



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** P.S./I.S. 104 THE FORT HAMILTON SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 20K104

**PRINCIPAL:** MARIE J. DIBELLA

**EMAIL:** MDIBELL@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** **KARINA COSTANTINO**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Marie J. DiBella	*Principal or Designee	
Robert Adler	*UFT Chapter Leader or Designee	
Donna Jahn	*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	
Suzanne Gatto	Member/Assistant Principal	
Suzanne Strano	Member/ Teacher	
Alisse Silverman	Member/ Teacher	
Renu Hingorani	Member/ Parent	
Febus Enid	Member/ Parent	
Sherin Ismail	Member/ Parent	
Sheila Higginson	Member/ Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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 2013, the percentage of students with disabilities in grades 3-8 demonstrating proficiency will increase by 3% as measured by the the 2013 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 reviewing the 2011-2012 School Progress Report Data, we determined students with disabilities should be a focus. As a result, we have made a gain in proficiency in ELA a goal for the 2012-2013 school year for students with disabilities with a focus on students in grades 3-8.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:  
a) strategies/activities that encompass the needs of identified student subgroups, b) key personnel 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

1a. School leaders will identify the students with disabilities K-8 and program them to receive the Orton Gillingham program as part of their daily instructional program.

b. Administrators

c. Discussion with UFT chair in developing daily program. Teachers will conduct on going review of rosters.

d. September 2012- June 2013

2a. The teachers of Orton Gillingham will meet monthly to monitor student progress and to review lessons to strengthen the delivery of the Orton Gillingham program.

b. Administration and Orton Gillingham trained teachers

c. Discussion of progress at grade meetings and PPC meetings

d. September 2012 – June 2013

3a. Parents will be notified of student progress in the Orton Gillingham program through monthly progress reports.

b. Teachers grades K-8

c. Teachers will decide on a method of presenting student data to parents

d. September 2012- June 2013

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The Principal will inform the School Leadership Team about the data for students with disabilities from the Progress Report.

Parents will be notified of student progress through monthly progress reports.

Orton- Gillingham teachers will meet with parents at Parent-Teacher Conferences and as needed.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

School Support Supplement and Contract for Excellence

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Orton-Gillingham is a time-tested research validated approach, successfully implemented for a decade to ensure reading success for all students, particularly those with disabilities. Teachers previously trained incur no expense to our budget. Three additional teachers trained in August added to our ability to offer more students the Orton Gillingham program.

## **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 2013, students in grades 7 and 8 will demonstrate progress toward achieving College and Career readiness as measured by a 5% increase in the percent of students passing Science as a Core Course.**

### **Comprehensive needs assessment**

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

After reviewing the 2011-2012 School Progress Report data, we determined that the percent of students passing Science as a Core Course was low as compared to the percent of our peer and city range. As a result, we have made passing Science a goal for students in grades 7 and 8 for the 2012-2013 school year.

### **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) key personnel 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

1a. School leaders reviewed the 2011-2012 School Progress Report and shared the results with the staff and School Leadership Team. Based on the information, we developed an additional science teaching position to support students in grades 7 and 8. Common preps are provided to teachers to work cohesively on mapping and lesson planning. Materials were purchased to supplement and support the current science program.

b. Administration and Science Teachers 7 and 8

c. Junior High Science Team of teachers worked together to develop Curriculum Maps. They selected materials to support the science program.

d. September 2012 – June 2013

2a. Teachers developed science Inquiry Journals and will stress informational reading in science. They will participate in Instructional Rounds and Curriculum Conversations to strengthen teacher pedagogy and align the curriculum to the Common Core State Standards in science.

b. Administration and Science Teachers 7 and 8

c. Teachers will be active participants in the collaborative process of creating Science Inquiry Journals. Teacher lessons will have the rigor for the students to be successful in the Core Science course. Chats with the Principal will be used to monitor the progress.

d. September 2012- June 2013

### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The Principal informed the School Leadership Team about the Progress Report data and the focus of science in grades 7 and 8.

The Principal informed parents at the General Membership PTA Meeting at the State of the School Address, October 2012, of the same.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

Donation received from former teacher.

