



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** THE HAMMOND SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):28Q082

PRINCIPAL: DR. ANGELA BOYKIN EMAIL: [ABOYKIN@SCHOOLS.NYC.GOV](mailto:ABOYKIN@SCHOOLS.NYC.GOV)

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

**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 |
|-----------------|--|-----------|
| Dr. A. Boykin   | *Principal or Designee   |           |
| Ms. H. Goldberg | *UFT Chapter Leader or Designee  |           |
| Ms. W. Gaines   | *PA/PTA President or Designated Co-President   |           |
|                 | 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  |           |
| Ms. K. Ulrich   | Member/ Teacher  |           |
| Ms. M. Grant    | Member/ Co-President   |           |
| Ms. B. Ramlal   | Member/ Secretary  |           |
| Ms. M. Moazeb   | Member/ Treasurer  |           |
|                 | Member/  |           |
|                 | Member/  |           |
|                 | Member/  |           |

## **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, 100% of the teachers will demonstrate increased proficiency in crafting and implementing learning experiences as measured by standard-based rubrics that assess teachers ability to design:
  - a) coherent instruction
  - b) plan and implement lessons that engages students in learning
  - c) resulting student improve performance as measured by school-based assessment and other standardized assessment

### **Comprehensive needs assessment**

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

The newly implemented Common Core Learning Standards were analyzed by the school's teacher teams to understand the most effective way to teacher understanding of the new standards in order to effectively assist the students in meeting and/or exceeding the standards. Additionally, the results of the 2010 New York State ELA and Math results were analyzed with the objective of improving teacher instructional practices which will in turn improve student academic performance and progress. Finally, as a result of teacher team conversations, it was assessed that the teacher would benefit from focused professional development to support growth in the craft of instruction, build instructional collaboration, improve instructional knowledge and effectively building learning outcomes for all 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.
- Planning time will be provided by the Administration during the school day, by hiring substitute teachers and providing common planning time, in order for teachers to meet as a grade to read researched based-materials, look at exemplars, and design Units and a series of learning activities that engage students in high-level cognitive activities. Coaches, Network Specialist and the Administration will be present at the sessions to provide guidance and support. These sessions will begin in September, 2011 with the common planning time and in December, utilizing substitute teachers.
- The professional development committee (principal, AP, coaches, lead teachers) will develop and implement PD plans that target

individual or group of teachers based on the cumulative results from classroom visits which will begin in September 2011.

- Teachers with the help of the Network support will develop a self-assessment tool to reflect on their status at different intervals of the PD series and indicate, according to the rubric, where they stand and what additional help they need to reach their target which will begin in October, 2011.
- The principal and AP will engage teachers in conversation around their current status as measured by the rubric and discuss future learning goals for the teacher which will commence in October, 2011 beginning with the first classroom visitations by Administration.

#### **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.

Strategies and activities to engage parental involvement in reaching goal #1 include:

- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child such as the School Leadership Team
- Comprehensive Education Plan is approved by all members of the School Leadership Team. The CEP is shared and discussed with parents and faculty members.
- Parent workshops are planned to provide information and activities that parents can use to assist their children at home and to promote improved student performance.
- Parents are informed of the new Common Core Learning Standards in ELA/Math. Information and demonstrations will be disseminated to parents during the PTA monthly meetings and at Parent Workshops

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teachers will be afforded opportunities for professional development devoted to recognized teacher assessed pedagogical needs
- Through teacher surveys, grade discussions and teacher suggestions/ideas focused professional development will be provided
- Coaches, Network Specialist and Administrators will provide demonstrated lesson execution, strategies for scaffolding/differentiating lessons, individual teacher support in analyzing student work/Common Core Learning Standards, provide common planning time with the grade members and provide training, as necessitated, with instructional materials and resources

**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.

P.S. 82Q is utilizing the funding from Title I Highly Qualified monies to provide substitute teachers in order to ensure professional development is given to the teachers to improve their effectiveness to analyze student data so that students have the skills needed to attain mastery of the Common Core Learning.

Title I Highly Qualified monies is used to provide coverage so that teachers can meet on a regular basis during school hours to plan as a team in order to build a professional learning community.

Monies provided from the Citywide Expectation funding has provided the opportunity to create teacher teams to analyze student work, develop teaching strategies and formulate literacy and math projects that will provide students with the skills necessary to meet Common Core Learning standards.

**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.
- A portion of the Title III funding will be utilized for teacher professional development
- FSF will be allocated for support substitute teachers to cover classes in order to extend the common planning time already scheduled for teachers to meet
- ARRA Citywide Instructional Expectation will be utilized for per session in order for a Citywide Instructional team to form and meet
- 15% Highly Qualified funding will be utilized to provide outside professional development as well as per diem for hiring teacher substitutes in order for teacher teams to meet outside of common prep and Circular 6 planning time

**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, 80% of students in grades K-5 will

- a) effectively display their understanding of grade appropriate mathematical concepts and skills through the successful completion of tasks that are designed to measure their problem-solving abilities
- b) show improvement in their reading comprehension levels as measured by end of year reading benchmarks (Fountas and Pinnell reading levels)

c) an increase in the number of students in Grades 3-5 who perform at levels 3 as measured by the NYS ELA exam

**Comprehensive needs assessment**

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

After analysis of the 2010 New York State Mathematics Assessment, the teacher teams and the Instructional Team ascertained a need to increase student performance and progress was required. Additionally, teacher teams, the Inquiry Team and the Instructional Team analyzed the Common Core Learning Standards and student work came to the conclusion that the students would benefit from improvement in forming opinions, supporting those opinions and justifying arguments through instruction in persuasive writing as it pertains to every grade level.

**Instructional strategies/activities**

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - b) strategies/activities that encompass the needs of identified student subgroups,
  - c) staff and other resources used to implement these strategies/activities,
  - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - e) timeline for implementation.
- Beginning in September, 2011, teachers will utilize current student data to formulate tasks that meet students' current status in reading, writing and mathematics
- Teachers will analyze a variety of tasks (literacy and mathematics) in order to develop or select appropriate tasks that meet the goal
- Coaches, Network Specialist and Administration will provide professional development in formulating lessons that include the designing or selection of rigorous tasks beginning in September 2011
- ESL teachers and ELL Network Specialists will provide professional development to teachers so that there is scaffolding in lesson preparation and multiple entry points for the tasks developed or selected to meet the needs of ELL students which will be implemented during the first academic term and continue throughout the 2011/2012 school year
- Teacher teams will meet to utilize data from current student work to determine the quality of student work as measured by agreed upon rubrics
- The SETSS teacher and Special Education Network Specialist will provide assistance to teachers in developing and using strategies to help students improve their performance on selected tasks

**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.
- Parents are informed of the new Common Core Learning Standards in ELA/Math. Information and demonstrations will be disseminated to parents during the PTA monthly meetings and at Parent Workshops
- Parent workshops are designed to instruct parents on materials that can be obtained from the library and the students' teachers to transfer the type of work being done in class to home
- Parents are instructed as to what the student work should look like and what types of questions/prompts can be utilized to assist with this work at home
- Parents are informed of the work students will be doing in each grade, student expectations and how parents can assist when they meet with the teachers on curriculum conference days
- During the PTA monthly meetings, parents are informed of the new math and writing curriculum to support improved student performance

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Coaches, Network Specialist and Administrators will provide demonstrated lesson execution, strategies for scaffolding/differentiating lessons, individual teacher support in analyzing student work/Common Core Learning Standards, provide common planning time with the grade members and provide training, as necessitated, with instructional materials and resources
- Provide professional development from outside vendors to support the teacher understanding of the new math and writing curriculum
- Ensure teachers are provided with all materials and resources to be effective pedagogues

**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.

P.S. 82 Title I Highly Qualified funding is used to provide substitute teachers in order for teachers to attend professional development sessions provided by the CFN and the DOE. This funding is utilized to provide substitutes in order for teachers to meet as teacher teams during the school day to analyze student work, instructional planning and analyzing the Common Core Learning Standards to design projects that will enhance and develop student skills.

