



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: 26Q074 NATHANIEL HAWTHORNE MIDDLE SCHOOL

PRINCIPAL: ANTHONY M. ARMSTRONG

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SUPERINTENDENT: ANITA SAUNDERS

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
Anthony Armstrong	*Principal or Designee	
Dina Mayer	*UFT Chapter Leader or Designee	
Peter Wong	*PA/PTA President or Designated Co-President	
Richard Schaffer	CSA Representative	
Diane Fleming	Teacher	
Irene Papamichael	Teacher	
Diane Fleming	Teacher	
Jean Posada	Teacher	
Maureen Doherty	Teacher	
Earl Simons	Parent	
Daisy King	Parent	
Cathy Cahn	Parent	
Fannie Salerno	Parent	
Alexandra DeLucca	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

By June 2012, all students in grades 6, 7 and 8 will be engaged in at least two literacy tasks in ELA, Science, and Social Studies that have multiple entry point for all learners, including ELLS and SWDs, which are embedded in a rigorous curriculum unit aligned to the Common Core Learning Standards as evidenced by a final assessment, using a teacher designed CCLS aligned rubric.

Comprehensive needs assessment

This task is part of the citywide expectations to strengthen student work by developing a shared understanding of success; by means of creating and incorporating rigorous aligned CCLS tasks in order to prepare our students for college and career readiness.

Activity #1

Collaborative Teams: Teachers will engage in weekly inquiry meetings to use grade level performance tasks to review student work in order to refine classroom instruction, curriculum, and assessment with the purpose of determining the implications for future instruction and student development. Teachers will meet weekly to design appropriate grade level performance based CCLS aligned tasks that ask students to read and analyze informational texts and write opinions and arguments in response.

Target Population: All students in grades, 6,7, & 8

Responsible staff members: Teachers

Timeline/Implementation: September 2012- June 2013

Activity #2

Professional Development: Network staff including the Network Achievement Coach facilitates PD for lead teacher and Assistant Principals to provide tools and resources to continue with unit planning; UFT Teacher Center PD for our Teacher Center Staff Member and lead teacher provides resources and workshops on designing rigorous CCLS aligned tasks; Network Sponsored America's Choice PD for Assistant Principals and lead teachers on looking at student work through the lens of the CCLS and PARCC assessments. UFT Teacher Center Staff member and lead teachers as well as the Assistant Principals will provide ongoing PD for the staff.

Target Population: Teachers

Responsible Staff members: Assistant Principals, Instruction Lead teachers, Teachers

Timeline: September 2012-June 2013

Activity #3

Professional Development for Curriculum: Network sponsored PD from Scholastic will support our professional learning through an on-site classroom lab setting; debriefing and curriculum planning time will be included. Resources which are aligned to the CCLS will assist our students to read and analyze informational texts and write opinions and arguments in response.

Target Population: Students in Grades 6, 7 & 8

Responsible Staff members: Teachers

Timeline: July 2012 – June 2013

Strategies to increase parental involvement

Our Parent Coordinator will provide Parent Workshops on diverse topics. An Evening of Literacy and Math has been scheduled for all parents, with the assistance of the ELA & Math Departments. During our monthly PTA meetings, information on the CCLS & CEP, in addition to other school related updates/strategies, will be provided by the Parent Coordinator, Principal and scheduled speakers.

Budget and resources alignment

The school will utilize existing staff, network support/resources and Tax Levy (Per-session, Per diem, OTPS) funding.

Service and program coordination

Our School Based Support Team meets weekly to discuss the needs and concerns of our students; through weekly articulation, strategies are created to assist our students in meeting the demands of a rigorous curriculum. The school uses the city wide theme, Respect For All, within our literacy units. Our Child Support Team meets monthly to implement strategies for the entire school community about increasing the sensitivity level toward students with special needs and special situations; in addition we have implemented the nationally renowned program, Healthy Choices, Healthy Living, as a recipient of a grant from the Cal Ripken Foundation.

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

By June 2013, all students in grades 6, 7 and 8 will be engaged in at least two math tasks that have multiple entry point for all learners, including ELLS and SWDs, which are embedded in a rigorous curriculum unit aligned to the Common Core Learning Standards as evidenced by a final assessment, using a teacher designed CCLS aligned rubric.

Comprehensive needs assessment

This task is part of the citywide expectations to strengthen student work by developing a shared understanding of success; by means of creating and incorporating rigorous aligned CCLS tasks in order to prepare our students for college and career readiness.

