded on a principle of fostering cultural diversity within our learning community, and we actively seek speakers of other languages. Parents choose our school because they share this priority of linguistic pluralism in the classroom. The three schools closest to ours all have well-established bilingual and dual-language programs, and, at registration, parents are offered those options. Our school is small with two classes per grade. We are co-colored within a large school with both TBilingual and Dual Language programs.

Since our school was created, four years ago, the number of ELLs on each grade has averaged between 8 and 14, with a variety of languages per grade, not just Spanish. During these past four years, parents have overwhelmingly opted for an inclusive ESL setting. We have had about 10 students in the past three years transfer in from Bilingual and Dual Language programs seeking monolingual class settings. This year, our largest concentration of ESL students is in the second grade. There are four different language backgrounds represented there. In keeping with the idea that students who stay in one type of program throughout all elementary school (and beyond), we expect to be able to offer that continuity of instructional model in the foreseeable future.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K* 1* 2* 3* 4* 5* 6* 7* 8* 9* 10* 11* 12*
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#### 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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	2	2	2										8
<b>Total</b>	2	2	2	2	0	0	0	0	0	0	0	0	0	8

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	40	0		33						73
<b>Total</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>73</b>

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
<b>TOTAL</b>	<b>0</b>													

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	EL	EP																
Spanish																			0	0
Chinese																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	EL L	EP	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish	9	12	13	9	7	9								59
Chinese		1	1	1										3
Russian														0
Bengali														0
Urdu														0
Arabic				1	1	1								3
Haitian														0
French														0
Korean														0
Punjabi														0

## 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
Polish		1												1
Albanian														0
Other			4	1		2								7
<b>TOTAL</b>	<b>9</b>	<b>14</b>	<b>18</b>	<b>12</b>	<b>8</b>	<b>12</b>	<b>0</b>	<b>73</b>						

## 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 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?

1. The organizational model for ESL instruction is a free-standing ESL program, with both push-in and pull-out scheduling. ESL groups are formed according to grade and level of proficiency. Depending on the number of students in a grade, Intermediate and Beginners are grouped together, while fourth and fifth grade Advanced ESL students form one group.
2. The mandated number of instructional units weekly are met by having one full-time ESL teacher. The free-standing ESL program is designed to adhere to the CR Part 154 mandated instructional units according to levels of proficiency (360 minutes for Beginners & Intermediates, 180 for Advanced), whether through pull-out or push-in blocks. Students in kg. through grade 5 receive the mandated number of units weekly according to their levels of proficiency, through either push-in or pull-out instruction. Our ESL program model follows the content area curriculum in each grade. Therefore, when the ESL teacher pushes in to a classroom, it is usually during an ELA block- either Readers or Writers workshop. The ESL teacher modifies, adjusts, reinforces, or extends the instructional objectives in small group work that may include guided reading, strategy lessons for writing, work on laptops, guided peer partnerships, explicit vocabulary and ELA work, shared reading, interactive read-alouds, literature circles, or use of graphic organizers. Mainstream classroom teachers plan for daily ELA instructional blocks, as mandated.
3. The ESL curriculum is based on the grade-level core content areas, the Common Core Standards for each grade, along with the TESOL standards for all four modalities. Instructional objectives are derived from each content area, and according to the pacing calendar for each grade. Literacy for ELLs follows the components of the Readers workshop with explicit previewing of vocabulary, modeling, accountable