Title I Parent Involvement funding is used to inform and teach parents about the Common Core Learning Standards. Parents are provided with information they can use at home to support the work being done in the school to strengthen student skills with activities suited to parents' abilities.

**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.
- Utilize FSF funding to purchase supplemental support materials
- Utilize FSF funding to purchase vendor professional development for pedagogues
- Utilize FSF funding for per diem to support teacher team meetings
- ARRA Citywide Instructional Expectation will be utilized for per session in order for a Citywide Instructional team to form and meet
- 15% Highly Qualified funding will be utilized to provide outside professional development as well as per diem for hiring teacher substitutes in order for teacher teams to meet outside of common prep and Circular 6 planning time

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

By June 2012, based on students' IEP, 50% of all SWD will demonstrate improvement in their level of reading comprehension of informational text as measured by school-based formal and informal ongoing assessments; Brigance Assessment

#### **Comprehensive needs assessment**

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

After analysis of the 2010 New York State ELA/Math Assessments, student work and student IEP goals and the Common Core Learning Standards, the special education teacher teams and Instructional Team identified a need to increase the special education student population.

#### **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.
- Coaches and teachers will utilize the Common Core Library for standard based exemplars of literacy tasks that support students with disabilities
- Coaches, Special Needs Network Specialist and the Administration will support the teachers with professional development in analyzing students' data for the purpose of setting short term goals that meet the student's academic needs beginning in October 2011 as the data becomes available
- Coaches, Special Needs Network Specialist and the Administration will support the teachers with professional development in the creation of standard based tasks that support students' short term goals beginning in September 2011
- Teachers will be supported by the Coaches and Administration in the formation and execution of lessons prepared using the school's reading program and the supplemental reading support program
- The SETSS teacher will pull out students identified and targeted for RTI support using the Wilson program
- Teachers will meet as an Inquiry Team with the support of the Administration, coaches and the Network Support Specialist to align literacy tasks to DOE expectations

**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.
- Each teacher has a daily preparation period during which he/she meets with parents on an individual basis to discuss student progress.
- Official school communication concerning student progress is distributed to parents five times during the school year – twice with report cards and three times with student progress reports
- Parents will be instructed as to what the student work should look like and what types of questions/prompts can be utilized to assist with this work at home
- Parents are encouraged to help run book fairs, science fairs, and other school events
- To maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with a particular students, with parents who are unable to attend conferences at school
- The school has provided parents access to a virtual library which contains articles, videos, trade books and bilingual Spanish books. This virtual library will to read to the students, highlighting the words and give definitions

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Coaches, Network Specialist and Administrators will provide demonstrated lesson execution, strategies for scaffolding/differentiating lessons, individual teacher support in analyzing student work/Common Core Learning Standards, provide common planning time with the special needs teachers and SETSS teacher to support training, as necessitated, with instructional materials and resources
- Provide professional development from outside vendors to support the teacher understanding of the new math and writing curriculum
- Ensure teachers are provided with all materials and resources to be effective pedagogues
- Send teachers to Network meetings focused specifically on special needs topics
- Create special needs inquiry as a means for special needs teacher to converse, analyze student work and support each other in the development of appropriate engaging student activities

**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.

Title I funding is utilized to support pull-out/push-in academic supplemental instructional support to students focused on improving students skills. The monies support 'at risk' programs such as Response to Intervention. Additionally to improve student attention and focus, the monies have provided an At Risk Counseling program to prevent student academic failure by providing them with emotional

support.

**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.
- Utilize FSF funding to purchase supplemental support materials
- Utilize FSF funding to purchase vendor professional development for pedagogues
- Utilize FSF funding for per diem to support teacher team meetings
- ARRA Citywide Instructional Expectation will be utilized for per session in order for a Citywide Instructional team to form and meet
- 15% Highly Qualified funding will be utilized to provide outside professional development as well as per diem for hiring teacher substitutes in order for teacher teams to meet outside of common prep and Circular 6 planning time

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

By June 2012, the entire staff will have multiple opportunities to communicate with members of the administrative team to ensure teacher input on important school issues as measured by the increased percentage of teachers in the Learning Environment Survey who rates communication between administration-staff as satisfactory

### **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.

Upon analyzing the School Environmental Survey and receiving feedback from the Grade Leader Teacher Team, the Administration understood there was a need to increase teacher communication with and from the Administrators concerning issues that affected the overall student performance. This included students engaged in learning through the increased input of teachers on school issues that include instructional practices, curricular modifications, and designing feedback systems combined with effective instructional feedback

### **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.
- Teacher teams (grade leader, inquiry, instructional practice team and grade teacher) will discuss and design learning tasks in all curricular area that impact school wide student learning beginning in September 2011
- Coaches, Network specialists and Administration will provide professional development in utilizing DOE expectations and school data to determine strategies for improving overall student learning do that teachers are informed
- Teacher teams will generate ideas for effecting school wide internal communication systems to effect helpful implementation of improved pedagogical skills with time allocated during the school day for the team to meet
- Administration will distribute all pertinent DOE information to the school staff
- Administration will create a drop box, turnkey system and calendars to make information readily available to school personnel
- Staff recommendations and suggestions will be submitted through the teacher teams and feedback will be provided in a timely manner
- Administration will increase individual conversations with school staff to effect supportive instructional ideas, suggestions and constructive comments to improve teacher effectiveness and open communications

- All of the above to be implemented beginning September 2011

**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.
- Parents are instructed as to what the student work should look like and what types of questions/prompts can be utilized to assist with this work at home as well as related questions to ask the teacher
- There is a full time school guidance counselor available daily to consult with parents in order to keep communication open
- The principal and assistant principal are available daily to communicate with parents and assist in arranging meeting with teachers in order to enhance and promote communication and feedback to parents
- The school has a full time parent coordinator who is available daily to assist parents with any concerns
- Provide parents with interpreters to support communication among parents and school staff

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Provide teachers with the opportunity to voice their concerns, ideas and opinions to the teacher communication committee
- Ensure teachers have the opportunity to be a participant on the communications committee
- Support teachers involvement by transmitting any communication received by Administration to the teacher communication committee

**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.

P.S. 82 will utilize Title I Highly Qualified funding to provide opportunities for to support the meeting of teacher teams in order to develop professional learning communities within the school. This will ultimately improve teacher pedagogical skills, mental stability and give teacher a peer support system. This will enhance teacher performance which will result in increased student academic learning.