Instructional strategies/activities

Activity #1

Collaborative Teams: Teachers will engage in weekly inquiry meetings to use grade level performance tasks to review student work in order to refine classroom instruction, curriculum, and assessment with the purpose of determining the implications for future instruction and student development. Teachers will meet weekly to design appropriate grade level performance based CCLS aligned tasks that ask students to model with mathematics and construct viable arguments and critique the reasoning of others.

Target Population: All students in grades, 6,7, & 8

Responsible staff members: Teachers

Timeline/Implementation: September 2012- June 2013

Activity #2

Professional Development: Network staff including the Network Achievement Coach facilitates PD for lead teacher and Assistant Principals to provide tools and resources to begin unit planning; UFT Teacher Center PD for our Teacher Center Staff Member and lead teacher provides resources and workshops on designing rigorous CCLS aligned tasks; UFT Teacher Center Knowledge Nosh and e-Learns are presented to the entire staff to provide ongoing support on designing rigorous CCLS aligned tasks and developing curriculum; Network support in order to level tasks and determine the complexity of the tasks according to NAEP. UFT Teacher Center Staff member and lead teachers as well as the Assistant Principals will provide ongoing PD for the staff.

Target Population: Teachers

Responsible Staff members: Assistant Principals, Instructional Lead teacher, Teachers

Timeline: September 2012-June 2013

Strategies to increase parental involvement

Our Parent Coordinator will provide Parent Workshops on the CCLS. An Evening of Literacy and Math has been scheduled for all parents, with the assistance of the ELA & Math Departments. During our monthly PTA meetings, information on the CCLS, in addition to other school related updates/strategies, will be provided by the Parent Coordinator, Principal and scheduled speakers.

Budget and resources alignment

The school will utilize existing staff, network support/resources and Tax Levy (Per-session, Per diem, OTPS) funding.

Service and program coordination

Our School Based Support Team meets weekly to discuss the needs and concerns of our students; through weekly articulation, strategies are created to assist our students in meeting the demands of a rigorous curriculum. The school uses the city wide theme, Respect For All, within our literacy units. Our Child Support Team meets monthly to implement strategies for the entire school community about increasing the sensitivity level toward students with special needs and special situations; in addition we have implemented the nationally renowned program, Healthy Choices, Healthy Living, as a recipient of a grant from the Cal Ripken Foundation.

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

By June 2012, all supervisory staff will have engaged in short, unannounced frequent mini-observations of all teachers. Teachers will be provided with actionable feedback in a timely fashion including suggestions with a focus on a research based framework/rubric. This feedback will demonstrate clear expectations for teacher practice.

Comprehensive needs assessment

Citywide expectations involve strengthening teacher practice and student work. If teacher practice is strengthened, student work and performance will be improved. Low inference observations based around a research-based focus will enable teachers to reflect on their practices, and make positive adjustments with class lessons.

Instructional strategies/activities

Activity #1

Professional Development for Supervisory Staff: Network-level PD on Charlotte Danielson's Framework on Teaching for Principal and Assistant Principals to provide an overview of the 4 domains, research-based rubric and how to apply them to teacher practice; Network sponsored PD will provide support for Principal and Assistant Principals on the utilization and implementation of the 4 domains as written by Charlotte Danielson. Network-level PD on providing high quality feedback to teachers in order to improve teacher practice and student learning. Book Talk on Charlotte Danielson's Framework and Handbook on Teaching will guide instructional cabinet agenda and Faculty Conferences.

Target Population: Teachers

Responsible Staff members: Principal and Assistant Principals

Timeline: July 2012-June 2013

Activity # 2

Professional Development for Teachers: PD on Charlotte Danielson's Framework on Teaching for staff/teachers to provide an overview of the 4 domains, research-based rubric and how to apply them to teacher practice; Teacher self-assessment on ARIS Learn. Network-level PD on providing high quality feedback to teachers in order to improve teacher practice and student learning.

Target Population: Teachers

Responsible Staff members: Principal and Assistant Principals

Timeline: July 2012-June 2013

Activity #3

Implementation: Utilizing excel, administrative TEAM will document mini-observations/visitations, and formal observations. Feedback provided to teachers will incorporate the domains within ARIS Learn and Charlotte Danielson's Framework on Teaching. Administrative TEAM and Staff will participate in self-assessment through ARIS Learn. SMART Goals are aligned to the research based rubric; ongoing discussions will take place in Collaborative Inquiry meetings, Department meetings and individual conversations.