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- To develop a foundation in scientific thinking, Science Inquiry Journals will be developed in K-8.
- Teachers will include science inquiries in their instructional program.
- Following the 2012-2013 City Wide Instructional Expectations, the rigor and mandates of the NCLB will be supported.
- Examining the Common Core Standards in science will enable teachers to create more rigorous Curriculum Maps.

### **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 2013, students will demonstrate progress towards achieving college and career readiness as measured by 5% of our 8<sup>th</sup> graders earning high school bearing credit by passing a Regents or Proficiency 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 reviewing the 2011 – 2012 School Progress Report data, we determined that the percent of 8<sup>th</sup> graders earning high school credit was low as compared to the percent of our peer and city range. As a result, we have made offering courses leading to high school credit a goal for the 2012 – 2013 school year.

#### **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) key personnel 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

1a. School leaders reviewed the 2011 – 2012 Progress Report and shared results with the staff and School Leadership Team. Based on that information two teacher lab positions were created to support the 8<sup>th</sup> grade lab work for the Living Environment Science Regents. Materials were purchased to supplement and support rigorous academic instruction. Programmed Spanish instruction beginning in the 6<sup>th</sup> grade to establish a foundation in the language. A protocol was developed for screening students to determine placement in Regent coursework. Reorganized Extended Day to provide Enrichment Instruction to support the day program in math. Established professional development reflective of the City Wide Instructional Expectations.

b. Administration, 2 Spanish teachers, 2 Science teachers, 2 Science Lab teachers, 4 Math teachers

c. Administration and teachers developed the protocol to determine student eligibility. Administration and teachers developed a plan to implement the necessary coursework for students. Content specific Chat's with the Principal. Teacher Team planning during Common Preps.

d. September 2012 – June 2013

#### **Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Principal informed School Leadership Team about the Progress Report data and the focus to increase the courses offered leading to high school credit.
- Principal informed parents at General Membership PTA Meeting at the State of the School Address, October 2012 of the same.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

Donation received from former teacher.

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- To develop a foundation in higher order thinking, Science Inquiry Journals and Math Thinking Logs will be developed in K-8.
- Teachers will include science inquiries, Problems of the Day, and Math Exemplars in their instructional program.
- Following the 2012-2013 City Wide Instructional Expectations, the rigor and mandates of the NCLB will be supported. Examining the Common Core Standards in science and math will enable teachers to create more rigorous Curriculum Maps.
- Spanish instruction aligned with the State curriculum will be programmed for students beginning in grade 6 to support the foundation for the Spanish Proficiency in grade 8.
- Students will be afforded many opportunities to converse orally and respond in writing to a variety of scenarios in Spanish beginning in grade 6.

## 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 2013, students will demonstrate a greater understanding of the school's educational goals and feedback on each student's Learning Outcome as measured by a 5% increase in the student's Communication section of the Learning Environment Survey.**

### **Comprehensive needs assessment**

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

After conducting our Needs Assessment and in response to our 2011 – 2012 Learning Environment Survey, we found that students did not feel we provide information about the school's educational goals and did not offer appropriate feedback on their Learning Outcomes giving us a score of 6.9 out of 10. As a result, we have made improvement in Student Communication a goal for the 2012 – 2013 school year.

### **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) key personnel 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.

- 1a. Administration reviewed the 2011 – 2012 Learning Environment Survey and shared results with the staff and School Leadership Team. Administration in consultation with teachers and School Leadership Team (Advisory Committee) will stress student communication as a central focus for the school. Professional development was provided to teachers regarding grouping students more effectively for instruction, the use of hands on manipulatives when applicable, and sensitivity awareness.
- b. Administrators, all staff members, Advisory Committee, and parents
- c. Administration in consultation with teachers and the School Leadership Team Advisory Committee, will focus on communication as a goal for the school
- d. September 2012 – June 2013

**Strategies to increase parental involvement** All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- Principal informed School Leadership Team of the results of the 2011 – 2012 Learning Environment Survey in an effort to identify areas for improvement.
- Principal informed parents at General Membership PTA Meeting at the State of the School Address, October 2012 of the same.
- Principal updated progress at subsequent School Leadership Executive Board Meeting.
- A continued strong relationship with the school liaison from the Fort Hamilton Army Base, enabling us to more directly communicate with this population.