**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.
- ARRA Citywide Instructional Expectation will be utilized for per session in order for a Citywide Instructional team to form, meet and

communicate their findings to Administration

- Utilize FSF funding for per diem to support teacher team meetings
- Utilize FSF funding for per session to support communication teacher team meetings

**ANNUAL GOAL #5 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 #5**

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

**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.

**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.

**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.

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

**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.

**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.

**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>  | 23                                 | 0                                  | N/A                                | N/A                                | N/A   | N/A  | N/A                                    | 2                                      |
| <b>1</b>  | 18                                 | 0                                  | N/A                                | N/A                                | 3   | N/A  | N/A                                    | 0                                      |
| <b>2</b>  | 25                                 | 0                                  | N/A                                | N/A                                | 4   | N/A  | N/A                                    | 0                                      |
| <b>3</b>  | 58                                 | 21                                 | N/A                                | N/A                                | 4   | N/A  | N/A                                    | 1                                      |
| <b>4</b>  | 48                                 | 15                                 | 10                                 | 5                                  | 5   | N/A  | N/A                                    | 0                                      |
| <b>5</b>  | 29                                 | 17                                 | 5                                  | 5                                  | 6   | N/A  | N/A                                    | 0                                      |
| <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>   | In all grades the AIS/RTI services are provided as both push-in and pull-out. Students are serviced in small groups during the school day on a rotational basis for 8 to 16 weeks depending on student need and researched based program being utilized. Literacy programs being used include Harcourt Strategic Intervention, Soar to Success, Level Literacy Intervention and Foundations/Wilson. Service is provided three to four days per week for one period (54 minutes) depending upon student need and program type, by the reading specialist and/or SETSS teacher. |
| <b>Mathematics</b>   | In grades 3 – 5 math intervention services are provided as both push-in and pull-out. Students are serviced in small groups on a rotational basis for 8 to 16 weeks depending on student need. Math program uses Harcourt Math which is a researched based program. Service is provided during the school day, three to four days per week for one period (54 minutes) depending upon student need by the math specialist and/or SETSS teacher.   |
| <b>Science</b>   | Science intervention is provided to targeted students selected in collaboration with the Science cluster and classroom teacher. These students receive services during the school day in teacher-led small groups or one-on-one by the Science and/or classroom teacher. Harcourt Science a researched based program is used. Duration and frequency of services is dependent on student need and teacher judgment.   |
| <b>Social Studies</b>                                      | Social Studies intervention is provided to targeted students selected by the classroom teacher. Students receive services during the school day in teacher-led small groups or one-on-one by the classroom teacher. Harcourt Social Studies a researched based program is used. Duration and frequency of services is dependent on student need and teacher judgment.   |
| <b>At-risk Services provided by the Guidance Counselor</b> | Counseling services are provided to targeted students selected in collaboration with the classroom teacher, SBST and Guidance Counselor. Students are serviced in small groups or one-on-one by the Guidance Counselor. Duration and frequency of services is dependent on student need.  |

|   |  |
|---|--|
| <b>At-risk Services provided by the School Psychologist</b> | N/A  |
| <b>At-risk Services provided by the Social Worker</b>       | N/A  |
| <b>At-risk Health-related Services</b>                      | At risk Speech services are provided to targeted students selected in collaboration with the classroom teacher, SBST and Speech Pathologist. Students are serviced in small groups or one-on-one by the Speech Pathologist. Duration and frequency of services is dependent on student need and Speech Pathologist judgment. |

## **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)**

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. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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.

#### **I. General Expectations**

The Hammond School – P.S. 82 Queens agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The Hammond School – P.S. 82 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
  - The School Leadership Team composed of parents and staff in equal numbers will meet regularly to jointly develop the Parental Involvement Plan. The members of this team are elected by their constituencies and thus empowered to act on their behalf as well as to report regularly to those constituencies.
  - The school Title I Advisory Committee meets to help develop and plan programs for the school that promote parent involvement.
  
2. The Hammond School – P.S. 82 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
  - The entire School Leadership Team participates in an annual Learning Walk. This process involves visiting all areas of the school and participating jointly in the process of self-assessment.
  - The results of the Learning Walk, as well as other information, are used by the School Leadership Team to develop a needs assessment, to set annual goals for the school, and to construct action plans to achieve those goals. This information is consolidated into the School Comprehensive Education Plan.

- The Comprehensive Education Plan is a “living document” subject to ongoing revision and improvement to meet the needs of the students and the community.
  - The Comprehensive Education Plan is a collaborative document, approved by all members of the School Leadership Team. The CEP is shared and discussed with parents and faculty members.
3. The Hammond School – P.S. 82 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
- The School Leadership Team will construct a survey for parents to determine the effectiveness of the parental involvement policy. This survey will be published in Spanish and English to encompass parents of second language students. The data collected in this survey will be used to plan for greater participation by parents in school activities.
  - At a spring Parent Teacher Association meeting, the president of the PTA will lead a discussion of the parental involvement policy. Translation by the parent coordinator and guidance counselor is available at all meetings. Parental input from this meeting will be used to improve and refine the parental involvement policy.
  - Parents will be encouraged to share their interests and needs and their opinions of the school parent involvement policy. This information will inform modifications and improvements to the plan.
  - Parent workshops will be planned to provide information and activities that parents can use to assist their children at home and to promote improved student performance.
4. The Hammond School – P.S. 82 Queens will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Universal Pre-Kindergarten], by: (List activities.)
- In September, parent orientation meetings will be held for parents of Kindergarten students to acquaint parents with the curriculum, the school routines, and the school’s personnel including the parent coordinator and the members of the PTA. executive board.
  - Parents will be surveyed to determine their areas of interest. The results of the survey will be used to plan parent and parent-child workshops.
  - Parents will be kept informed of all school activities and encouraged to participate. Notices and flyers will be distributed in translated versions.
  - Since parents play an integral role in their children’s learning, they will be encouraged to become actively engaged in their children’s education at school and to involve themselves in the advisory and (as appropriate) decision making committees at the school.

5. The Hammond School – P.S. 82 Queens will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
  - The School Leadership Team will construct a survey for parents to determine the effectiveness of the parental involvement policy. This survey will be published in Spanish and English to encompass parents of second language students. The data collected in this survey will be used to plan for greater participation by parents in school activities.
  - At a spring Parent Teachers Association meeting, the president of the PTA. will lead a discussion of the parental policy. Translation by the parent coordinator, guidance counselor, and parent volunteer will be available at all meetings. Parental input from this meeting will be used to improve and refine the parental involvement policy.
  - Parents will be encouraged to share their interests and needs and their opinions of the school parental involvement policy. This information will inform modifications and improvements to the plan.
  
6. The Hammond School – P.S. 82 Queens will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  
  - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Workshops at the school will be planned and conducted by teachers, guidance counselor, administrators, and the parent coordinator.
  - District and regional workshops and activities at the parent support center nearby will be publicized widely and in Spanish as well as English.
  - Technology workshops will be conducted for parents to familiarize them with the equipment children are using in school and with the resources on the internet.
  - Parent involvement monies will be used to purchase materials that support parents' involvement in student learning; for example, Spanish-English dictionaries for families.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Faculty and grade meetings devoted to professional development will address ways to develop effective strategies for communicating with parents.
  - School staff will be provided with the names of available translators among staff and the community who can assist teachers in communicating with parents about their children's progress and about school programs.
  - The School Leadership Team has had training in the collaborative process and in how to achieve consensus in the planning process.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- The school will maintain communication with any and all programs operating in the school and in the school community in order to coordinate scheduling and to align programs.
  - Programs in the school and in the community will be publicized to parents in Spanish and English through flyers, newsletters, and at Parent Teacher Association meetings.

- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- All flyers, notices, and other information are sent to parents in Spanish and English.
  - Translations into other languages (Bengali, Hindi, Urdu, etc.) are made available through the assistance of parent and community volunteers and through the Department of Education.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by approval of SLT members. This policy was adopted by the Hammond School – P.S. 82 Queens on 6/1/11 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 17, 2011.

## **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**

The Hammond School – P.S. 82 Queens will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
  - Select and recruit full certified, qualified teachers
  - Provide ongoing professional development for teachers in all curriculum areas
  - Allocate funding for a full time staff developer who will provide professional development, model lessons, collate curriculum materials, and plan collaboratively with staff
  
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
  - In early September, orientation meetings will be held for all parents. At these meetings the Compact will be discussed as it relates to the individual achievement of students; parents will be familiarized with the New York State learning standards as well.
  - Parent Teacher Association meetings are held monthly and will provide additional opportunities for parents to learn about the Compact.
  - Parent Teacher Conferences will be conducted on Open School Days and Nights that are scheduled in November and March of each school year.
  - Each teacher has a daily preparation period during which he/she meets with parents on an individual basis to discuss the Compact as it related to the child’s progress.
  