Target Population: Teachers

Responsible Staff members: Principal and Assistant Principals

Timeline: July 2012-June 2013

Strategies to increase parental involvement

Our Parent Coordinator will provide Parent Workshops on diverse topics. An Evening of Literacy and Math has been scheduled for all parents, with the assistance of the ELA & Math Departments. During our monthly PTA meetings, information on the CCLS & CEP, in addition to other school related updates/strategies, will be provided by the Parent Coordinator, Principal and scheduled speakers.

Budget and resources alignment

The school will utilize existing staff, network support/resources and Tax Levy (Per-session, Per diem, OTPS) funding.

Service and program coordination

Our School Based Support Team meets weekly to discuss the needs and concerns of our students; through weekly articulation, strategies are created to assist our students in meeting the demands of a rigorous curriculum. The school uses the city wide theme, Respect For All, within our literacy units. Our Child Support Team meets monthly to implement strategies for the entire school community about increasing the sensitivity level toward students with special needs and special situations; in addition we have implemented the nationally renowned program, Healthy Choices, Healthy Living, as a recipient of a grant from the Cal Ripken Foundation.

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

By June 2013, we will increase the percentage of parents who indicate that they are satisfied with how well the school communicates with them by 3% as measured by responses to the Learning Environment Survey.

Comprehensive needs assessment

According to the Learning Environment Survey for the past three years, more than 10% of parents indicated that they were less than satisfied with the way in which the school communicated with them. Furthermore, the surveys indicate that parents did not receive regular communication about curriculum and services offered by the school.

Instructional strategies/activities

Activity #1

Multiple methods of dissemination of information: Information about curriculum and expectations, services offered by the school and important school events and activities will be distributed through letters sent home with students and through at least one secondary method, i.e. school messenger including email attachment and the school website. School messenger logs and website data will inform school of frequency of receipt of information.

Target Population: Parents

Responsible staff members: Principal, Assistant Principals, teachers, parent coordinator

Implementation: September 2012 – June 2013

Activity #2

Fall/Spring Newsletters: Newsletters will be sent home to parents to detail what their children are studying in each discipline. Teachers will contribute to the newsletter by summarizing what skills, content and assessments will be included in each quarter. Newsletters will be sent home with students, posted on the school website and included in email attachments through the phone messenger.

Target Population: Parents

Responsible staff members: Principal, Assistant Principals, teachers

Implementation: September 2012 – June 2013

Activity #3

Parent Workshops: Regular workshops will be offered to parents dealing with the curriculum, various expectations of students and strategies for success for students. Topics for workshops will include: the Common Core Learning Standards, the High School

Application Process and strategies for success for English Language Learners and Students with Disabilities. Information about workshops will be sent home with students, posted on the school website and included in email attachments through the phone messenger.

Target Population: Parents

Responsible staff members: Principal, Assistant Principals, teachers, staff developer, parent coordinator

Implementation: September 2012 – June 2013

Activity #4

School created Learning Environment Survey: A school created Learning Environment Survey will be distributed to parents twice during the school year to periodically assess satisfaction with school-to-parent communication. Particular attention will be paid to parent satisfaction with communication dealing with curriculum and school services. The results of the survey will be used to enhance communication over the course of the school year as feedback dictates.

Target Population: Parents

Responsible staff members: Principal, parent coordinator

Implementation: September 2012 – June 2013

Strategies to increase parental involvement

In addition to the activities listed above, our Parent Coordinator, SLT and PTA will implement programs/activities/events for our ELL families.

Our Parent Coordinator will provide Parent Workshops on diverse topics. An Evening of Literacy and Math has been scheduled for all parents, with the assistance of the ELA & Math Departments.

During our monthly PTA meetings, information on the CCLS & CEP, in addition to other school related updates/strategies, will be provided by the Parent Coordinator, Principal and scheduled speakers.

Budget and resources alignment

The school will utilize existing staff, network support/resources and Tax Levy (Per-session, Per diem, OTPS) funding.

Service and program coordination

Our School Based Support Team meets weekly to discuss the needs and concerns of our students; through weekly articulation, strategies are created to assist our students in meeting the demands of a rigorous curriculum. The school uses the city wide theme, Respect For All, within our literacy units. Our Child Support Team meets monthly to implement strategies for the entire school community about increasing the sensitivity level toward students with special needs and special situations; in addition we have implemented the nationally renowned program, Healthy Choices, Healthy Living, as a recipient of a grant from the Cal Ripken Foundation.

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

By June 2012, 10% of our ELL population, grades 6, 7 & 8, will improve in language acquisition, as evidenced by an increase in the number of students performing on grade level on the NYS ELA standardized test.

