



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** THE HAMMOND SCHOOL

DBN: 28Q082

PRINCIPAL: DR. ANGELA BOYKIN

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SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Angela Boykin	*Principal or Designee	
Ms. Heather Goldberg	*UFT Chapter Leader or Designee	
Ms. Sabrina Rosa	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Ms. Norma Ponce	Member/Parent	
Ms. Fatima Romero	Member/Parent	
Ms. Hadeega Pasha	Member/Parent	
Ms. Jordana Fisher	Member/Staff	
Ms. Christine Ganz	Member/Staff	
	Member/	
	Member/	

\*\* 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, 100% of classroom teachers will engage in studies around “Designing Coherent Instruction (1e)”; “Using Questioning and Discussion Techniques (3b)”; and “Using Assessment in Instruction (3d)” as outlined in the Danielson’s Framework for Teaching. Demonstrated growth will be evident in the planning and implementation of lessons reflecting all three areas and in the improved student performance measured through formal and informal observations and student work product.

### **Comprehensive needs assessment**

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

The Common Core Learning Standards were analyzed by the school’s teacher teams to understand the most effective way for teachers to effectively assist the students in meeting and/or exceeding the standards. Additionally, the results of the 2011/2012 New York State ELA and Math results were analyzed with the objective of improving teacher instructional practices which will in turn improve student academic performance and progress. We also analyzed the strengths and weaknesses documented in the Developing Quality Review as well as reviewed the recommendations/next steps in teachers’ written observations reports. Through continued professional development, we aim to elevate school wide instructional practices by forming collaborative study groups; observing and implementing best practices; improving content knowledge and improving learning outcomes for all students using the Danielson’s Framework for Effective Teaching and other researched-based materials as guides.

### **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.
- Planning time will be provided by the Administration during the school day using per diem substitute teachers funded by FSF allocations for teachers to meet as a grade to read researched based-materials including Webb’s Depth of Knowledge Matrix in order to: a) Design questions that generate good discussions; b) look at exemplars; b) design unit lesson plans that include ELL scaffolds and a series of learning activities that engage all students including SWD in high-level cognitive activities. These activities will be aligned to the Common Core Learning Standards and tiered to ensure they meet the requirements for rigor. Grade level teacher teams meet to analyze the lessons that were planned and executed to revise what worked and what needs to be adjusted. They also analyze student work to identify strengths or weaknesses in concepts understanding and skill mastery in order to create grade tasks and rubrics. Coaches, Network Specialist and the Administration will be present at the sessions to

provide guidance and support.

- A Calendar of classroom visits (formal and informal observation) will be developed and consulted frequently to ensure that each teacher is visited with a focus on the selected competencies indicated above. Next steps will include inter-visitations for teachers to observe best practice.
- The professional development committee (principal, AP, coaches, lead teachers) will develop and implement PD plans that target individual or groups of teachers based on the cumulative results of all students' performance with a special emphasis on ELL's and SWD.
- **Pre-assessment:** Teachers, with the help of the Administration and the Network, will develop and take a pre-assessment based on the three competencies identified above.
- Teachers, with the help of the Network support, will develop a self-assessment tool to reflect on their status at different intervals of the PD series and indicate, according to the rubric, where they stand and what additional help they need to reach their target.
- **Post-assessment:** Teachers, with the help of the Administration and Network, will develop and take a post-assessment based on the three competencies identified above. Each teacher will rate him/herself using the rubric used throughout the year and create goals for the new school year as they review evidence from collected student work and classroom observations.
- The principal and AP will engage teachers in conversation around their current status as measured by the rubric and discuss future learning goals for the teacher.

#### **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.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children, one group being the School Leadership Team. Relative input from parents will be incorporated into planning for teachers' professional development.
- The Comprehensive Education Plan is planned with and approved by all members of the School Leadership Team. The CEP is shared and discussed with parents and faculty members.
- Parent workshops are planned to provide information and activities that parents can use to assist their children at home and to promote improved student performance therefore helping to reflect teachers' best efforts.
- Parents are informed of the new Common Core Learning Standards in ELA/Math. Information is disseminated and lesson demonstrations are conducted with parents during the PTA monthly meetings and at Parent Workshops.

**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).
- A portion of the Title III funding will be utilized for teacher professional development.
- Tax levy funds will be used to provide substitute teachers to cover classes in order to extend the common planning time already scheduled for teachers to meet.
- Tax levy and Title I funding will be utilized to provide outside professional development as well for hiring teacher substitutes in order for teacher teams to meet outside of common prep and Circular 6 planning time.