## A. Programming and Scheduling Information

talk, charts and other visuals, rubrics, Response-to-literature journals, along with leveled guided reading groups, strategy lessons, individual conferences, all of which is leveled for comprehensible input according to proficiency levels, and assessed needs. The Writers workshop also includes these components along with the writing process cycle of collecting ideas, drafting, revising, editing and publishing. Explicit ESL instruction targets grade level work in various genres, word work to expand vocabulary and language structures including personal vocabulary lists, acceptance of ESL writing and use of the native language (Spanish, since the ESL teacher is a Spanish speaker) to activate prior knowledge, and for clarification, as appropriate.. Pull-out/push-in small group instruction aims to extend and reinforce content standards through use of graphic organizers, role-play, artwork, visual aids including use of computer technology, puppetry, Readers' Theater, scribing, shared reading and writing, peer collaborative projects. ESL methodologies such as explicit Preview-review, and Sheltered Instruction are used to make content more comprehensible without losing the depth of the content. Instruction in Math and Social Studies emphasizes hands-on experiences with manipulatives or realia, along with real world, purposeful inquiries requiring a constructivist approach to learning. Problem-solving activities use multiple representations and models designed for flexibility in arriving at answers. The Investigations Math curriculum includes specific ELL accommodations for each lesson plan. Field trips are an integral part of instruction and the ESL teacher uses preview/review language experiences related to the trip destinations and topics. Since many of our teachers are Spanish speakers, including the ESL teachers, as well as the Science teacher, NL (native language) use is accepted for clarification purposes. The Science program uses the Foss kits for each grade level, with comprehensive equipment sets which are hands-on and experiential. The language is controlled for comprehensible input through a consistent protocol of: Focus Question, investigation and research, predictions, recording observations and outcomes, and analyzing results. The use of Smart board technology, ELMO projectors, laptops and internet access are basic elements of classroom instruction, and enhance learning for ELLs.

4.5. Differentiated Instruction for ELL subgroups & targeted intervention programs for ELLs- Out of a total of 73 ESL students this year, we have no SIFE (students with interrupted formal education), 51 newcomers and 22 long-term ELLs. There are also 5 former ELLs. Currently, we have only one new arrival into a testing grade, and one ESL student with an IEP requiring SETSS intervention. Students who have been in U.S. schools less than three years, and who are at Beginning and Intermediate ESL levels receive Extended Day intensive small group support beginning in second grade. Students in Kg. and first grade who are in the lowest quartile of achievement according to Fountas & Pinnell leveled reading benchmarks and in End-of-Unit assessments in the Math Investigations curriculum, are targeted for intervention in school through intensive small group work. Students designated as struggling are monitored and assessed by the AIS team (Academic Intervention Services) in order to create instructional plans to address their specific areas of weakness, through close articulation with the AIS team, the classroom teacher and the ESL teacher. Students in second through fifth grades are assigned to Extended Day small group instruction in two 50-minute sessions weekly. These sessions alternate between instruction in math and Literacy, using individualized, explicitly scaffolded instructional strategies. Other forms of differentiated instruction may include: extended time on task, modification of task into smaller steps, conferencing, peer work partnerships, charts and graphic organizers. Students also participate in the computer-based individually-paced program, ImagineLearning, which is specifically designed for ELLs. Every classroom has either a listening center with four headphones, or headphones for the Apple desktops. Students can listen to sets of guided reading books at the listening center, or listen to books as they read on the computers from websites such as Tumblebooks, or the NY Public Library. Long-term ELLs who have completed 6 years are in their first year of middle school, not in our school. When families are looking for middle schools, the Guidance Counselor advises parents of ELLs on specific program placements in different schools.

6. Instructional strategies and grade-level materials used for ELL-SWDs that both provide access to academic content areas and accelerate English language development- Each ESL student participates fully in every single classroom activity as designated by the grade-level curriculum, and is held to the same expectations for achievement as English proficient students. All students work heterogeneously with a great variety of scaffolds such as: editing and revising checklists, peer partnership work, individual conferencing, pacing reading of trade books according to their "just-right" independent F & P reading levels, using guided reading for their instructional level, regular use of Running Records to adjust reading levels and assess for comprehension, math games designed to reinforce math computation and math thinking, real-life and culturally relevant scenarios for problem-solving and genuine inquiry across content areas. (Also see #3 and #7.) How school ensures that ELL-SWDs receive all services mandated in their IEPs- Every student that has an IEP is monitored by the Guidance Counselor. She is designated to review the IEP with the classroom teacher at the start of the school year to see what types of services the student is entitled to, as well as what testing accommodations are needed. There is always at least one meeting with the parent to confirm that the parent understands what the IEP stipulates. The Guidance Counselor, along with the SETSS teacher, review each IEP to determine that all services are being delivered. Currently, we do not have any students whose IEPs mandate ESL or Bilingual education.