Comprehensive needs assessment

Students with limited English proficiency (LEP) were not meeting the English Language Arts Proficiency Standards; these observations were made based on data from ARIS. The data also is gathered from the Item Skills Analysis Tool outlining the results from the New York State Mathematics Assessment in April 2012.

Activity #1

Professional Development: Network staff facilitates PD for lead teacher and Assistant Principals to provide tools and resources to include within unit planning; these strategies include, but are not limited to scaffolded instruction, incorporating graphic organizers, multiple entry points and the use of word to word dictionaries, as well as content glossaries; UFT Teacher Center PD for our Teacher Center Staff Member and lead teacher provides resources and workshops on language acquisition skills; Network Sponsored Q-Tel PD for classroom teacher on instructional strategies for content area classrooms, in order to improve teacher practice and student learning. Our ESL certified teachers will facilitate PD to the entire staff on instructional strategies and skills to increase teacher sensitivity and awareness.

Target Population: English Language Learners

Responsible Staff members: Assistant Principals, Lead teacher, Teachers

Timeline: September 2012-June 2013

Activity #2

Implementation: The school will utilize extended day and Title III Program to provide additional academic services; this will allow identified students who did not meet proficiency on the previous year's NYS ELA exam to receive additional support from their ELA teacher or from a licensed ESL teacher. The support will focus on areas most in need of improvement, for each student based on data from the item skills analysis; appropriate materials will be ordered to meet their needs.

Target Population: English Language Learners

Responsible Staff members: Principal, Assistant Principals, Teachers

Timeline: September 2012-June 2013

Strategies to increase parental involvement

Our Parent Coordinator, SLT, ESL/ELA Department, Extended Cabinet and PTA will implement programs/activities/events for our ELL families. Book Fairs and Library orders will represent the diversity within our building.

Our Parent Coordinator will provide Parent Workshops on diverse topics. An Evening of Literacy and Math has been scheduled for all parents, with the assistance of the ELA & Math Departments.

During our monthly PTA meetings, information on the CCLS & CEP, in addition to other school related updates/strategies, will be provided by the Parent Coordinator, Principal and scheduled speakers.

Budget and resources alignment

The school will utilize existing staff, network support/resources and Tax Levy (Per-session, Per diem, OTPS) funding.

Service and program coordination

Our School Based Support Team meets weekly to discuss the needs and concerns of our students; through weekly articulation, strategies are created to assist our students in meeting the demands of a rigorous curriculum.

The school uses the city wide theme, Respect For All, within our literacy units, while other departments make connections. Our Dean, makes classroom visits to discuss proactive behavior.

Our Child Support Team meets monthly to implement strategies for the entire school community about increasing the sensitivity level toward students with special needs and special situations; in addition we have implemented the nationally renowned program, Healthy Choices, Healthy Living, as a recipient of a grant from the Cal Ripkin Foundation.

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	<ul style="list-style-type: none"> • Test Ready (online program) • Peer Tutoring 	<ul style="list-style-type: none"> • Small Group • One-on-one with students across major subjects 	<ul style="list-style-type: none"> • After School- two days a week
Mathematics	<ul style="list-style-type: none"> • IXL Website • Integrated Algebra Regents Extra Help Session 	<ul style="list-style-type: none"> • Small Group • Program is designed to work with students on their current academic performance levels • Question difficulty will increase as students become more proficient with concepts 	<ul style="list-style-type: none"> • After School- one day a week • Integrated Algebra-help one day a week
Science	<ul style="list-style-type: none"> • Earth Science Extra Help for Regent 	<ul style="list-style-type: none"> • Whole Class 	<ul style="list-style-type: none"> • After School and on Saturdays
Social Studies			

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			
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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.

Currently, 100% of the teaching staff is highly qualified teachers. In order to maintain 100% HQT status, administrative staff will attend hiring fairs to identify and recruit highly qualified teachers.

The Pupil Personnel Secretary will work closely with the HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.

Mentors are assigned to support new teachers, under qualified teachers, and struggling teachers.

**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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- 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 1st 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 Moldonado/Fong	District 26	Borough Queens	School Number 074
School Name Nathaniel Hawthorne Middle School			

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

Principal Anthony Armstrong	Assistant Principal Lisa Perlstein
Coach Gina King (literacy)	Coach
ESL Teacher Tessa Lafond	Guidance Counselor
Teacher/Subject Area Monica Leon	Parent Peter Wong
Teacher/Subject Area Kathy Cooley	Parent Coordinator Christine Spagnolo
Related Service Provider	Other
Network Leader Mae Fong	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	5
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	945	Total Number of ELLs	45	ELLs as share of total student population (%)	4.76%
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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. 