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

By the end of June, 2013, 5% of all students will be able to:

- Demonstrate growth in effective problem-solving by using mathematical modeling; creating viable arguments to support their decisions and critiquing the reasoning of others. Growth will be measured utilizing grade crafted common assessments, benchmarks, universal screener, Acuity and student participation and work products
- Demonstrate growth in effectively forming and supporting opinions based on the reading of complex-text; and responding through selected genres including those within the areas of social studies and science —information writing, personal essays, literary essays, narrative accounts and historical events through first-person narratives, poetry, and oral and written reports

### **Comprehensive needs assessment**

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

After analysis of the 2011/2012 New York State Mathematics Assessment, the teacher teams and the Instructional Team determined the areas of need that if attended to, will increase student performance and progress. Additionally, teacher teams, the Inquiry Team and the Instructional Team analyzed the Common Core Learning Standards and student work, including Citywide Instructional Expectation tasks, and came to the conclusion that the students would benefit from instruction that improve their ability to form opinions; support those opinions; and justify arguments through immersion in the persuasive writing genre.

### **Instructional strategies/activities**

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - b) strategies/activities that encompass the needs of identified student subgroups,
  - c) key personnel and other resources used to implement these strategies/activities,
  - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - e) timeline for implementation.
- Teachers will utilize current student data to formulate tasks that addresses students' needs in reading, writing and mathematics.
  - Teachers will analyze a variety of tasks (literacy and mathematics) in order to develop or select appropriate tasks that meet the learning goals identified within the curricular areas of social studies and science.
  - Time during the school day will be provided at least once a month using FSF funding for substitute coverage to allow teachers on the grade to meet to review student work products, plan together as a grade, create CCLS tasks/rubrics, and adjust unit plans as determined from the analysis of student work.
  - Coaches, Network Specialist and Administration will provide professional development in formulating and designing units that include

rigorous tasks and that also integrates social studies and science contents.

- ESL teachers and ELL Network Specialists will provide professional development to other teachers so that there is scaffolding in lesson preparation and multiple entry points for the tasks developed or selected to meet the needs of ELL and SWD students.
- Time will be provided at least once during the month using FSF funding to provide grade level teacher teams sufficient time for their professional development that is described in the school's Professional Development Plan. Professional development provided by the administration, the coaches and Network specialist will include identifying or designing appropriate tasks; deepening understanding of Danielson's Framework for Effective Teaching; effective use of the Webb's DOK; understanding CIT aligned tasks and deepening teacher understanding of CCLS writing content across grade levels.
- Teacher teams will meet to utilize data from current student work to determine the quality of student work as measured by agreed upon rubrics.
- The SETSS teacher and Special Education Network Specialist will provide assistance to teachers in developing and using strategies to help students improve their performance on selected tasks by using the Tax Levy funds to provide per diem teachers to cover grade teacher teams and special needs teacher teams to meet during the school day at least once a month.

#### **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.
- Parents are informed of the new Common Core Learning Standards in ELA/Math. Information will be disseminated and demonstration lessons conducted with parents during the PTA monthly meetings and at Parent Workshops.
- Parent workshops are designed to instruct parents about materials that can be obtained from the library such as mentor text to help students transfer the type of work being done in class to home as a means of improving student writing across content areas.
- Parents are instructed as to what the student work should look like and what types of questions/prompts can be utilized to assist with this work at home to deepening student understanding in the use of text evidence to support arguments/comments.
- Parents are informed of the work students will be doing in each grade, expectations for students and parents, and how parents can assist when they meet with the teachers on curriculum conference days.
- During the PTA monthly meetings, parents are informed of the new math and writing curriculum that are in use to improve student performance.

**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).

Tax levy funding is used to provide per diem substitute teachers in order for teachers to attend professional development sessions provided by the CFN and the DOE. This funding is utilized to provide substitute teachers to cover teachers to meet as teacher teams during the school day to analyze student work, engage in planning and analyzing the Common Core Learning Standards to design projects that will enhance and develop student skills and mastery.

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

### **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 the end of June, 2013, 5% students in special education self-contained and ICT classes in grades 3 – 5 will have demonstrated increased proficiency in English Language Arts through the regular engagement in tasks that focus on comprehension of informational text and the requirement of literary responses as evidenced by comparing student performance on summative/formative assessments using common assessment rubrics, benchmark assessments and universal screener; and the collection of literacy tasks contained in their class books and portfolios.