Transitional support for former ELLs, students who have scored out of the ESL program based on NYSESLAT results, is provided for the

## A. Programming and Scheduling Information

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

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

To best address the diverse needs of of ELL-SWDs within the least restrictive environment-

Curricular and instructional flexibility- Differentiated instruction is embedded in every aspect of lesson delivery, and in every content area. Clearly defined, high levels of academic rigor are set for all students, and a Responsive Classroom approach, a student-centered curriculum, and ESL methodologies such as Sheltered Instruction (controlled language with full content demands) all contribute to provide vital flexibility which allows work in all four modalities, individualized pacing, spiraling of core content competencies and language development within meaningful, contextualized activities.

Small group work is the norm in each core content area, including leveled guided reading groups, long-term writing and math partnerships and project-based groupings. Multiple forms of both formal and informal assessments inform instructional Next Steps in each core content area, in conjunction with student rubrics and evaluations, are used to evidence rates of competencies in every unit of study. Based upon the ongoing collection of data, instructional modifications are made to reinforce areas of weak performance, requiring some flexibility in

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Mainstream classroom teachers plan specific periods to work together in conjunction with the ESL teacher, across the grades. For example, a class may plan, preview and then take a community walk together with the ESL teacher. In the upper grades, teachers plan specific periods for the pull-out ESL group so that those students can participate in the planned lesson objectives, with the instruction adjusted to levels of proficiency and other specific		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

### Courses Taught in Languages Other than English ⓘ

## B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
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- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

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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?

8. Targeted intervention programs for ELLs in ELA, math, and other content areas- Each student who is identified as a struggling learner, or academically at risk, is targeted for a range of Tier 1 and Tier II intervention cycles before being referred for evaluation. Tier I services include an individually tailored learning plan with identified strategies designed to meet a particular student's learning styles and areas of need. This requires articulation with the AIS team, along with the ESL teacher, the Interim Intervention Teacher, and parents. A home-school connection for additional support is requested. These struggling learners are also required to attend two extended-day periods weekly. These periods are devoted to Literacy and Math small group work, with strategies specifically designed to remediate and to elevate these students' performance levels. They include leveled guided reading groups, Words Their Way word study, individual use of laptops and other digital media for ELA, extended explorations with math manipulatives, real-life multiple-steps math problems and representations of math work through diagrams and models. These students are also registered to use the ImagineLearning computer-based program which tracks individual needs through fun ELA and language development games, and places them at their own levels of tasks. They are targeted for use of computer time with headphones for reading literature from such sites as the NY Public Library, and Tumblebooks.com. The Pupil Personnel Team meets monthly to discuss the intervention plans, and rates of progress of each (identified at-risk) student.

9. ELLs who score out of the NYSESLAT and are designated as "Former ELLs", are first identified as soon as NYSESLAT scores are available and the respective teacher is informed. Meetings with the ESL teacher are set to discuss specific supports that this student will need, and is entitled to for the next two years. This includes continued vocabulary development through ESL methodologies, additional time for completing tasks (possibly), and additional time (time and a half) for all testing tasks, including classroom-based assessments. These students may also receive Extended Day weekly support, and they are monitored by both the classroom teacher and the ESL teacher for adequate support and rate of progress.

10. New programs and improvements- This year, the schoolwide focus will be on boosting ELL performance and so Inquiry Teams will develop cycles of study with specific groups of ELLs.

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

[12b. Specify funding sources- Title III Supplemental Services funding has not yet been allocated.]