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
  - Report cards are distributed three times a year to all families.
  - Progress Reports are distributed three times a year for kindergarten and twice a year for grades 1 - 5

- Parent Teacher conferences are scheduled twice a year.
  - Additional conferences are held throughout the year to report on each child's progress. Telephone conferences and letters are used to communicate with parents as well.
  - Teachers use daily preparation periods to confer with parents in person and by telephone.
  - Notices, flyers, and newsletters in Spanish and English are sent to parents on a regular basis to keep them informed of school events.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
- Teachers are available to confer with parents on a daily basis, as needed, during their daily preparation periods.
  - There is a full time school guidance counselor available daily to consult with parents.
  - The principal and assistant principal are available daily.
  - The school social worker and school psychologist are available two days per week as per budget allocations.
  - The school has a full time parent coordinator who is available daily to assist parents.
  - The school has a full time school nurse available for daily consultation.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
- Parents are encouraged to volunteer their services at the school by assisting in classrooms, helping at lunch hours, tutoring students, and accompanying students on class trips.
  - In addition, parents are welcome to help run book fairs, science fairs, and other school events.
  - The school has an annual Open School Week, during which time all parents are encouraged to visit classrooms and observe class activities.
  - The school holds an annual Science Fair that all parents are invited to attend.
  - Each class prepares and performs an assembly program, and parents are encouraged to attend.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able

- to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
  10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
  11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
  12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
  13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance and lateness.
- Making sure that homework is completed.
- Talking with my child about his/her school activities every day.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**JAN 30, 2012**

**School DBN:** 28Q082 **School Name:** The Hammond School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)             External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

The sub group category "students with disabilities" did not meet the New York State AYP for two years in ELA. The administration, coaches and the special needs teachers analyzed the State data, the school's formative assessments, the class assessments, the students' class work and students' IEP with the conclusion that although the students did not show progress on the New York State ELA, students did show progress and/or meet their IEP goals. As a result of the 2010-2011 Quality Review areas of school improvement identified included enhancing the rigor in setting and implementing whole school, subject, grade and classroom goals based on achievement outcomes to ensure goals drive academic progress, initiate a collaborative approach across all subject areas to help in setting student improvement goals based on benchmark data with an eye to raising student achievement, expand professional inquiry opportunities for teachers to enable staff to learn a wide range of strategies to successfully identify the needs of students and to evaluate patterns and trends to improve student progress and performance, establish consistent procedures that enable all teachers to be engaged in school-wide decision-making which will result in a shared commitment to school goals and expectations and refine action-planning by further developing interim goals and benchmarks for all plans so that progress can be achieved, measured and evaluated.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

There will be a continuation and expansion of teacher teams meeting and working collaboratively for the purpose of critically analyzing the rigor of student engagement activities, focused goal setting (short/long) based on achievement outcomes (school, subject, grade and classroom) through the use of formative assessments and student work included in lesson planning. The time for teacher teams to meet will be increased by increasing the number of days (from one to two) that substitute teachers will be hired to cover classes in order for teachers to meet for two periods. Data taken at scheduled intervals on students is placed in a class binder which includes benchmark data that can be analyzed to monitor student progress, set student goals and drive lesson planning and instruction. With guidance from administration, coaches and Network Specialist and increased meeting opportunities, teacher teams will grow in their abilities to discuss, review and develop data driven next steps and constructive feedback for all students including those performing at higher academic levels. Through the grade leader team, teachers' will increase the ability for their opinions, suggestions and needs for professional development to be heard. Additionally, the newly formed communications committee will meet to discuss and develop means to improve communication between administration and staff. In addition, the teacher grade teams' responsibility will be but not limited to formulating time schedules for assessments, preparing and restructuring grade level assessments, designing formats for collecting student data, setting up class data binders, unit planning and curriculum mapping. The school wide assessment calendar will be expended to ensure assessments schedules designed by the teacher grade teams are included. Special needs teachers will form inquiry teams specific to the needs of the

special needs population. The teachers will meet at least once a month under the facilitation of the SETSS teacher to identify, target, set short/long term goals, plan differentiated lessons, design rigorous activities to meet the identified need and method of progress monitoring. The SETSS teacher will initiate RTI for the targeted special needs students that have been identified from analysis of data. The school inquiry team will increase the amount of scheduled meetings in order to analyze data, correlate lesson planning to the CCLS and City wide competencies, and discuss the evidence for student engagement activities.

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The 10% Title I funding will be utilized to support the teachers with a literacy coach, per diem to allow the teachers to meet as a teacher team and/or attend Network/outside professional development and per session so that teacher teams can meet afterschool. These 10% Title I funded activities will allow the coach to model, observe for collaborative feedback, turnkey information to the teacher teams, provide professional development and be another resource for teachers to seek out. The per session will allow teacher teams to continue and extend the instructional and professional work being done during the school day after school hours. The per diem will allow teacher teams to attend planning sessions during the school day as well as attend Network professional development and outside vendor workshops.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

The teacher-mentoring program for teachers will be structured so that teachers recognized as requiring additional instructional support will be matched to another highly qualified teacher or coach. The pairing will be based upon the teacher's identified support and the teacher's and/or coach's expertise in that particular area.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Letters to the parents will be backpacked by all students informing them of the SINI status of the school, what that means, how the school received that status, providing supplemental educational services and the out focus on providing students with the highest quality education. Additionally, the letter will state specific strategies and interventions being implemented to support the school reaching the annual yearly progress.

**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>Ms. Marlene Wilks</b> | District <b>28</b> | Borough <b>Queens</b> | School Number <b>082</b> |
| School Name <b>The Hammond School</b>                  |                    |                       |                          |

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

|   |   |
|---|---|
| Principal <b>Dr. Angela Boykin</b>                    | Assistant Principal <b>Mr. Chris Marino</b> |
| Coach <b>Ms. S. Palms</b>                             | Coach <b>Ms. B. Nasello</b>                 |
| ESL Teacher <b>Ms. M. Tassiello/Mr. S. Herman</b>     | Guidance Counselor <b>Ms. R. Wechsler</b>   |
| Teacher/Subject Area <b>Ms. C. Raio - grade 5</b>     | Parent                                      |
| Teacher/Subject Area <b>Mr. R. Cortes - grade 4</b>   | Parent Coordinator <b>Ms. A. Quintero</b>   |
| Related Service Provider <b>Ms. S. Klein - speech</b> | Other <b>Ms. A. Morris-Brissett</b>         |
| Network Leader <b>Ms. Marlene Wilks</b>               | Other <b>Ms. E. Paredes - kindergarten</b>  |

### 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              | <b>0</b>  |
| Number of content area teachers with bilingual extensions                    | <b>0</b> | Number of special education teachers with bilingual extensions   | <b>0</b> | Number of teachers of ELLs without ESL/bilingual certification | <b>36</b> |
| Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> |  |           |

### D. School Demographics

|                                    |            |                      |            |   |               |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | <b>633</b> | Total Number of ELLs | <b>170</b> | ELLs as share of total student population (%) | <b>26.86%</b> |
|------------------------------------|------------|----------------------|------------|---|---------------|

## 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 process utilized to initially identify students who may be ELLs include administering the Home Language Identification Survey to all incoming parents, orally interviewing the parents in English and in their native language (if a native language speaker is not available, a DOE translator is requested and utilized) during the registration process and after administering the LAB-R. The screening and administration of the LAB-R is done by one of the two certified ESL teachers. In addition, the certified ESL teacher that is fluent in Spanish gives the Spanish Lab-R.