#### **Comprehensive needs assessment**

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

After analysis of the 2011/2012 New York State ELA Assessments, DQR feedback, student work and student IEP goals , the special education teacher teams and Instructional Team identified that special education students need to spend more time learning how to analyze text and utilize text evidence to support viable arguments.

#### **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.
- Coaches and teachers will utilize the Common Core Library for standard based exemplars of literacy tasks that support students with disabilities.
- Coaches, Special Needs Network Specialist and the administration will support the teachers with professional development in analyzing students' data for the purpose of setting short term goals that meet the student's academic needs. Teachers were provided with professional development by the Network in implementing UDL techniques.
- Teachers are provided with IEP at-a-glance sheet by the Instructional team for any student that has an IEP so that this information is readily available and easily accessible when developing lesson plans, designing small group instruction and analyzing student work at grade meetings.
- Monthly Network special needs professional development is attended by select teachers who then turn-key the information during the planning sessions provided by administration.
- Coaches, Special Needs Network Specialist and the Administration will support the teachers with professional development in the

creation of standard-based tasks that support students' short term goals.

- Using FSF resources for per diem coverage, allocating the time at least once a month to provide for the professional development given by the coaches, special needs network specialist and administration to improve teacher instructional practices, monitor/adjust lesson planning to ensure UDL techniques are included and support teacher professional growth.
- Teachers will be supported by the coaches and administration in the formation and execution of lessons prepared using the school's reading program and the supplemental reading support program.
- The SETSS teacher will pull out students identified and targeted for RTI support using the Wilson program as dictated by the RTI schedule and time provided in the building schedule.
- Teachers will meet as an Inquiry Team with the support of the Administration, coaches and the Network Support Specialist to align literacy tasks with Danielson's *Designing Coherent Instruction, Using Questioning and Discussion Techniques* and *Using Assessment in Instruction*. Inquiry Team will be provided per session time combined with the Citywide Expectation as allocation in the Citywide Expectation funding

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

**Budget and resources alignment**

- Indicate your school's Title I status: X 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.

  X   Tax Levy      X   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).

Title I funding is utilized to support pull-out/push-in academic supplemental instructional supports to needy students. The monies support 'at risk' programs such as Response to Intervention. Additionally, to improve student attention and focus, the monies have provided an At-Risk Counseling program to prevent student academic failure by providing them with emotional support. Tax levy funds are utilized to provide per diem substitutes teachers to provide time for teacher teams to meet for professional development.

## **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, 5% of grades 3 – 5 ELL students targeted for inquiry work in mathematics will demonstrate increased performance in concept mastery in math; fluency in the use of appropriate skills and problem-solving strategies as measured by the benchmark assessments; Math in Focus; and the Acuity tests.

### **Comprehensive needs assessment**

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

After analysis of the 2011/2012 New York State Mathematics Assessment, Progress Report and student work, teacher teams, the Inquiry Team and the Instructional Team came to the conclusion that targeted students would benefit from increase in work with mathematical concepts that focus on “Operations and Algebraic Thinking” as outlined in the CCLS.

### **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.
- Coaches and teachers will utilize the ESL teachers in providing professional development and the Common Core Library for standard based exemplars of math tasks that support students targeted for inquiry work, especially ELL students.
- Coaches, ELL Network Specialist and the administration will support the teachers with professional development in analyzing students’ data for the purpose of setting short term goals that meet the student’s academic needs.
- Coaches, ELL Network Specialist and the Administration will support the teachers with professional development in the creation of standard-based tasks that support students’ short term goals.
- Using FSF resources for per diem, allocate the time at least once a month to provide the time for the professional development given by the coaches, ELL Network Specialist and Administration
- Teachers will be supported by the Coaches and Administration in the formation and execution of lessons prepared using the school’s math program and the supplemental math support program.
- Title III funding will be utilized to provide a math after school program as well as a Saturday program with at least one to two classes devoted to supporting the understanding and solving of math problems.
- Teachers will meet as an Inquiry Team with the support of the Administration, coaches and the Network Support Specialist to align math tasks using Danielson’s *Designing Coherent Instruction, Using Questioning and Discussion Techniques* and *Using Assessment in Instruction*.

Inquiry Teams will be provided per session time combined with the Citywide Instructional Expectation Funding allocation.