13. ELL students routinely use laptops to do research and to "publish" writing, and some do PowerPoint presentations (in teams). Teachers use either "ELMOS" to project enlarged pages of books, model work, and sample student pieces onto screens, or Smart Boards. ELL students identified in need of academic support use the computer-based ImagineLearning program (see #8). Each classroom has either a listening center with four headphones, or headphones that attach to the Apple desktop computers so students can use websites such as the NY Public Library and Tumblebooks to read books online.

Instructional materials include a vast range of manipulatives in Math specifically, which are supplied as part of the TERC Investigations

## B. Programming and Scheduling Information--Continued

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Instructional materials include a vast range of manipulatives in Math specifically, which are supplied as part of the TERC Investigations Math program that is used from kg. to grade 5, universally. The Investigations Math manipulatives offer a great deal of concrete

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

**C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

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

**D. Professional Development and Support for School Staff**

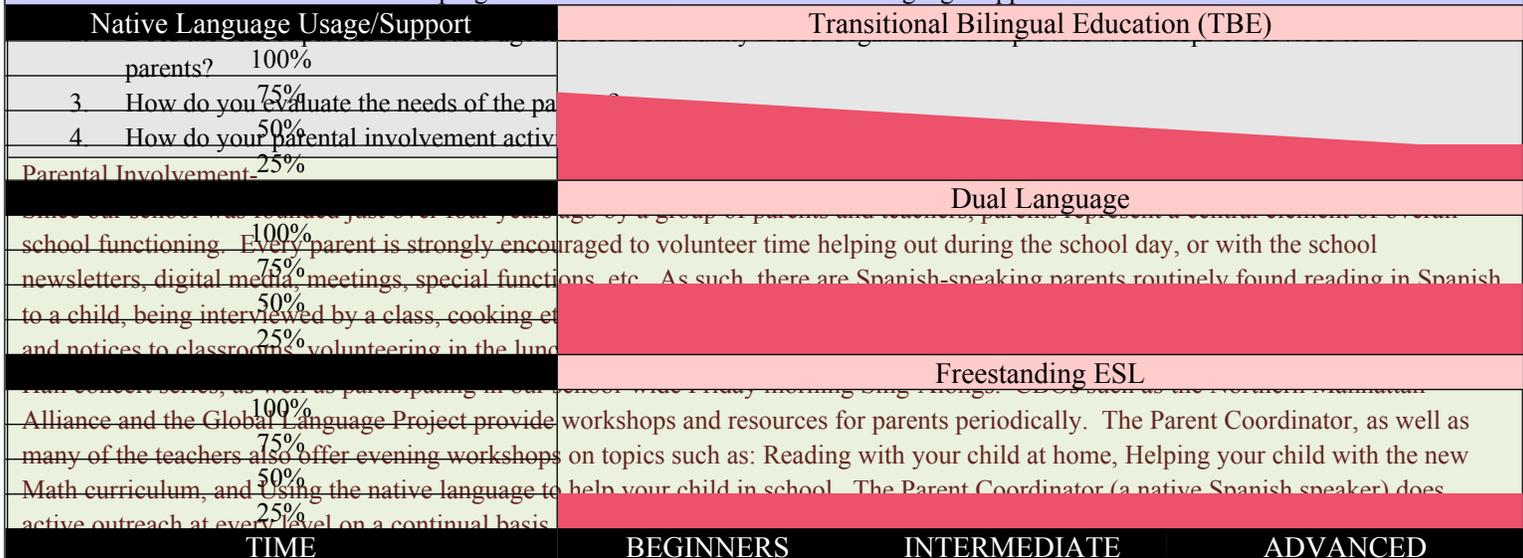
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for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