2-At P.S. 82Q the structures that are in place to ensure that parents understand all three program choices (Transitional bilingual Education, Dual Language and Self-contained ESL) and continued throughout the school year are the following:

Parent Orientation Meeting – ongoing (within ten days of a new admit to the NYC public school system) meetings which is offered morning and afternoon to explain and answer questions concerning the program choices with translators (available on site fluent in Spanish, Bengali, Arabic parent volunteer and with utilization of the DOE translators (in Arabic, Urdu and Haitian Creole) as well as translated copies of all letters and brochures explaining all three programs in detail.

Video Presentation - which is presented (as much as possible) in the native languages of the parent community (Spanish, Bengali and Arabic) explaining all parental options.

Parent Survey and Program Selection forms - are given in the native language of the parents and filled out after all orientations. Additionally, the ESL/Bilingual staff and parent coordinator follow up with phone calls and letters to parents concerning understanding and returning the parent survey, program selection forms and attendance at the Parent Orientation Meeting.

The Parent Coordinator and Guidance Counselor along with the bilingual ESL teachers and parent volunteers are present at parent meetings and available at all times to provide translation in Spanish, Bengali and Arabic.

3-Parents are asked to fill out the program selection forms after all orientations. In addition, our ESL/Bilingual staff and parent coordinator follow up with telephone calls and letters to communicate with our parents. Copies of these letters are stored in a file cabinet located in the assistant principal's office which is easily accessible.

4-Early literacy skills assessments utilized for the ELL students include Reading 3D, DIBELS, teacher-made assessments, running records and observational/conference note-taking. The data received from these diagnostic tools is used to assess the degree of language the student possesses, the areas that need to be strengthened and the method appropriate to meet that specific need. The results of the LAB – R and NYSESLAT are used when reviewing and analyzing data to target specific students' needs. Additionally, with the NYSESLAT second language stall can be recognized early and interventions put into place. Student progress can be monitored and tracked using these assessment instruments.

ELL students are monitored and tracked utilizing the NYSESLAT for entry and exit from the ESL program. The testing coordinator

(the assistant principal), the ESL teachers and the pupil personnel secretary use ATS to ensure all students are monitored for ELL status, testing accommodations and ESL services.

5-An analysis of the parent survey and program selection forms indicates 90% of parents opt for the monolingual program with free-standing ESL instruction. 100% parents of kindergarten children, however, do opt for a transitional bilingual program (Spanish), and their children are placed accordingly. The programs offered at P.S. 82 Q are aligned with parent requests. There are 10% of the surveys that we are still in the process of retrieving from the parents. Additionally, over the past few years, we have noticed an influx of parents who speak Spanish move into the community. These parents request either ESL or TBE. As a school community we keep a running tally of the program choices that parents are requesting.

6-The Program models offered at P.S. 82Q are aligned with the parents' program choices.

## Part III: ELL Demographics

### A. ELL Programs

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

K\* 1\* 2\* 3\* 4\* 5\*  
6\* 7\* 8\* 9\* 10\* 11\* 12\*

This school offers (check all that apply):

|  |      |     |                                       |
|--|------|-----|---------------------------------------|
| Transitional bilingual education program | Yes* | No* | If yes, indicate language(s): Spanish |
| Dual language program                    | Yes* | No* | If yes, indicate language(s):         |

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

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

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |     |  |     |                               |    |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs                    | 174 | Newcomers (ELLs receiving service 0-3 years) | 123 | Special Education             | 16 |
| SIFE                        | 6   | ELLs receiving service 4-6 years             | 27  | Long-Term (completed 6 years) | 2  |

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

|               | ELLs (0-3 years) |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   | Total |
|---------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|               | All              | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE           | 20               | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 20    |
| Dual Language | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| ESL           | 105              | 6    | 14                | 47               | 0    | 2                 | 2                                  | 2    | 0                 | 154   |
| Total         | 125              | 6    | 14                | 47               | 0    | 2                 | 2                                  | 2    | 0                 | 174   |

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |           |          |          |          |          |          |          |          |          |          |          |          |          |           |
|--|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group |           |          |          |          |          |          |          |          |          |          |          |          |          |           |
|  | K         | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
| Spanish  | 20        |          |          |          |          |          |          |          |          |          |          |          |          | 20        |
| 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>20</b> | <b>0</b> | <b>20</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       |
| Spanish  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

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

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

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| Spanish      |     |    |     |    |     |    |     |    | 0     | 0  |
| Chinese      |     |    |     |    |     |    |     |    | 0     | 0  |
| Russian      |     |    |     |    |     |    |     |    | 0     | 0  |
| Korean       |     |    |     |    |     |    |     |    | 0     | 0  |
| Haitian      |     |    |     |    |     |    |     |    | 0     | 0  |
| French       |     |    |     |    |     |    |     |    | 0     | 0  |
| Other        |     |    |     |    |     |    |     |    | 0     | 0  |
| <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:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

|              | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| Spanish      | 6  | 30 | 27 | 22 | 20 | 12 |   |   |   |   |    |    |    | 117   |
| Chinese      |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Russian      |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Bengali      | 4  | 4  | 6  | 6  | 4  | 1  |   |   |   |   |    |    |    | 25    |
| Urdu         |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Arabic       |    | 2  |    | 2  | 1  |    |   |   |   |   |    |    |    | 5     |
| Haitian      |    |    |    | 1  |    |    |   |   |   |   |    |    |    | 1     |
| French       |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Korean       |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Punjabi      |    |    |    | 1  | 1  |    |   |   |   |   |    |    |    | 2     |
| Polish       |    | 1  |    |    |    |    |   |   |   |   |    |    |    | 1     |
| Albanian     |    |    |    |    |    |    |   |   |   |   |    |    |    | 0     |
| Other        |    |    |    | 1  | 2  |    |   |   |   |   |    |    |    | 3     |
| <b>TOTAL</b> | 10 | 37 | 33 | 33 | 28 | 13 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 154   |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

Paste response to questions 1-7 here

1a-The instruction for the ELL students is delivered through a Pull-Out/Push-In ESL and Self-Contained Bilingual Kindergarten models.

1b-The program models are block homogeneous for advanced ELLs, block heterogeneous for kindergarten, grade one, grade two, and grade 5 ELLs. Grade 3 and 4 ELLs are un-graded heterogeneous. The methods and approaches that are utilized include Total Physical Response (TPR), Read Aloud/Think Aloud/Talk Aloud (RA-TA-TA), Sheltered English, Academic Language Development, Multiple Meanings and Minimal Pair Practice to name a few of the many methods and approaches used.

2-Program schedules are designed so that beginner/intermediate students in the grades 3-5 are given the mandated minutes within the push-in program which is 108 minutes daily. Advance students in grades 3-5 are either pulled out periods 7 and 8 or serviced within the classroom five days per week. Advance students in grades 1 and 2 are pulled-out for the mandated 180 minutes. Beginner/intermediate students in grades 1 and 2 are pulled out periods 7 and 8 four days per week. The beginner kindergarten students are located in the Annex building and are pulled out for ESL two periods per day four days per week. There are no intermediate or advanced students in Kindergarten.

2a-All beginner and intermediate ELL students receive 360 minutes per week of ESL instruction. All advanced ELL students receive 180 minutes per week. Explicit instruction of English Language Arts are taught through the content areas. 90 minutes per day of explicit NLA instruction is delivered in our bilingual Kindergarten class. All of our instruction is done through the content areas.