Upon first time registration into the NYC school system parents receive the Home Language Identification Survey (HLIS) to determine Lab-R eligibility and potential identification as an English Language Learner (ELL). When appropriate, the HLIS is given to the parent in their native language, when available. Based on the answers on the HLIS, it is determined if the student is eligible to be administered the LAB-R. One of our fully certified ESL teachers or other trained licensed pedagogues gives an informal interview to the student and parent, and determines the OTELE code for the HLIS. The code is then entered into the City database system and the student, if deemed eligible, is tested by one of our ESL teachers or a fully certified pedagogue within 10 days of registration to determine initial placement in our ESL program. Any Spanish speaking student who is administered the English LAB-R and does not pass is administered the Spanish LAB to determine the level of native language literacy. Also within 10 days of registration parents are invited to a parent orientation meeting where they are informed of the three models of second language programs offered in the NYC school system (Freestanding ESL; Transitional Bilingual Education [TBE]; Dual Language [DL]). Parents watch and listen to a video in their native language, as available to understand the options available to them and their children. If a parent's native language is not available as video, we make all necessary arrangements to have a translator available. At all parent orientations a certified ESL teacher or other licensed and trained pedagogue is available. Once the video is viewed and all parent questions are answered, the parent is asked to fill out the parent choice survey form. All attempts are made to place the student in the first choice program as indicated by the parent. As per the Aspira Consent decree, if 15 parents of the same language group whose children are in one or on two contiguous grades indicate a TBE program as first choice, we will create such a program. If the first choice program is not available in our school, we assist the parent in finding an appropriate program for their child. The parent can then make an informed decision. If a parent does not come to the orientation, a second request is mailed to the parent. If the parent still does not attend the orientation, then a third request is made sent by certified mail.

Upon scoring of the LAB-R parents are sent a notification letter informing them of the determination of their child: either Entitled for ESL services or Non-Entitled for services, if the child passes the LAB-R.

Each year we assess the language growth and progress of our ELLs by administering the NYSESLAT. Following the release of the LAT scores we are able to place the students accordingly based on their new proficiency levels.

Inasmuch as we are a Middle School, we place our students based on parent choice surveys from their elementary programs. The parent choice trend for those students who enter the school system in grades 6-8 is and has been for Freestanding ESL. The placement of students is aligned with parent requests. As stated above, we will follow mandates of the Aspira Consent decree in creating appropriate programs when and if deemed necessary by parent choice surveys.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							2	1	2					5
Total	0	0	0	0	0	0	2	1	2	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	9
SIFE	5	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	36	5	5	6	0	4	3	0	0		45
Total	36	5	5	6	0	4	3	0	0		45

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									3					3
Chinese							10	11	7					28
Russian									1					1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean							6	3	3					12
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	17	14	14	0	0	0	0	45

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?

The ELL program at Nathaniel Hawthorne Middle School 74 supports the efforts of all English Language Learners in acquiring English language skills and achieving English language proficiency in a requisite time frame. At Middle School 74, we have a freestanding ESL Program incorporating a pullout model. ELL students spend the entire day in all English content area instruction. Our Beginning and Intermediate level ELLs are placed heterogeneously by grade, while our Advanced grade 6 and 8 students are placed homogeneously by grade. The instructional program implemented in MS 74 ensures continued language development by combining the workshop model, content area instruction, and thematic units through the components of a balanced literacy model.

Our ELL program services students in grades 6 through 8. The ESL teachers take the students from various elective classes and bring them together for small group English instruction, with a 12-15 students per group ratio. Instructional time as per CR 154 is based on their proficiency level. Our beginners and intermediate students receive at least 360 minutes of instruction per week, while the advanced level students receive at least 180 minutes of instruction per week. Our fully licensed and certified teachers conduct the pullout program with English being the language of instruction. Our ELLs receive 25% of their instruction minutes in native language literacy by virtue of bilingual glossaries in content areas, classroom library books in native languages, Rosetta Stone for our Spanish speakers. We are working on obtaining the licenses for Rosetta Stone in English as well as other languages represented in our school. Students receive chapter summaries in their native languages through the INSIDE program, which covers science, social studies, and various literacy genres. We differentiate instruction for ELLs in content classrooms. A Balanced Literacy approach is used to foster rapid growth of academic language along with English language acquisition. In the Reading Workshop, students develop language and academic skills through Read Aloud, Shared Reading, Guided Reading, Independent reading, word recognition, and vocabulary strategies. These activities serve to reinforce and address the state ESL standard which requires students to listen, speak, read and write in English for literary response, enjoyment and expression. In the writing workshop, teachers model and demonstrate standards based writing, and students are responsible for writing narrative accounts, narrative essays, and response to literature, feature articles and other forms of grade level writing according to their proficiency level.