1 & 3. Looking at specific ELL performance, needs, and tailoring ESL instructional strategies according to levels of language proficiency, modifying mini-lessons to best enhance ELLs' comprehension, and ensuring other curricular accommodations for best ESL practices is a part of the Professional Development plan in both core content areas. Various in-house workshops and study groups are planned throughout the year in order to specifically fulfill the mandated 7.5 hours of TESOL professional development as well. For the past three years, we have had year-long, contracted Staff Developers for both Math and Literacy. They led Data-based Inquiry cycles, modeled lessons in classrooms, as well as conducted labsites in-house. Due to budget cuts, we will not have these resources this year, and are formulating a plan for professional development that will include sending teachers out to workshops and labsites, as well as conducting our own Inquiry team cycles. This year, we have proposed to look specifically at ELLs' performance in writing in grades 3 and 4 in order to improve instructional practices in this area. This Inquiry Team cycle series will take up more than the 7.5 mandated hours of PD.

2. The Guidance counselor and the Parent Coordinator organize a series of parent workshops in the evenings, beginning in February, to present the different choices of middle and junior high schools available to our fifth graders. Former students of ours, who currently attend these schools, come and share their experiences. Parents who had children in our school also come and speak about their middle school choice.

**Native Language Usage and Supports**

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

includes active parent participation. There are many Spanish speakers on staff and so there is always someone available to translate into Spanish. For translation into other languages such as Chinese, we have a few parents who speak both and can serve as translators. Our Parent Coordinator meets with parents regularly to get their input as to their needs. Since parents form part of the School Leadership team, they are able to help with their child's school. Our SLT members. This year, our Dual Language program will offer Spanish for

## 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?

### Parental Involvement-

Since our school was founded just over four years ago by a group of parents and teachers, parents represent a central element of overall school functioning. Every parent is strongly encouraged to volunteer time helping out during the school day, or with the school newsletters, digital media, meetings, special functions, etc. As such, there are Spanish-speaking parents routinely found reading in Spanish to a child, being interviewed by a class, cooking ethnic foods, sharing aspects of their culture such as music and dance, distributing supplies and notices to classrooms, volunteering in the lunchroom, organizing cultural events such as theater series, our yearly school-wide Carnegie Hall concert series, as well as participating in our school-wide Friday morning Sing-Alongs. CBOs such as the Northern Manhattan Alliance and the Global Language Project provide workshops and resources for parents periodically. The Parent Coordinator, as well as many of the teachers also offer evening workshops on topics such as: Reading with your child at home, Helping your child with the new Math curriculum, and Using the native language to help your child in school. The Parent Coordinator (a native Spanish speaker) does active outreach at every level on a continual basis. Since we are a small school, we get to know all our families personally. When families present situational difficulties, our Guidance Counselor is involved. Parents seek out our school through word-of-mouth precisely because of our extremely strong sense of community. Upon registration, every parent is presented with a contract they must adhere to, and which includes active parent participation. There are many Spanish speakers on staff and so there is always someone available to translate into Spanish. For translation into other languages such as Chinese, we have a few parents who speak both and can serve as translators. Our Parent Coordinator meets with parents regularly to get their input as to their needs. Since parents form part of the School Leadership team, they voice their concerns and their ideas at the monthly SLT meetings. This year, our new Principal has instituted monthly Open Forums for parents called- "Nosh with Nicky". Parents have been very enthusiastic and more than 40 attended the October session.

## B. Programming and Scheduling Information--Continued

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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?

8. Targeted intervention programs for ELLs in ELA, math, and other content areas- Each student who is identified as a struggling learner, or academically at risk, is targeted for a range of Tier 1 and Tier II intervention cycles before being referred for evaluation. Tier I services include an individually tailored learning plan with identified strategies designed to meet a particular student's learning styles and areas of need. This requires articulation with the AIS team, along with the ESL teacher, the Interim Intervention Teacher, and parents. A home-school connection for additional support is requested. These struggling learners are also required to attend two extended-day periods weekly. These periods are devoted to Literacy and Math small group work, with strategies specifically designed to remediate and to elevate these students' performance levels. They include leveled guided reading groups, Words Their Way word study, individual use of laptops and other digital media for ELA, extended explorations with math manipulatives, real-life multiple-steps math problems and representations of math work through diagrams and models. These students are also registered to use the ImagineLearning computer-based program which tracks individual needs through fun ELA and language development games, and places them at their own levels of tasks. They are targeted for use of computer time with headphones for reading literature from such sites as the NY Public Library, and Tumblebooks.com. The Pupil Personnel Team meets monthly to discuss the intervention plans, and rates of progress of each (identified at-risk) student.