**Budget and resources alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: Schools Support Supplemental and Contract for Excellence

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Since we are not a Title I school, we are using our Tax Levy funding to support subscriptions to the following:  
School Messenger – OTPS Educational Software  
E-Chalk – OTPS Educational Software

### **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:
  - b) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Orton Gillingham	Small group, pull-out	During the school day/Extended Day
	Fundations	Small group	During the school day
	SETSS	Pull out	During the school day
	Kaplan Keys 3-8	Small Group	Extended Day
	Imagine Learning K-8	Small group, pull out	During the school day
	Progress Coach 7 and 8	Small group, pull out	During the school day
	RazKids K-8	Small Group Small group, pull out	During the school day
	Buckle Down 3-8		During the school day/Extended Day
	NYS Coach 1-8	Small group, pull out	During the school day/Extended Day
Mathematics	SETSS	Pull out	During the school day
	Kaplan Keys 3-8	Small Group	Extended Day
Mathematics Continued	Exemplars K-8	Small group	During the school day
	K-5 Math Teaching	Small Group	During the school day

	Resources		
	NYS Coach 1-8	Small group, pull out	During the school day/Extended Day
	Progress Coach 3-8	Small group, pull out	During the school day
	Crosswalk to the Common Core	Small group, pull out	During the school day
Science	AIS(content area reading)	Small group, push in	During the school day
	NYS Science Coach	Small group, push in	During the school day
Social Studies	AIS(content area reading)	Small group	During the school day
	Teaching American History	Small group	During the school day
	Brooklyn Connects	Small group	During the school day
	New York History Day Fair	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk counseling	Small group, one to one	During the school day
	Military Life Counselor	Small group, one to one	During the school day
	Military Clinic @ NYU	Small group, one to one	During the school day
	Behavioral Skills	Small group, one to one	During the school day
	Bullying Prevention	Small group, one to one	During the school day
	Problem Solving	Small group, one to one	During the school day
	Peer Mediation	Small group, one to one	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We ensure that teachers are Highly Qualified as defined by NCLB as follows:

- We interview for each vacancy even though applicants apply through the Open Market
- In filling vacancies, we reach out to the CFN Human Resources Personnel
- A careful review of resumes and prior teaching history takes place
- In order to retain teachers we provide support through mentoring, grade leaders assigned as buddy teachers and professional development support
- Positive feedback is provided to teachers
- Modeling of Best Practices through intervisitations
- Teachers are assigned as per license and certification
- We consistently observe when making assignments, the guidelines of the United Federation of Teachers including teacher preferences
- Support for Highly Qualified Teachers includes:
  - Providing Common Prep time for teachers to share Best Practices
  - Increasing the rigor of the TPR and informal observations to drive instruction and assessments
  - Encouraging open communication and suggestions from teachers
  - Monthly Chats with the Principal to provide monthly professional development
  - Professional development on current Best Practices including; Exemplar work, Common Core alignment, data analysis, UDL, development of Instructional Leads

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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. Our school will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>Chris Groll/ Neal Opromalla</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>104</b>
School Name <b>The Fort Hamilton School</b>			

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

Principal <b>Marie J. DiBella</b>	Assistant Principal <b>Suzanne Gordon</b>
Coach <b>None</b>	Coach <b>None</b>
ESL Teacher <b>Lisa Buonsante</b>	Guidance Counselor <b>Vanessa Morrisson</b>
Teacher/Subject Area <b>Laura Riches/ ESL</b>	Parent <b>Donna Jahn</b>
Teacher/Subject Area <b>Karin Lembo/ ESL</b>	Parent Coordinator <b>Cynthia McMahon</b>
Related Service Provider <b>Lisa Fitzgibbons</b>	Other <b>type here</b>
Network Leader <b>Neal Opromalla</b>	Other <b>type here</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>3</b>	Number of certified bilingual teachers	<b>0</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>0</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>1213</b>	Total Number of ELLs	<b>112</b>	ELLs as share of total student population (%)	<b>9.23%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

As additional outreach, the following procedures are adhered to:

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

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

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

- Each year, a folder is maintained that includes:

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

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

The parent guides distributed including the translations

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

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

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

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

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

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

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

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

- COPIES ARE KEPT OF ANYTHING SENT HOME.

- The system described above is consistent in both buildings.