Instruction is aligned with the New York State learning standards and the core curriculum. A wide range of materials and strategies are incorporated into the methodology to support students understanding of academic content. There is a strong emphasis in the content areas of mathematics, science and social studies to develop critical thinking skills, problem-solving skills, to understand academic and content language and vocabulary, and to communicate effectively in English. Classroom notes in content classes are translated into student's native language when necessary. We have also provided content teachers with alternate texts for English language learners such as Great Sources' Access Series in English, science, math and social studies to help support ELLs in the content classrooms.

Other than the Spanish LAB-R, administered when appropriate, we do not assess in NL

Data driven instruction uses the Lab R, NYSESLAT scores, Acuity and Scantron results, state test results and the Pearson periodic assessment for English Language Learners, to help form appropriate differentiation of instruction. Additionally, the ESL teachers

A. Programming and Scheduling Information

collaborate with the content teachers to keep up to date with core subject curricula and timelines in the content classrooms. ELL students are given the opportunity to utilize the computer lab and library computers to improve literacy, writing and research skills. Our inquiry teams focus on ESL methodologies and techniques to enhance learning for our ELLs in every classroom, all the time.

Classroom and ESL teachers coordinate to design lessons that compliment content area instruction while taking different cognitive learning styles strength in language modalities into consideration. Our newcomer students are provided with bi-lingual (picture) dictionaries, and bi-lingual book choices (libraries) in classrooms. Individual and group projects, oral presentations, and writing samples are all used to assess the development of student progress.

Our afternoon program addresses the needs of our intermediate and advanced students helping them with content area subject material, study skills and specific ELA reading strategies to prepare our students for the NY State reading exam in May. Our Saturday program has benefited beginning ELL students with cultural enrichment as well as extra language support and skills they need to move along the continuum to the level of proficiency.

Our ESL and content area teachers collaborate to use strategies to support the needs of our ELLs receiving 4 to 6 years. Since many remain in ESL because they have not yet become proficient in writing, special emphasis is placed on helping students develop this skill.

We use the extended day program and a pull-out reading program during the school day to support the long term ELL students to acquire the language skills to reach proficiency. We have included the long term ELLs and the 5 Sife students into our inquiry teams to help us develop a plan of action to support these students to become proficient.

We have a small special needs ESL student population that take the NYRSA exam as well as the NYSESLAT. These students acquire language skills in their self contained classes with the expertise of special education teachers and paraprofessionals. Once our students reach proficiency levels, we afford them various supports if needed, such as additional math or ELA support in extended day programs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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?

. We utilize various graphic organizers, translations of texts and notes, word to word content glossaries. We scaffold instruction and group ELLs with proficient students of the same language background. ELLs are included in all our school intervention services, as appropriate. All services are offered in English. Recently designated proficient students (as per the NYSESLAT 2010 and 2011) receive extended time, (as deemed appropriate by school administration and teachers), on classroom and state exams. Our ELLs have access to all school programs as well as any and all after school support programs. Native language support is provided through translated notes and library material in student's native language. Support services and resources correspond to ELL's age, grade, and language proficiency levels. A language elective in Spanish is offered to our Advanced level ELLs in grades 7 and 8 language. Our staff and student body are aware and sensitive to the needs of our ELL population. All stakeholders work together to insure that ELL students are welcomed and feel comfortable in taking the necessary risks that will enable them to achieve success. All classroom teachers, specialty teachers, and paraprofessionals are informed and knowledgeable about the specific services and instruction that ELL students are mandated to receive. These polices are included in our school's Comprehensive Education Plan and shared with the school faculty.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

There are many ways that our staff collaborates to help drive curriculum for our ELL population. Our staff developer provides ongoing professional development workshops within the school day in our efforts to support all educators of ELLs in developing appropriate best practices and ESL strategies. During faculty conferences, grade conferences, department meetings and citywide professional development days, our staff further explores strategies and techniques with ELL experts from within or outside our school building. All educators participate in weekly inquiry department meetings at which student and teacher work is examined to align curriculum with rigor and CCLS when designing ESL lesson plans. In addition, certified ESL teachers, content teachers, and administrators attend ongoing off-site conferences throughout the year. Our network ESL support provides staff development both within our building and off-site.