9. ELLs who score out of the NYSESLAT and are designated as "Former ELLs", are first identified as soon as NYSESLAT scores are available and the respective teacher is informed. Meetings with the ESL teacher are set to discuss specific supports that this student will need, and is entitled to for the next two years. This includes continued vocabulary development through ESL methodologies, additional time for completing tasks (possibly), and additional time (time and a half) for all testing tasks, including classroom-based assessments. These students may also receive Extended Day weekly support, and they are monitored by both the classroom teacher and the ESL teacher for adequate support and rate of progress.

10. New programs and improvements- This year, the schoolwide focus will be on boosting ELL performance and so Inquiry Teams will develop cycles of study with specific groups of ELLs.

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

[12b. Specify funding sources- Title III Supplemental Services funding has not yet been allocated.]

13. ELL students routinely use laptops to do research and to "publish" writing, and some do PowerPoint presentations (in teams). Teachers use either "ELMOS" to project enlarged pages of books, model work, and sample student pieces onto screens, or Smart Boards. ELL students identified in need of academic support use the computer-based ImagineLearning program (see #8). Each classroom has either a listening center with four headphones, or headphones that attach to the Apple desktop computers so students can use websites such as the NY Public Library and Tumblebooks to read books online.

Instructional materials include a vast range of manipulatives in Math specifically, which are supplied as part of the TERC Investigations Math program that is used from kg. to grade 5, universally. The Investigations Math manipulatives offer a great deal of concrete

## 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

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1 & 3. Looking at specific ELL performance, needs, and tailoring ESL instructional strategies according to levels of language proficiency, modifying mini-lessons to best enhance ELLs' comprehension, and ensuring other curricular accommodations for best ESL practices is a part of the Professional Development plan in both core content areas. Various in-house workshops and study groups are planned throughout the year in order to specifically fulfill the mandated 7.5 hours of TESOL professional development as well. For the past three years, we have had year-long, contracted Staff Developers for both Math and Literacy. They led Data-based Inquiry cycles, modeled lessons in classrooms, as well as conducted labsites in-house. Due to budget cuts, we will not have these resources this year, and are formulating a plan for professional development that will include sending teachers out to workshops and labsites, as well as conducting our own Inquiry team cycles. This year, we have proposed to look specifically at ELLs' performance in writing in grades 3 and 4 in order to improve instructional practices in this area. This Inquiry Team cycle series will take up more than the 7.5 mandated hours of PD.

2. The Guidance counselor and the Parent Coordinator organize a series of parent workshops in the evenings, beginning in February, to present the different choices of middle and junior high schools available to our fifth graders. Former students of ours, who currently attend these schools, come and share their experiences. Parents who had children in our school also come and speak about their middle school choice.

## 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?

Parental Involvement-

Since our school was founded just over four years ago by a group of parents and teachers, parents represent a central element of overall school functioning. Every parent is strongly encouraged to volunteer time helping out during the school day, or with the school newsletters, digital media, meetings, special functions, etc. As such, there are Spanish-speaking parents routinely found reading in Spanish to a child, being interviewed by a class, cooking ethnic foods, sharing aspects of their culture such as music and dance, distributing supplies and notices to classrooms, volunteering in the lunchroom, organizing cultural events such as theater series, our yearly school-wide Carnegie Hall concert series, as well as participating in our school-wide Friday morning Sing-Alongs. CBOs such as the Northern Manhattan