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

'09 – '10 152/176

'10 - '11 130/134

'11 - '12 110/112

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**B. ELL Years of Service and Programs**

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	92	1	4	18	1	7	2	0	2	112
<b>Total</b>	<b>92</b>	<b>1</b>	<b>4</b>	<b>18</b>	<b>1</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>112</b>

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
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									
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>										

### This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): \_\_\_\_\_

Number of third language speakers: \_\_\_\_\_

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_\_

Asian: \_\_\_\_\_

Hispanic/Latino: \_\_\_\_\_

Native American: \_\_\_\_\_

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

Other: \_\_\_\_\_

### Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	2	4	3	2	2	1	1					23
Chinese	4	0	2	1	1			2	0					10
Russian	0	0	1	0	1	1	1	0	0					4
Bengali	1	0	0	1	2	0	0	1	1					6
Urdu	3	1	1	2	1	0	3	0	1					12
Arabic	6	9	4	4	7	3	3	2	4					42
Haitian														0
French	0	0	0	1	0	0	0	0	0					1
Korean														0
Punjabi														0
Polish	1	1	0	0	0	0	0	0	2					4
Albanian	1	1	0	0	1	0	0	0	2					5
Other	1	1	1	0	1	0	0	0	1					5
<b>TOTAL</b>	<b>20</b>	<b>18</b>	<b>11</b>	<b>13</b>	<b>17</b>	<b>6</b>	<b>9</b>	<b>6</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>112</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

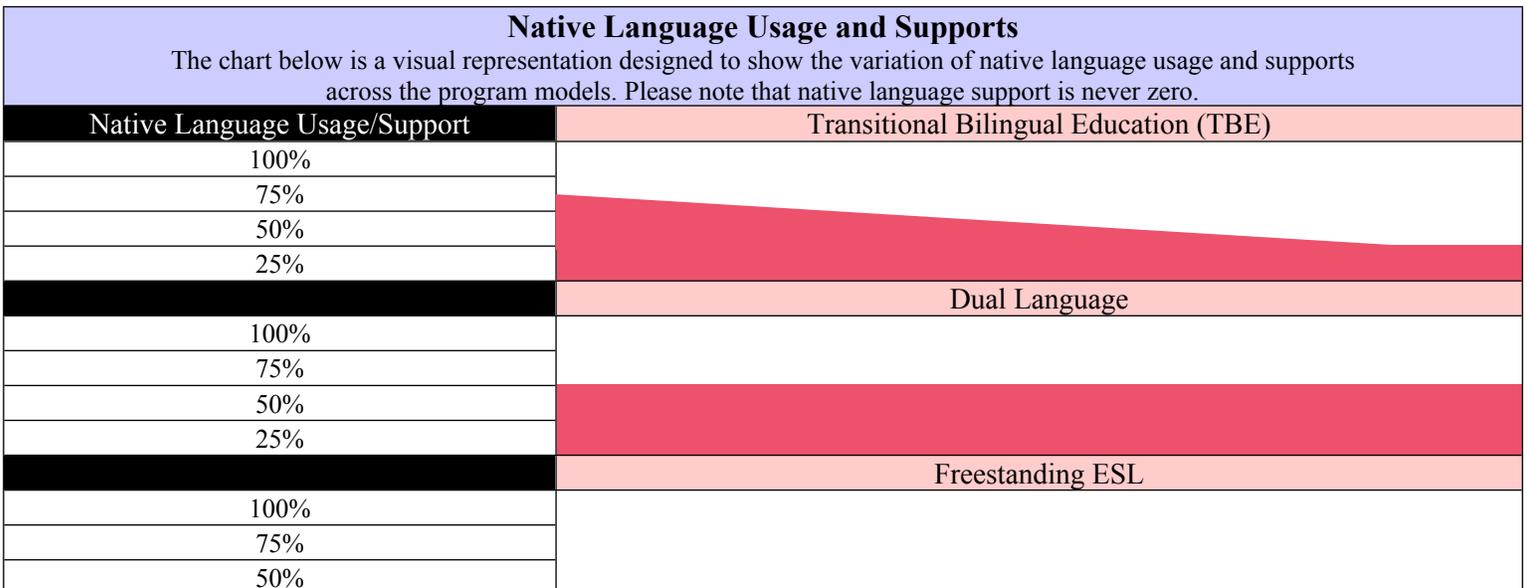
**Class/Content Area**

**Language(s) of Instruction**

Native Language Arts	
Social Studies:	
Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

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

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

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

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

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

will allow parents to become partners in their child's education regardless of language. Additionally, the translation of the website and School Messenger affords equal access to all school programs.