- Teachers in Grades 3-5 will meet frequently on their respective grades to look at student work in order to engage in and discuss the results of their action research as it impacts targeted students.

**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.
- Parents are informed of the new Common Core Learning Standards in Math. Information will be disseminated and demonstration lessons conducted with parents during the PTA monthly meetings and at Parent Workshops
- Parent workshops are designed to instruct parents on materials that can be obtained from the students' teachers to transfer the type of work being done in class to home
- Parent workshops given by the ESL teachers provide parents with techniques that can be used at home to strengthen their children academic skills; Parents are provided with ideas of how to work with the students at home on homework and when reading together (can use library bilingual books).
- Parents are instructed as to what the student work should look like and what types of questions/prompts can be utilized to assist with this work at home.
- Parents are informed of the work students will be doing in each grade; what expectations are for students and how parents can assist when they meet with the teachers on curriculum conference days.
- During the PTA monthly meetings, parents are informed of the new math curriculum that is in use.
- Parents are informed of the math instructional shifts and what can be done at home to support students in improving their math performance.

**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.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA      X   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).

Title I Parent Involvement funds are used to inform and teach parents about the Common Core Learning Standards. Parents are provided with information they can use at home to support the work being done in the school to strengthen student skills with activities suited to parents' abilities. Title I and Title III funding is utilized to support pull-out/push-in, after school and Saturday academic supplemental instructional support to students focused on improving students skills. Tax levy monies are utilized to provide meeting time after school for the Inquiry Team to meet analyze student work and discuss strategies to improve overall student math proficiency.

**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	Literacy programs being used include Harcourt Strategic Intervention, Soar to Success, Level Literacy Intervention, Foundations/Wilson and Voyager Passport	Students are serviced in small groups and one-to-one	Service is provided during the school day, in an after school program and in a Saturday program
Mathematics	Math program being used is Harcourt Math In Focus with a Strategic Intervention component	Students are serviced in small groups	Service is provided during the school day, in an after school program and in a Saturday program
Science	Harcourt Science is used for the intervention component with interactive writing and repeated readings	Students are serviced in teacher-led small groups or one-on-one by the Science Cluster and/or classroom teacher	Service is provided during school day in teacher-led small groups or one-to-one
Social Studies	Harcourt Social Studies is used for the intervention component with interactive writing and repeated readings	Students are serviced in teacher-led small groups or one-on-one by the classroom teacher	Service is provided during the school day in teacher-led small groups or one-on-one by the classroom teacher.

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor takes groups of students to discuss issues of concern to these students	Small group	During the school day
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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.

Teachers are afforded opportunities for professional development devoted to meeting their assessed pedagogical needs. Through teacher surveys, grade discussions and teacher suggestions/ideas focused professional development will be provided. Coaches, Network Specialist and administrators provide: Lesson demonstration; strategies for scaffolding/differentiating lessons; individual teacher support in analyzing student work and deciphering the Common Core Learning Standards; common planning time with the grade members; instructional materials and resources. Professional development from outside vendors also assists in supporting teachers' understanding of the Singapore math program. Funding is allocated to ensure that teachers are provided with all materials and resources to be effective pedagogues.

Teachers are sent to Network meetings focused specifically on topics associated with support for high needs student groups including special needs and ELL. Funding is allocated in order to provide time during the school day for teacher teams to meet, converse, analyze student work and support each other in the development of appropriately engaging student activities. Teachers are provided with the opportunity to voice their concerns, ideas and opinions to the teacher communication committee, at Grade leader team and/or Instructional Team.

**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**

**I. General Expectations**

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. The Hammond School – P.S. 82 Queens will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
  - The School Leadership Team composed of parents and staff in equal numbers will meet regularly to jointly develop the Parental Involvement Plan. The members of this team are elected by their constituencies and thus empowered to act on their behalf as well as to report regularly to those constituencies.
  - The school Title I Advisory Committee meets to help develop and plan programs for the school that promote parent involvement.
  
2. The Hammond School – P.S. 82 Queens will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
  - The entire School Leadership Team participates in an annual Learning Walk. This process involves visiting all areas of the school and participating jointly in the process of self-assessment.
  - The results of the Learning Walk, as well as other information, are used by the School Leadership Team to develop a needs assessment, to set annual goals for the school, and to construct action plans to achieve those goals. This information is consolidated into the School Comprehensive Education Plan.
  - The Comprehensive Education Plan is a “living document” subject to ongoing revision and improvement to meet the needs of the students and the community.
  - The Comprehensive Education Plan is a collaborative document, approved by all members of the School Leadership Team. The CEP is shared and discussed with parents and faculty members.
  