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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)	1	10	2			2								15
Intermediate(I)	3	2	15	7	3	5								35
Advanced (A)	5	2	1	5	5	5								23
Total	9	14	18	12	8	12	0	0	0	0	0	0	0	73

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I		3	2	1									
	A		7	13	5	6	3							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>		4	3	6	2	9							
READING/ WRITING	<b>B</b>			2			2							
	<b>I</b>		2	15	7	3	5							
	<b>A</b>		10	1	5	5	5							
	<b>P</b>		2											

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

### 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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Assessment tools to assess early literacy skills- Each classroom teacher has a Fountas & Pinnell Benchmarks assessment kit, which is used to do individual assessments once every six weeks. Students in beginning kg. are assessed for readiness, letter recognition and letter-sound correspondence in English. As students begin to read, they are placed into levels according to the F & P letter system, which is used to determine which level students should be reading at in the beginning, middle and end of each grade. These periodic monitoring

## 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: ==		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	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
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 06M368 School Name: HAMILTON HEIGHTS**

**Cluster: 2 Network: 2.05**

**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.

We use current HLS data to drive our written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information.

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.

Spanish is the most frequent language spoken other than English; however, this year we have a small group of families that speak Chinese. We are looking into ways to expand services for both population. At staff, PA and SLT meetings discussions have been started about looking into purchasing simultaneous translation receiver/transmitter equipment

## Part B: Strategies and Activities

---

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

All documents are currently being submitted to staff members and/or parent volunteers for translation several days prior to being sent home to families. There is always a staff member or family member present to translate. The principal also partially bilingual in Spanish and often conducts individual parent conferences in Spanish. One of our parent volunteers has been identified as biliterate in Chinese and has been assisting with some translation services.

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.

Many of our staff members are bilingual. Daily they graciously assist on-demand with matters that require immediate assistance. In addition, frequently parent volunteers support our Parent Coordinator and School Leader at school-based public meetings such as PA meetings, monthly informal discussions with school leader, etc.

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>.

For any large or official paperwork, we utilize the services of the NYC DOE Translation & Interpretation Unit. They have also been helpful in supplying us useful information re: simultaneous translation equipment.

## 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: Hamilton Heights School	DBN: 06M368
Cluster Leader: Charles Amundsen	Network Leader: Dr. Joanne Joyner-Wells
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 24 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input 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:

This is the description for the Hamilton Heights School (HHS) Title III ESL and Writing Instructional Program for ELLs:

Rationale: The goal of HHS Title III ESL and Writing Instructional Program is to improve writing proficiency of our Third and Fourth Grade ELLs. All of our Third and Fourth Grade ELL students are far below grade level expectations in writing as per the NYS ELA and NYSELAT. Grammar and spelling and limited vocabulary has been identified as the main areas in need of improvement. Upon closer examination of our students' performance on state assessments, we determined that our ELL students are unable to clearly communicate their ideas because of poor spelling and weak command of convention of standard English along with effective use of both academic and technical language.

Subgroups and Grade Levels of Students to Be Served:

These are the grade levels of students to be served: There are 20 ELLs to be served.

There are 12 Third Grade General Education ELLs.

There is 8 Fourth Grade General Education ELL.

The subgroups include both Newcomer ELLs (0-3 Years) and ELLs who have been receiving services for 4-6 years.

Schedule and Duration:

The schedule for the Winter Semester TBD

The schedule for the Spring Semester TBD

The duration of the HHS Title III ESL and Writing Instructional Program will be for 5 months. There will be two semesters: The Winter Semester and the Spring Semester.

The Winter & Spring Semester (Third & Fourth subgroups) will be as follows:

WINTER = December 15, 2011 to March 15, 2012.

SPRING = 2 months from March 22, 2012 to May 18, 2012.