Teachers use small-group instruction to provide intervention to ELLs. Imagine Learning is utilized weekly to assist in acquiring English language skills. In addition, within the regular classroom program, ELLs are provided with Native Language glossaries, use of computers with native language programs, listening centers with native language books on tape, picture dictionaries with a CD, Leap Pads and Leapsters with native language stories and books where available. Teachers utilize Elmo projectors, Smart Boards, word walls with pictures, overhead projectors and lap tops to engage the ELL Learner. The ESL teachers utilize a variety and combination of Balanced Literacy and English as a Second Language strategies and techniques, using the workshop model, when possible. These include word study, phonics, guided reading, direct instruction in reading and writing, often in the content areas. ESL classroom activities are reflective of the content area topics which are in the Core Curriculum of each grade. The ESL teachers realize that content related language/academic language takes a long time to develop. Therefore, the ESL teachers endeavor to modify content area materials to make the material comprehensible to the ELL student. Additionally, we have purchased Smart Tables and Interactive Response Systems to engage all learners including our ESL students in learning through technology. Teachers will be involved in all levels of Professional Development in integrating technology into the curriculum.

Native Language support is provided through Native Language Glossaries, word for word interactive dictionaries, and translation of all letters and communication with parents. Materials are provided in the nine different primary languages where available. Teachers in the ESL program provide opportunities for ELL students to use these materials. ESL teachers also work with teachers of the day program to introduce the native language materials available and discuss how they can be used to support native language in the classrooms.

Required services are provided in accordance with the levels of each student according to the level attained on the LAB-R for newly enrolled students or the NYSESLAT. The students are grouped for ESL according to age/grade and within those groups according to their ESL level for example, grade 3 Beginner/Intermediate students are grouped together while grade 3 Advanced students are grouped together. Materials provided for ELL students are also age appropriate and reflect the curriculum for the grade. Imagine Learning program, stressing English language development is a non-graded approach. Instruction in this program is delivered to each student based on his/her readiness. This is determined by a pretest and progresses at each child's own pace. In the Early Childhood grades and for ESL Beginner and Intermediate students, teachers emphasize letter and sound recognition, names of letters and sounds, development of sight words and reading readiness skills. For middle school students 3-8 and Advanced ESL, students are provided content area materials presented with an ELA focus and ESL approach. This includes Shared Reading, Guided Reading and Word Study. All ELLs are provided NYSESLAT test support according to their ESL level determined by the LAB-R and or prior NYSESLAT. This support is presented using an ELA and ESL approach.

All newly enrolled students are offered the opportunity to tour the school prior to the school year. The Parent Coordinator is available throughout the summer school program to answer questions of newly enrolled students and many ESL students are offered a Title III Summer Program.

All students including ELL students are given Spanish instruction in grades 6, 7 and 8.

### C. Schools with Dual Language Programs

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

N/A



## 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.

The ESL staff will work with the Network Support Team and the administration to enhance ESL instruction. In addition, we have contracted with Imagine Learning to provide support and professional development throughout the school year for ESL teachers, all staff, assistant principals, guidance counselors, special education teacher, school psychologist, parent coordinator, occupational and physical therapist. The June Professional Development day will be used for ESL curriculum mapping. ESL teachers will turnkey any training that they have received. Additionally, ESL teachers are part of the Instructional Team which shares information and best practices across the grades. They provide a seamless approach to instruction as students progress through this K through 8 school. Secretaries and the Parent Coordinator receive training regarding the Home Language Surveys, registration and translation for ELLs. Our staff including all mentioned above participate in LAP training, ESL workshops provided by our network, school leaders, UFT Teacher Center, CSA and the supervisor of speech.

All teachers including paraprofessionals, the School Psychologist and the Parent Coordinator are trained in the utilization and data interpretation of the NYSESLAT exam and the Imagine Learning Program. They are provided with professional development on ESL strategies that are implemented in the content areas including content vocabulary.