3-Academic language development at each level must be planned in alignment with the core curriculum content. This planning must also be collaborative. That is, classroom teachers, ESL teachers and related service providers must all "be on the same page." Familiarity with the curriculum is an essential factor in tailoring instruction to meet students' needs. For example, knowing that students in a particular grade will be learning to calculate percents and convert them to decimals will be important to guiding the development of academic language for that student. In each program model Transitional Bilingual and Free Standing ESL Instruction, instruction for ELLs is differentiated utilizing a variety of teaching methods and activities. These include visual (graphic organizers, flashcards, word walls), auditory (songs, chants, oral drills, storytelling), kinesthetic (movement in learning language, board games, hands-on activities) and tactile (card games, use of manipulative, board games) and literature in students' first language. Instructional materials used for the ELL students include Harcourt Storytown Reading Program, Leveled Literacy Intervention, Fundations, Wilson, computers, Imagine Learning software, LeapFrog, transparencies, videos, CDs and educational games.

The ESL teachers collaborate with the general education classroom teachers so that the weekly focused reading skill and focused reading strategy being taught during reading in the general education classrooms with the advanced students is being taught in the ESL classroom with the Moving Into English reading program with the beginner and intermediate students in concert at the same time. Materials utilized for ELLs include Storytown for ELLs, Harcourt ELL intervention, leveled ELL libraries, leveled ELL readers, bilingual books, bilingual

## A. Programming and Scheduling Information

dictionaries and glossaries. ELL materials are utilized using ELL strategies. These include, chunking text, demystifying the English language, lifting text, letter/sound/word/picture connections, talking around text and echo reading.

Marrying both content and language is an integral component of teaching English Language Learners. Push-in ELL teachers during content area instruction and mainstream teachers will use cues and questioning techniques. This will be used before a lesson begins in order to activate background knowledge and to help ELLs focus on what they will be learning. This will include the use of explicit cues to access prior knowledge, ask questions that elicit inferences and the use of analytic questions. Advance organizers will also be used to help students understand key concepts that they will be exposed to as they learn a new concept. Foreexample, when webs or a venn diagram are used as advanced organizers, ELLs can see connections between concepts, words or phrases that explain the central ideas(s) being studied. Research by Jimenez (2000) and Galindo (1993) indicates that ELLs benefit from literacy development experiences that are related to their bilingual abilities and their bilingual status. Therefore, the aforementioned will also be used in our Transitional Bilingual Program during the Science and/or Social Studies block to help students negotiate meaning in their native language.

4. P.S. 82Q endeavors to ensure that students are appropriately evaluated in their native language. We have on staff DOE employees that speak Spanish and Bengali. If a staff member is not available, we request a native language speaker from the DOE Department of Translation. The school has four benchmarking periods throughout the year. Running records in all content areas and the use of Open Court, Harcourt series, formal and informal assessments, Moving Into English and Storytown are used to evaluate students. Leveled spanish texts are used for small group reading. The school also utilizes bilingual texts, dictionaries and glossaries.

5a-P.S. 82Q seeks to provide services for SIFE students beyond the requirements of the ESL program. Students are targeted for assistance in literacy, math and content areas as needed. This assistance is usually in the form of small group differentiated instruction to supplement the whole class instruction of the literacy and math blocks. Formal and informal assessments help identify areas of strength and weakness and this information is used to inform supplementary instruction. Students are targeted for the Title III AIS after-school and Title III Saturday programs as well. Literature in students' first language is available and provided to assist students in bridging their gap of interrupted formal learning.

5b-In order to support the needs of ELL students with less than three years in an ESL program and to support those students that are required to be tested according to NCLB legislation, P.S. 82 identifies these students early in the school year to give them extra instructional support. The students that meet these requirements based on U.S. admission dates, school experience, home language survey, and classroom and ESL teachers' recommendation, are selected for additional support during the school day in the form of in-class differentiated instruction, pull-out support with the Tier II academic intervention providers and one-on-one instruction with both in-class and out of classroom teachers. Additionally, small group instruction is given to these students in an AIS instructional program on Saturdays. The Saturday program is a three hour instructional program utilizing ESL recommended instructional materials, computer technology and with differentiated instruction that utilizes ELL teaching methods and activities.

5c-These students are monitored, tracked and evaluated for specific learning need. They are placed in small group differentiated instruction using ESL recommended methods and activities. Literature in the students' first language is provided. Students are included in the Title III After School supplementary program, Saturday ESL program as well as any Tier III support services.

5d-These students are given literacy and math instruction by specialists in small instructional groups. We work in conjunction with families to provide the maximum support for students. Long-term (completed 6 years) ELL students are selected for AIS, both in-school and after-school. Should a student continue to fail to make adequate progress, other diagnostic measures may be recommended to see if the student requires specialized academic intervention or other services.

5e-Every effort is made to ensure that students are evaluated to determine whether a student's need is associated with a learning disability and not language. When an evaluation by the SBST is made, it includes a determination whether or not an alternative placement language paraprofessional is appropriate. At present, we have five students in self-contained special education classes who receive the service of a bilingual alternative placement paraprofessional (Spanish and Bengali). Additionally data is collected from students' IEPs in order to facilitate and foster language acquisition and academic learning as the ESL teachers work closely with the special education teachers.

6. Teachers are given professional development by the coaches, Network specialist, administration and outside vendors in order to utilize those instructional strategies that will provide maximum learning experiences and language development for our students. Teachers have grade level and research based materials (Harcourt, Schoolwide, Wilson) that include techniques for scaffolding instruction, increasing visuals in the lesson execution, using textile materials and incorporating technology specific to ELL students to name a few.

7. Our curriculum is based on that which is set by the New York State/City Department of Education. P.S. 82Q provides scheduling that includes small group pull-out, small group push-in, teacher led small groups, after school and Saturday instructional programs in an effort to meet the needs of the ELL students

### Courses Taught in Languages Other than English ⓘ

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

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

| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts |                            |  |                    |                            |
| Social Studies:      |                            |  |                    |                            |
| Math:                |                            |  |                    |                            |
| Science:             |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |

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

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

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

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

### 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.



## B. Programming and Scheduling Information--Continued

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## E. Parental Involvement

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

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1-At present, our PTA board is composed of parents that speak Spanish. The PTA is always encouraging parents of other languages to run for any of the elected seats. In addition, all parents are encouraged to participate in both school and PTA sponsored activities. We have parents that volunteer to interpret in Bengali when the need arises.

2-Presently, P.S. 82Q hosts an GED/ESL program sponsored by a DOE parent involvement agency.

3-Working closely with the PTA board, we send out surveys to our parents in order to evaluate their needs and obtain their suggestions. We have interpreters that volunteer to translate at the PTA monthly meeting. In addition, many of our multi-lingual parents have been certified as Learning Leaders and are assigned to assist teachers in their classrooms.

4-We hold bake sales, to help defray the senior trip cost, during the November and March Parent/Teacher Conferences with donations from our parents and staff. Additionally, our multi-lingual parents host these sales as well as volunteer in our classrooms. We host a Free Fun Family Night in June that is run entirely by the parents. This night we supply games and activities which the parents oversee. The parents supply and distribute refreshments. Our PTA Halloween gathering is another activity that receives a large turnout of parents with children. As part of our Title I parent involvement, we survey the parents as to the activities they would like to see implemented and the SLT makes the final decision as to the choice for the parent involvement activity. In the past, our families have split the activities so that there are Saturday trips to the Museum of Natural History and then Saturday art activities with a professional artist. Working together, the school and PTA encourage parents to get involved with PTA projects such as can recycling and the plant sale. The Parent Coordinator hosts a number of workshops and classes for our parents that include an adult ESL class, ELA, math, science and NYSESLAT workshops.

As much as possible, we endeavor to send all correspondence, flyers and notices to parents in as many of our school community languages as possible. We utilize the translation services of the Department of Education and staff. If time is of the essence, we will at least try to send the information to parents in the language of the largest portion of our parent community which is Spanish.