Language of Instruction:

### Part B: Direct Instruction Supplemental Program Information

English will be the language of instruction for the Muscota After School Title III ESL and Math Instructional Program.

# and Types of Certified Teachers:

There will be 2 instructors. A certified ESL or bilingual Teacher and a certified Common Branch teacher. They will teach both the Winter & Spring semesters.

Types of Materials:

Following are the materials that will be used for the program: Wordly Wise and Write Source.

The certified ESL Teacher will use the following strategies. One strategy is to explicitly teach Tier II and Tier III academic and content or technical vocabulary using the Repetition Cycle. The second strategy is to discuss and apply vocabulary and spelling and grammar concepts using the Jigsaw strategy.

### 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:

This is the description for HHS Professional Development Study Group for Teachers of ELLs.

Rationale: The goal of the HHS Title III Professional Development Study Group for Teachers of ELLs is to raise the quality of instruction for ELLs. The teachers of ELLs need support with using strategies that help ELLs comprehend and apply literacy and content area subject matter across all four language modalities: listening, speaking, reading and writing. The teachers will work together to analyze the work of ELL students in their respective classes, identify ESL Strategies that will help these ELL students, and review student work and revise strategies as needed.

Approximately 5 teachers will be participate in HHS Title III Professional Development Study Group for Teachers of ELLs.

The tentative schedule, possible topics and duration of the HHS Title III Professional Development Study Group for Teachers of ELLs will be as follows.

There will be four workshops, each workshop will be one hour in duration from 3:00 p.m.-4:00 p.m.

December 13, 2011 - SIOP Model Scaffolding: Increasing Wait Time: What is it? Why is it necessary? How do you increase wait time?

January 17, 2012 - SIOP Model Scaffolding: Increasing Wait Time: Analyze Student Work. What went

### Part C: Professional Development

well? How can we improve the way we apply this strategy?

February 28, 2012 - The Power of Our Words and Depth of Knowledge: Asking Open-Ended Questions: What are they? Why are they necessary? How do you ask them?

March 20, 2012 - The Power of Our Words and Depth of Knowledge: Asking Open-Ended Questions: Analyze Student Work. What went well? How can we improve the way we apply this strategy?

### 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:

This is the description for the Literacy Workshops for Families of ELLs.

Rationale: The goal is to teach families how to support their child's language development. All 20 families will be invited to the Literacy Workshops for Families of ELLs.

Schedule and Duration:

There will be four Literacy Workshops for Families of ELLs. The duration will be two hours per workshop from 6:00 p.m. to 8:00 p.m. Following is the tentative schedule and possible topics listed next to the dates.

January 10, 2012 - Read Aloud and Ask Identifying Questions

February 7, 2012 - Read Aloud and Ask Expository Questions

March 13, 2012 - Read Aloud and Ask Inferential Questions

April 2, 2012 - Read Aloud and Ask Application Questions

The providers will be the certified ESL and common branch teachers.

Parents will be notified of the Literacy Workshops for Families of ELLs as follows. The certified ESL Teacher will send families of ELLs a letter in English and Spanish with a slip at the bottom for the parents to sign, cut and return so they may RSVP to attend the workshop. The ESL Teacher or the Parent Coordinator, Bertilia Diaz, who is bilingual in English and Spanish, will contact any families who did not RSVP and encourage them to RSVP.

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	$\$50.06 \times 28 \text{ hours} = \$1,401.68$ <hr/> $\$50.06 \times 8 \text{ hours} = \$607.20$ <hr/> $\$50.06 \times 2 = \$110.12 \times 60 \text{ hours}$ (12 hours per month x 5 months) = \$6,607.20	Per session x 7 teachers to attend the 4 hours of ESL PD Study Group <hr/> ESL Teacher's per session x 8 hours of Parent Workshops <hr/> Per session x 2 instructors x 12 hours of instruction (3 hrs/week) for the Writing Instructional Program for 5 months
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$500.00	Wordly Wise & Write Source
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	11,200	