3. The Hammond School – P.S. 82 Queens will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
  - The School Leadership Team will construct a survey for parents to determine the effectiveness of the parental involvement policy. This survey will be published in Spanish and English to encompass parents of second language students. The data collected in this survey will be used to plan for greater participation by parents in school activities.
  - At a spring Parent Teacher Association meeting, the president of the PTA will lead a discussion of the parental involvement policy. Translation by the parent coordinator and guidance counselor is available at all meetings. Parental input from this meeting will be used to improve and refine the parental involvement policy.
  - Parents will be encouraged to share their interests and needs and their opinions of the school parent involvement policy. This information will inform modifications and improvements to the plan.
  - Parent workshops will be planned to provide information and activities that parents can use to assist their children at home and to promote improved student performance.
  
4. The Hammond School – P.S. 82 Queens will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Universal Pre-Kindergarten], by: (List activities.)
  - In September, parent orientation meetings will be held for parents of Kindergarten students to acquaint parents with the curriculum, the school routines, and the school’s personnel including the parent coordinator and the members of the PTA. executive board.
  - Parents will be surveyed to determine their areas of interest. The results of the survey will be used to plan parent and parent-child workshops.

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

- Technology workshops will be conducted for parents to familiarize them with the equipment children are using in school and with the resources on the internet.
  - Parent involvement monies will be used to purchase materials that support parents' involvement in student learning; for example, Spanish-English dictionaries for families.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Faculty and grade meetings devoted to professional development will address ways to develop effective strategies for communicating with parents.
  - School staff will be provided with the names of available translators among staff and the community who can assist teachers in communicating with parents about their children's progress and about school programs.
  - The School Leadership Team has had training in the collaborative process and in how to achieve consensus in the planning process.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- The school will maintain communication with any and all programs operating in the school and in the school community in order to coordinate scheduling and to align programs.
  - Programs in the school and in the community will be publicized to parents in Spanish and English through flyers, newsletters, and at Parent Teacher Association meetings.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- All flyers, notices, and other information are sent to parents in Spanish and English.
  - Translations into other languages (Bengali, Hindi, Urdu, etc.) are made available through the assistance of parent and community volunteers and through the Department of Education.

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

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

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

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by approval of SLT members. This policy was adopted by the Hammond School – P.S. 82 Queens on 6/3/12 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 16, 2012.

#### SCHOOL-PARENT COMPACT

The Hammond School – P.S. 82 Queens, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2012-13.

#### **Required School-Parent Compact Provisions**

##### School Responsibilities

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
  - Select and recruit full certified, qualified teachers
  - Provide ongoing professional development for teachers in all curriculum areas
  - Allocate funding for a full time staff developer who will provide professional development, model lessons, collate curriculum materials, and plan collaboratively with staff
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]

- In early September, orientation meetings will be held for all parents. At these meetings the Compact will be discussed as it relates to the individual achievement of students; parents will be familiarized with the New York State learning standards as well.
  - Parent Teacher Association meetings are held monthly and will provide additional opportunities for parents to learn about the Compact.
  - Parent Teacher Conferences will be conducted on Open School Days and Nights that are scheduled in November and March of each school year.
  - Each teacher has a daily preparation period during which he/she meets with parents on an individual basis to discuss the Compact as it related to the child's progress.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
    - Report cards are distributed three times a year to all families.
    - Progress Reports are distributed three times a year for kindergarten and twice a year for grades 1 - 5
    - Parent Teacher conferences are scheduled twice a year.
    - Additional conferences are held throughout the year to report on each child's progress. Telephone conferences and letters are used to communicate with parents as well.
    - Teachers use daily preparation periods to confer with parents in person and by telephone.
    - Notices, flyers, and newsletters in Spanish and English are sent to parents on a regular basis to keep them informed of school events.
  4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
    - Teachers are available to confer with parents on a daily basis, as needed, during their daily preparation periods.
    - There is a full time school guidance counselor available daily to consult with parents.
    - The principal and assistant principal are available daily.
    - The school social worker and school psychologist are available two days per week as per budget allocations.
    - The school has a full time parent coordinator who is available daily to assist parents.
    - The school has a full time school nurse available for daily consultation.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
    - Parents are encouraged to volunteer their services at the school by assisting in classrooms, helping at lunch hours, tutoring students, and accompanying students on class trips.
    - In addition, parents are welcome to help run book fairs, science fairs, and other school events.
    - The school has an annual Open School Week, during which time all parents are encouraged to visit classrooms and observe class activities.
    - The school holds an annual Science Fair that all parents are invited to attend.
    - Each class prepares and performs an assembly program, and parents are encouraged to attend.
  6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
  8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs.