## 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.

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1-The non-ESL certified common branch teachers are provided with professional development held monthly during the faculty meetings by the ESL staff and on staff professional development days scheduled twice a year. Additionally P.S. 82Q have common branch staff that have received Master's in ESL and utilize ESL techniques in their classrooms. The non-ESL certified teachers receive English as a

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2-Providing time for the ESL teachers to attend the monthly ESL professional development given by the ESL Network Specialist is built into their schedule. The content of these workshop sessions include skills and strategies for strengthening ESL students' language and academic abilities as they transition from elementary to middle school. The ESL teachers turnkey the instructional practice to non-ESL common branch teachers to support ongoing instruction of these skills and strategies.

3. As per the Jose P. regulations that mandate 7.5 professional development, all teachers in the building receive in-school training from our ESL teachers during grade level and/or monthly school meeting. Literacy coaches also attend workshops from the Children First Network and then turnkey to the rest of the staff around best ELL literacy and language strategies. Furthermore, teachers receive in school support via the Children First Network ELL Instructional Support. Attendance and records are taken at the staff conference meetings. Focused learning walks are conducted throughout the year to ensure that all teachers are emplying strategies for teaching English Language Learners.

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## Part V: Assessment Analysis

### 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.

## 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

The process utilized to initially identify students is diligently monitored and tracked by the school pupil personnel secretary working closely with the certified ESL teachers. P.S. 82Q also endeavors to ensure all ELL students take the NYSESLAT assessment which is utilized by the school to identify academic weakness/strengths, entry and exits to the ESL program. Teachers use the ELL periodic assessment to add to the data accumulated to aid in meeting the instructional needs of the ELL students.

The students' level of literacy in their native languages is a significant factor in purchasing materials for instruction, classroom libraries and for use at home. Instructional materials are available on many levels in order to help children learn English while learning content at the same time. Knowledge of the students' level of literacy is used to effectively plan differentiated instruction. In the bilingual classroom, proficiency in both the native language and in English is taken into account in planning instruction. Our focus is to demystify the English language so that we can accelerate cognitive academic language proficiency before a second language stall occurs. We purchase reading materials in dual languages to give native language support and these materials can be found in classroom libraries, the school library and the Parent Coordinator's room.

### 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)   | 18 | 6  | 4  | 2  | 4  | 2  |   |   |   |   |    |    |    | 36    |
| Intermediate(I)   | 15 | 14 | 14 | 18 | 5  | 2  |   |   |   |   |    |    |    | 68    |
| Advanced (A)  | 9  | 18 | 14 | 17 | 6  | 6  |   |   |   |   |    |    |    | 70    |
| Total   | 42 | 38 | 32 | 37 | 15 | 10 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 174   |

| NYSESLAT Modality Analysis |                   |    |    |    |    |    |    |   |   |   |   |    |    |    |
|----------------------------|-------------------|----|----|----|----|----|----|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 | 5  | 0  | 0  | 0  | 0  | 0  |   |   |   |   |    |    |    |
|                            | I                 | 7  | 2  | 3  | 0  | 2  | 3  |   |   |   |   |    |    |    |
|                            | A                 | 12 | 14 | 5  | 7  | 2  | 5  |   |   |   |   |    |    |    |
|                            | P                 | 21 | 36 | 26 | 30 | 18 | 14 |   |   |   |   |    |    |    |
| READING/ WRITING           | B                 | 15 | 3  | 1  | 2  | 3  | 4  |   |   |   |   |    |    |    |
|                            | I                 | 15 | 15 | 11 | 12 | 3  | 3  |   |   |   |   |    |    |    |
|                            | A                 | 7  | 24 | 14 | 17 | 6  | 6  |   |   |   |   |    |    |    |
|                            | P                 | 8  | 11 | 8  | 6  | 10 | 10 |   |   |   |   |    |    |    |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       | 4       | 0       | 0       | 0       | 4     |

| NYS ELA                |         |         |         |         |       |
|------------------------|---------|---------|---------|---------|-------|
| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 4                      | 11      | 15      | 2       | 0       | 28    |
| 5                      | 5       | 3       | 1       | 0       | 9     |
| 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                      | 3       |    | 1       |    | 0       |    | 0       |    | 4     |
| 4                      | 12      |    | 16      |    | 1       |    | 1       |    | 30    |
| 5                      | 5       |    | 4       |    | 3       |    | 0       |    | 12    |
| 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                      | 3       |    | 5       |    | 4       |    | 0       |    | 12    |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam |                            |                 |                             |                 |
|-----------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                             | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                             | English                    | Native Language | English                     | Native Language |
| Comprehensive English       |                            |                 |                             |                 |
| Integrated Algebra          |                            |                 |                             |                 |
| Geometry                    |                            |                 |                             |                 |
| Algebra 2/Trigonometry      |                            |                 |                             |                 |
| Math                        |                            |                 |                             |                 |
| Biology                     |                            |                 |                             |                 |
| Chemistry                   |                            |                 |                             |                 |
| Earth Science               |                            |                 |                             |                 |
| Living Environment          |                            |                 |                             |                 |
| Physics                     |                            |                 |                             |                 |

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

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

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

Paste response to questions 1-6 here

1-Early literacy skills assessments utilized for the ELL students include but are not limited to the following: Harcourt Reading assessments, teacher-made assessments, Fountas and Pinnell running records and observational/conference note taking. The data received from these diagnostic tools are used to assess the degree of language the student possesses, the areas that need to be strengthened and the method appropriate to meet that specific need. The results of the LAB – R, NYSESLAT and New York State Interim ELL assessment are used when reviewing and analyzing data to target specific students' needs. Additionally, with the NYSESLAT second language stall can be recognized early and interventions put into place. Student progress can be monitored and tracked using these assessment instruments.

2-Students at the beginner level show greater progress in speaking and listening than in reading and writing. This is consistent with the students' ages since most of our beginner level students are in the K - 2 grades. These students are at beginner level in reading and writing regardless of the language used for testing. We do find, however, a small contingency of students that fall into a second language stall that inhibits forward progress in second language development.

Grade                      Beginner                      Intermediate                      Advanced

## 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

The process utilized to initially identify students is diligently monitored and tracked by the school pupil personnel secretary working closely with the certified ESL teachers. P.S. 82Q also endeavors to ensure all ELL students take the NYSESLAT assessment which is utilized by the school to identify academic weakness/strengths, entry and exits to the ESL program. Teachers use the ELL periodic assessment to add to the data accumulated to aid in meeting the instructional needs of the ELL students.

The students' level of literacy in their native languages is a significant factor in purchasing materials for instruction, classroom libraries and for use at home. Instructional materials are available on many levels in order to help children learn English while learning content at the same time. Knowledge of the students' level of literacy is used to effectively plan differentiated instruction. In the bilingual classroom, proficiency in both the native language and in English is taken into account in planning instruction. Our focus is to demystify the English language so that we can accelerate cognitive academic language proficiency before a second language stall occurs. We purchase reading materials in dual languages to give native language support and these materials can be found in classroom libraries, the school library and the Parent Coordinator's room.