Our ESL teachers help content teachers support their ELLs with exit projects. Our ESL staff facilitates professional development focused on helping our ELLs understand the differences between middle school and high school. Further, our school administration guides our teachers toward the CCLS for high school to help our 8th grade ELLs prepare for the rigor of 9th grade curriculum and demands.

As per Jose P, we ensure all teachers of ELLs receive the minimum of 7.5 hours for general ed teachers and 10 hours for special ed teachers of ESL methodology and technique. All staff receives training in compliance issues regarding ESL students. Then, throughout the year, workshops are held to provide staff with best practices in our endeavour to assist our ELLs attain proficiency. Our network ESL support specialist invites all new teachers to attend our monthly ESL meetings; also our ESL staff turnkeys information to our general teaching staff to ensure all mandated training minutes are met. An agenda is given and attendance is taken.

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?

Our ELL parents are an integral and welcomed part of our school community. Parents of ELL students are informed about ELL instruction, policies, and student progress throughout the year. Every effort is made to communicate with parents in their native language using translated letters and translators. At our workshops, we ask parents how we can best support them and address any concerns they may have. Our most recent workshop has been devoted to demonstrating the ARIS website to our ELL parents. Throughout the year, parents receive notices regarding a variety of services and workshops provided by community based organizations. These include classes in English, workshops on how to access services, and cultural activities that they and their children can participate in. The administration, teacher, and parent coordinator collaborate with the ESL teachers to ensure parents are welcomed, informed, and involved in their children's education. As part of our parent outreach, student performance reports and other crucial communication are provided in the native language (Chinese, Korean, Russian and Spanish) to parents. Translators are hired to assist during Parent-Teacher conferences and prior to the high school application process. During workshops, parents are given surveys to try to ascertain their needs and concerns. Planning for future workshops is based on the parents' responses..

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							4	6	7					17
Advanced (A)							10	7	5					22
Total	0	0	0	0	0	0	17	14	14	0	0	0	0	45

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	3	2	0	7
7	4	3	0	0	7
8	4	5	0	0	9
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	0		1		2		9		12
7	0		1		5		6		12
8	0		1		3		4		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	1		2		2		1		6
8									0
NYSAA Bilingual Spe Ed									0

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

Beside the LAB-R, Spanish LAB and the NYSESLAT, we assess early literacy skills of our ELLs by using ed Performance.com, a NYC based literacy assessment program. Also, we use observations of student work and language use to assess the growth and progress of our ELLs' language and literacy skills. We also administer the ELL periodic assessments. By using this data, we help inform our school's instructional plan by observing strengths and areas in need of support for our ELLs, helping all content teachers differentiate lessons to reach our students. The data patterns reveal that almost half of the students are advanced, about 38% are intermediate, and about 13 % are beginners. Most students are at the advanced or proficient level in listening and speaking. Our classroom practices reflect teacher awareness and utilization of available data. Teachers are encouraged to use student performance data from different assessments to plan instruction and differentiate teaching and learning. We have noticed as we examine the data that students across all grade levels acquire proficiency in the areas of listening and speaking at a more rapid rate than in reading and writing. Our ELL teachers and other staff members, who service our ELLs plan lessons to increase the amount of reading and writing in their classrooms, incorporate scaffolding techniques to support ELLs, stress academic vocabulary, and engage students in meaningful reading and writing activities. Our ELL teachers plan differentiated instruction using available data from the ELL periodic assessments. The majority of our ELLs are on or above grade level in math; however, need more support in language skills as indicated from the results of the ELA exam. We are providing students with classroom as well as after school support in the areas of reading and writing for the ELA exam. We measure success of our program by looking at how our students move through the proficiency levels while they attend MS 74. As students enter and are tested, we make every effort to move them along the continuum to proficiency.

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.

WPaste additional information here

Part VI: LAP Assurances

School Name: <u>Nathaniel Hawthorne</u>		School DBN: <u>26Q074</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: Nathaniel Hawthorne

School DBN: 26Q074

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Armstrong	Principal		10/25/11
Lisa Perlstein	Assistant Principal		10/25/11
Christine Spagnolo	Parent Coordinator		10/25/11
Tessa Lafond	ESL Teacher		10/25/11
Peter Wong	Parent		10/25/11
Monica Leon	Teacher/Subject Area		10/25/11
Kathy Cooley	Teacher/Subject Area		10/25/11
Gina King	Coach		10/25/11
	Coach		
	Guidance Counselor		
Mae Fong	Network Leader		10/25/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q074 **School Name:** Nathaniel Hawthorne Middle School

Cluster: 5 **Network:** 535

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

Part A: Needs Assessment Findings

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

Using ARIS, the administrative team created an excel spread sheet to identify the home language of all students; the list was provided to all members of the school community. A discussion with the ESL Teachers identified the number of students needing translated information. In addition, parents are empowered to request translated materials in their native language; items sent home are stamped with "Please have translated; important". Teachers utilize the phone interpretation unit to contact with parents.