School leadership provides opportunities for school staff to participate in and provide turn-key training on new ESL approaches. They are provided with listing of workshops offered in the area of ESL enabling them to choose workshops in areas of interest. Parent Coordinator attends meetings with the Family Advocate to receive professional development to support parents of ELL learners. School leaders provide common prep time, an opportunity for ESL teachers to meet with teachers of the grades they service. School leaders provide funding for programs and materials including, Imagine Learning, Orton Gillingham, E-Chalk, School Messenger and native language materials and translations.

In order to provide a seamless approach to instruction, teachers on each grade level provide weekly Curriculum sheets to the ESL teachers outlining the topics being covered in each subject area. This allows the ESL teachers to align the curriculum with the ESL program. The ESL teachers are also available to meet with the teachers of the grades they are servicing during common preps. In order to share best practices and provide turnkey training in ESL methodology, the ESL teachers meet with the Principal monthly for "Chats With the Principal", they are part of the PPC and Instructional Teams in order to help monitor the progress of our ELLs and to be a part of the decision making body for the school.

While our school maintains a seamless approach in our K-8 school, we house our Kindergarten classes in the Early Childhood Center to assist students including ELLs, as they transition to school. This provides a smaller community and a more controlled environment. To assist all students including ELLs transitioning to middle school, our sixth grade classes are self-contained. The grade eight advisor provides support to our ELLs as they transition from middle to high school. She works with the families and students to review high school choices and programs. She works with the students and families to complete the application process with the assistance of a translator when needed.

All staff is given the mandated 7.5 hours of training through common prep meetings where they meet with the ESL teachers to share best practices, monitor the progress of the ELLs and learn new ESL methodologies to meet the needs of their students. In addition, they meet monthly with the Principal at Chats and Faculty Conferences to receive professional development on differentiation of instruction and the construct of the NYSESLAT exam. They work as a team to analyze data to determine what areas are high priority based on the NYSESLAT modalities and the Periodic Assessments. They meet with Network Staff to identify new ways to work with our ELLs in order to continue to reach proficiency. Records are maintained through agendas and sign-in sheets.

The ESL staff will work with the Network Support Team and the administration to enhance ESL instruction. In addition we have contracted with Imagine Learning to provide support and professional development throughout the school year for ESL teachers, all staff and administration and with Tequipment to provide PD for all teachers in the use of the SmartBoard and Smart Response System for differentiated instruction. The June Professional Development day will be used for ESL curriculum mapping. ESL teachers will turnkey any training that they have received. Additionally, ESL teachers are part of the Instructional Team which shares information and best practices across the grades. They provide a seamless approach to instruction as students progress through this K through 8 school.

Secretaries and the Parent Coordinator have received training regarding the Home Language Surveys, registration and translation for ELLs.

## E. Parental Involvement

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

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

PS/IS 104K is closely aligned with the local Bay Ridge community. Many senators, councilmen and civic agencies, as well as the Fort Hamilton Army Base, have an excellent relationship with the school. They support the school with additional funds as well as parent/community cooperation with school activities and events. The school hopes to maintain this cooperative atmosphere into the coming school year. They have provided funding for programs to come into our school that celebrate the many cultures that make up our school.

In addition, we conduct a needs assessment to decide topics of interest for PTA meetings, after-school programs and areas of interest for events at the school. In addition, our new website allows us to monitor the number of parents who log on and provides links to many valuable resources and a directory of school staff and email.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12	L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	9	3	2	4	2	3	0	0					30
Intermediate(I)	0	7	0	10	5	2	3	1	2					30
Advanced (A)	13	2	8	1	8	2	3	5	10					52
Total	20	18	11	13	17	6	9	6	12	0	0	0	0	112

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4		6		3		1		14
4	0		3		4		1		8
5	0		1		8		1		10
6	1		2		4		6		13
7	1		3		5		1		10
8	1		4		3		0		8
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		3		4		1		8
8	2		7		2		0		11
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

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

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

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

### **Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

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

**Cluster: 4**      **Network: CFN 409**

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

**Translations by Class & Grade 2011-2012**

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

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

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

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S./I.S.104	DBN: 20K104
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 42
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will be implementing a supplemental instructional program to approximately 42 ELLs in grades 5 through 8. One .2 (one day) F-status licensed ESL teacher will be hired to provide supplemental services to at-risk ESL students based on the results of the Spring 2012 NYEESLAT exam. The emphasis of the program will be to support ELLs and immigrant students in the Test Sophistication Skills necessary for them to achieve the academic standards that all students are expected to meet. The program will address the Chancellor's recommendations by aligning the supplementary work to the comprehensive core curriculum in literacy taking place in the classrooms. In doing so, the students will be instructed through the Imagine Learning English program to strengthen word study, phonics, comprehension and writing strategies. In addition

To support the program Title III funds will be used to purchase:

54 headphones with microphones to support the Imagine Learning.