## Part VI: LAP Assurances

| School Name: <u>The Hammond School</u>  |                          | School DBN: <u>28Q082</u> |                 |
|---|--------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                          |                           |                 |
| Name (PRINT)  | Title                    | Signature                 | Date (mm/dd/yy) |
| Dr. A. Boykin   | Principal                |                           |                 |
| Mr. C. Marino   | Assistant Principal      |                           |                 |
| Ms. A. Quintero   | Parent Coordinator       |                           |                 |
| Mr. S. Herman   | ESL Teacher              |                           |                 |
|   | Parent                   |                           |                 |
| Ms. C. Raio - Grade 5   | Teacher/Subject Area     |                           |                 |
| Mr. R. Cortes - Grade 4   | Teacher/Subject Area     |                           |                 |
| Ms. S. Palms  | Coach                    |                           |                 |
| Ms. B. Nasello  | Coach                    |                           |                 |
| Ms. R. Wechsler   | Guidance Counselor       |                           |                 |
| Ms. M. Wilks  | Network Leader           |                           |                 |
| Ms. M. Tassiello  | Other <u>ESL Teacher</u> |                           |                 |

**School Name: The Hammond School**

**School DBN: 28Q082**

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

| Name (PRINT)           | Title                        | Signature | Date (mm/dd/yy) |
|------------------------|------------------------------|-----------|-----------------|
| Ms. A. Morris-Brissett | Other <u>Grade 5 Teacher</u> |           |                 |
| Ms. E. Paredes         | Other <u>Kindergarten</u>    |           |                 |
|                        | Other                        |           |                 |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 28Q082      **School Name:** The Hammond School - P.S. 82Q

**Cluster:** 2      **Network:** CFN 209

**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**

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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.

Home language surveys and constant monitoring of data input into ATS is utilized to assess the ever changing scope of languages other than English in the school. Identified as well are small numbers of families speaking several other languages such as Arabic as well as a variety of African dialects.

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.

Assessment of the data indicates that the school community is 87.7% speakers of a language other than English. To the fullest extent possible, all flyers and notices are sent to parents in multiple languages as well as English. On our staff, we have our parent coordinator, guidance counselor, school aides and paras that are bilingual in Spanish, Bengali and Haitian Creole that are available for translation. The school has created a list of school translators. Teachers were given the aforementioned above list. Furthermore, the school's language breakdown was shared with all teachers during our faculty conference (Election Day).

## Part B: Strategies and Activities

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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.

Written translations will be provided for all school notices, letters and flyers. Spanish translations are done in-house by bilingual staff and in the case of other languages, by parent volunteers or through the use of DOE provided translation services. Outside vendors will also be used should the need arise. Notices, flyers, etc. will be prepared well in advance so that translations can be arranged in a timely manner.

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.

Spanish interpretation will be available for all oral interpretation and will be provided in-house by the parent coordinator, the guidance counselor, and several other staff members who are bilingual in various languages. Parent volunteers and other community members provide oral interpretation in Bengali, Hindi and other small language groups.

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>.

Parents will be provided with notification of their rights regarding translation and interpretation services upon registration. Notices in the required languages will be posted in the main hall indicating the office where a copy of the written notification can be obtained. The Parent Coordinator's bulletin board located in the main entrance will have notices in a variety of languages informing parents of translation and interpretation services available both in the school and provided by the DOE. The safety plan will contain procedures for ensuring that parents are not prevented from reaching the school's administrative office solely due to language barriers.

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

### Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information   |                                   |
|--|-----------------------------------|
| Name of School: The Hammond School   | DBN: 28Q082                       |
| Cluster Leader:  | Network Leader: Ms. Marlene Wilks |
| This school is (check one):    ✱conceptually consolidated (skip part E below)<br>●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):<br>●Before school      ✱After school      ✱Saturday academy      ●Other:                 |
| Total # of ELLs to be served: 55<br>Grades to be served by this program (check all that apply):<br>●K    ●1    ●2    ✱3    ✱4    ✱5<br>●6    ●7    ●8    ●9    ●10    ●11    ●12 |
| Total # of teachers in this program: 10<br># of certified ESL/Bilingual teachers: 3<br># of content area teachers: 7   |

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The purpose of the supplemental instructional program is to have our ELL population progress to proficiency in language development as well as providing academic support. Due to the limitation of ESL licensed teachers, for the Saturday program we have two ESL certified teachers who rotate among the four classes in order for the students to be instructed by a ESL certified teacher. The certified teachers rotate each Saturday to a different class so that two of the classes receives instruction by the ESL teacher each Saturday the program is running. Additionally, planning will be provided among the aforementioned teachers. The supplemental instructional program targets students at the beginner, intermediate and advanced level of language proficiency in grades 3, 4 and 5. Former ELL students are included in student selection so that continued support can be provided to them. Students are chosen for the after school and Saturday supplemental programs based on the results of the NYSESLAT assessment, LAB-R, NYS ELA/Math, running records and student work. The supplementary instructional programs promote the improvement of fluency and all other aspects of reading, writing, listening and speaking which are required for ELL students to meet and exceed the New York State performance-based ELA/ELL standards. Additionally, those students who have tested out of ESL and have been identified as still needing language support can be serviced. Due to the limitation of ESL licensed teachers for the weekday after school program, one licensed ESL teacher has a rotational schedule among the five classes in order to provide ESL instructional techniques, modeling and small group instruction. The ESL teacher rotates to one of classes on each of the weekdays that the program is operating. The teacher stays in that class for the full 1 1/2 hours. In this way by the end of a week and one-half each class has been instructed by both a common branch and ESL teacher. The after school program meets on Tuesdays, Wednesdays and Thursdays beginning in November to ending in February for one and one-half hours. The students in the after school program are grouped according to grade level in groups of 12-15 from grade 3-5 in five classes. The Saturday program meets for three hours one day per week beginning in November and ending in February. The students in this program are grouped according to their language skill level in groups of 10 from grades 3-5 in four classes. The instructional materials utilized in both programs are researched based materials designed for language development and academic support. Materials include ELA and Math skills books, Harcourt ELL intervention support readers, Readers Theatre, leveled ELL readers, native language support literature, Leapfrog, virtual libraries with ELL supports and Imagine Learning. Instruction is delivered in English with support in native language when feasible. There are seven certified common branch teachers and two certified ESL teachers working the supplemental programs.

### 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

### Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

- The ESL certified common branch teachers and non-ESL certified common branch teachers will be provided with professional development held monthly during the faculty meetings by the ESL staff not working any of the supplemental programs and on staff professional development days scheduled twice a year. The two full time ESL teachers will push in on Fridays during their professional periods to the non-ESL certified common branch teachers on a rotational basis to model ESL instructional techniques in math and social studies.
- Administration will provide the after school and Saturday supplemental program non-ESL common branch and ESL certified common branch teachers with data obtained from the ITA, predictive assessments and reading record logs as well as access to online data assessment results, NYSESLAT, LAB-R, ACUITY and ARIS and provide professional development on data analysis using the professional periods to plan and develop strategies that incorporate ESL techniques based on the needs of the students.
- Provide ongoing professional development on instructional modifications for ESL students to the non-ESL common branch teachers and the ESL certified common branch teachers by the coaches during the school day.
- Provide time for the ESL teachers participating in the supplemental Title III programs to attend the monthly ESL professional development given by the ESL Network Specialist. The content of these workshop sessions will be monitored by the Network Leader to ensure that they are aligned to the goals of my Title III program. They will include skills and strategies for strengthening ESL students' abilities in social studies and math.

### 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:

PS 82 believes in a engaging parents in the teaching and learning process. We work closely with the Parent Coordinator to inform parents of the varied programs in the school. All parents are invited to an information sharing meeting before the start of the ELL Supplemental Program. During this orientation meeting, parents are given information about the program, its duration and purpose. Ongoing

**Part D: Parental Engagement Activities**

Literacy/Math workshops are provided for parents as well as instructional time during the monthly PTA meetings, where parents are exposed to various literacy strategies and Parent Read Aloud. Native Language books and resources are provided and used to model effective strategies. Culminating events which will include k - 2 parent pajama read-aloud and our Free Fun Family Night in June.

**Part E: Budget**

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

Allocation Amount: \$

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>                                     | ???             |   |
| 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> |                 |   |
| Educational Software<br>(Object Code 199)   |                 |   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  |                 | ????  |