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.

Working together with our ESL teachers, members of the school community are informed as to who needs notices sent home in their native language. Through the use of our staff list of languages spoken, we utilize key staff members to provide translation services for our parents. Using the NYCDOE Translation Unit, we provide translated written communication for our parents.

Part B: Strategies and Activities

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

Letters sent home from the administration, including, Parent-Teacher Conferences, Student Handbook, Title III Saturday Academy and other letters are translated using the NYCDOE Translation Unit and kept on file for future use. The High School Application information is provided in the home language.

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.

We offer interpretation services using the NYCDOE Translation Unit for all of our Parent-Teacher Conferences, in addition to Parent Workshops and meetings; using school-based staff to provide translation services, during parent meetings with teachers/administration. We request translators for all state assessments.

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>.

We use interpreters for all meetings; all translated messages are posted on the school web site; using the school messenger phone service, messages are sent home in the home language and using the NYCDOE phone unit for parent-teacher telephone conversations.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Nathaniel Hawthorne M.S. 74	DBN: 26Q074
Cluster Leader: Debra Maldonado	Network Leader: Ellen Padva
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 checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 28 one hour after school sessions will be held for targeted ELL students to provide literacy support. Sessions are taught by a certified ESL teacher. Sessions will be held on Tuesdays and Thursdays after school from 3-4 P.M. beginning in December until April. Per session for the ESL teacher amounts to \$1,405.32 plus 2 hours of planning time (\$100.38).

The Saturday program is a language acquisition program using graphic art and design to complement the literacy units of study centered around the theme "Cultures and Community". There will be 14 two and a half hour sessions and three 5 hour trips. Trips will be planned to support the themes of the units and to bring the learning outside the classroom, for reflective writing, as students make connections to themselves and the units of study. Travel costs will include buses and admission (\$1000.00). Classes will be taught by a certified ESL teacher and an art teacher. The program runs from January through May on Saturdays from 9 - 11:30 A.M. (until 2PM on trip days). There are two groups of students, which include general education ELL students and ELL students who are SWDs. One group is made up of beginner ESL students and the other is made up of intermediate and advanced. Each group spends 75 minutes with the ESL teacher and 75 minutes with the art teacher. All ESL students are invited to attend the program through a distributed letter, which is translated according to home language surveys. Per session for the two teachers amounts to \$5,019.00. Teachers will be given planning time to create rich units of study and prepare test preparation materials (\$200.76). We will hire an on-site supervisor for the Saturday program to oversee the instructional components, make trip arrangements and make parental contact (\$2,626.00). Materials include ink, paper, supplies for creation of student work, and supplemental texts (\$412.96).

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: A certified ESL teacher will attend a professional development workshop ("Demystifying ELL Data") on January 14 and 15, 2013 from 8:30 A.M. - 3:00 P.M. The workshop is offered through OELL. She will turnkey the most important information to the other teachers involved in the Title III program during teacher team meetings on Monday, January 21st from 2:20 to 3:10 P.M. Subsequent Monday sessions will be scheduled if needed. Per diem funds (\$335.20) will be used to cover the cost of the substitute teacher for this workshop.

Part D: Parental Engagement Activities

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: Parents of student that attend the Saturday program will be invited for an overview of the program, which includes an explanation of the language acquisition skills that students will be exposed to. Parents will also be invited to see their children in the classroom during the program. This session will take place on January 26, 2012 from 9:30 A.M. to 11:30 A.M. Parents will be notified through translated notices and through the school phone messenger. The session will be lead by a certified ESL teacher. Per session will be used (\$100.38).

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9787.04	- After school teacher per session: \$1405.32 (plus 2 hours planning time @ \$100.38) - Saturday teacher per session: \$5019.00 (plus 4 hours planning time @ \$200.76) - Saturday supervisor per session: \$2626.00 - Per session for parent workshops: (\$100.38) - Per diem for professional development: (\$335.20)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. 	\$412.96	ink, paper, supplies for creation of student work and supplemental texts

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel	\$1000	Buses Admissions
Other		
TOTAL	\$11,200	