6 My Talking Dictionary (Span,Urdu,Arabic)

Post-its

2 Imagine Learning licenses

15 Empire NYEESLAT K-1 books In addition this supplemental program will provide support to new ELL students required to take content area state exams.

### Part C: Professional Development

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

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

Begin description here: Our Title III "F" Status teacher in addition to the entire staff will participate in staff development sessions throughout the year. ESL teachers, outside educational Consultants and CFN 409 Team will conduct the sessions. Specifically, teachers will be provided professional development on:

The content of the NYEESLAT exam and its alignment to the NYS English Language Arts exam and

### Part C: Professional Development

classroom instruction.

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

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

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

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

Multiple Entry Point approaches in instruction for math and literacy.

### Part D: Parental Engagement Activities

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

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

Begin description here:

The school staff, including the administration, the ESL teachers, classroom and specialty teachers, the parent coordinator and the support staff, work diligently to provide a welcoming atmosphere for the students, their parents and the community. All school related information is distributed to parents of ELLs in English or in the native language when available. Our parent coordinator provides assistance to newcomers, ELL students and their families. Our school maintains a list of volunteer translators to assist in communication with non-English speaking parents. At the beginning of each year, the parent coordinator distributes a survey to all parents asking for their language of choice in receiving information. This survey is used to provide parents with information in their native language when available. The administration also receives the results of the Learning Environment Surveys completed by parents, enabling us to be aware of their concerns and needs. In addition to previously mentioned parental support, parents of ELLs are invited to Fall and Spring parent conferences in November and March. PS/IS 104 is aware of the supportive role parents play in the daily education of all students. A continual outreach is made to the parents of ELL students. Their lack of ability with the English language sometimes makes them reluctant to participate. On-going parent workshops, translations of most materials, use of translation services and family oriented activities throughout the school year, work to inform and involve these as well as mainstream parents. PTA meetings are held monthly at varying times to include all parents in school activities. In addition to the Curriculum Conferences, ESL Orientation, Open School Week and Parent Teacher Conferences, parents are invited to the school for

### Part D: Parental Engagement Activities

various events such as: Grandparents Day, multicultural celebrations, assembly programs, student performances, Book Fair, classroom presentations and trips. Prior to the school year, we offer families the opportunity to tour the school if requested. In addition, we continue to utilize the E-Chalk website to assist all parents in becoming involved in their child's education. This website has been extremely helpful in parent involvement for our ELL families as it allows them to translate information by simply pushing a button. In an effort to meet the identified needs of our school, we utilize the School Messenger System translated into our major languages.

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

January 2013 - the ESL teachers will provide parents with a blueprint of the state exams their children will be taking: NYSESLAT, NYS Math, NYS ELA, NYS Science (grades 4 and 8).

February 2013 - parents of students in grades K-2 will be invited to a workshop offering ways to assist their children at home.

May 2013 - parents of all children in the ESL program will be provided with a workshop focusing on maintaining his/her child's growth over the summer. Additionally, advice will be offered to parents who may opt to relocate or temporarily leave the country.

### Part E: Budget

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

Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$11,960	One .2 F-status ESL teacher 1x per week for supplemental services.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	N/A	N/A
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly</li> </ul>	54@ 21.68=1170.72 6@43.95=263.70 9.83 15@18.65=279.75	(54) headphones with microphones for Imagine Learning program (6) My Talking Dictionary (Span,Urdu,Arabic) Post-its (15)Empire NYSESLAT K-1 books

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13984

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)	\$300	2 Imagine Learning licenses
Travel	N/A	N/A
Other	N/A	N/A
<b>TOTAL</b>	<b>\$13,94.00</b>	