The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

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

### Parent Responsibilities

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

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

### **Optional Additional Provisions**

#### Student Responsibilities (revised as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**SIGNATURES:**

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
PARENT(S)

STUDENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE

DATE

(Please note that signatures are not required)

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

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

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

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>36</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>633</b>	Total Number of ELLs	<b>170</b>	ELLs as share of total student population (%)	<b>26.86%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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> (60%:40% → 50%:50% → 75%:25%)	1													1
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>				4	4	3								11
<b>Total</b>	1	0	0	4	4	3	0	0	0	0	0	0	0	12

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

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

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English

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

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

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

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

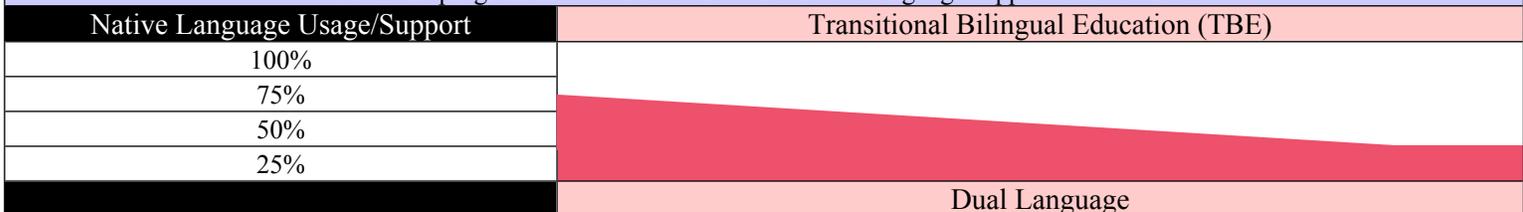
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

### 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.



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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?

Paste response to questions 8-17 here

8-Supplementary instructional programs during the school day include Houghton Mifflin (Early Success, Soar to Success, Leveled Readers), Rigby (Leveled Readers), Leveled Literacy Intervention, Foundations, Wilson and Teacher Created math intervention. These programs are used by reading and math specialists as a means of early intervention with at risk students including students from our ELL population. These are also research-based programs that meet the six criteria for effective reading instruction and allow teachers to differentiate their instruction to meet the reading, writing, listening and speaking needs of the ELL students. Additionally, it provides the necessary resources needed to services the targated ELL students in math and the other content areas. This technique enables students to become independent and proficient readers, writers, listeners, and speakers. All instruction, including targeted intervention programs are taught in English and through reading and all the content areas.

9-Former ELL students and students that have tested out of ESL, who have been identified as still needing language support, are included in the Saturday supplemental and AIS after school program. The supplementary instructional programs promote the improvement of fluency, math, content areas knowledge and all other aspects of reading, writing, listening and speaking which are required for ELL students to meet and exceed the New York State performance-based ELA/ELL standards, ELA and math State assessments. The after school program meets three days per week - Tuesdays, Wednesdays and Thursdays for one and one-half hours beginning in December and ending the first week of February. The students for this program are grouped according to grade level in groups of 12 - 15. Students in the after school program range from grades 3 – 5. These students may receive differentiated in-class instruction that include ESL techniques and Tier II academic intervention support. These students are given testing accommodations for two years after demonstrating proficiency on the NYSESLAT and gaining former ELL status.

10-In an effort to continuously support our ESL propulation, P.S. 82 endeavors to sustain literacy in the native language, the school has increased the number of native language support literature available. Presently native language support literature is located in the school's library, ESL classroom, in some of the general education classrooms and in Parent Coordinator's office. The purchase of native language support literature continues in order to augment all classroom libraries. Additionally, two virtual libraries were purchased that can be utilized from any location (home, school or public library) that contains articles on various reading levels, videos, multiple genre literature and bilingual spanish trade books. These libraries will read to the students, highlight words and give definitions.

11-There will be no discontinuation of any ELL programs/services.

12a-ELLs are afforded full access to all school programs. Accommodations are made to ensure that ELL students do not miss participation in all school programs because of ESL instruction.

12b-Students are chosen for the after school and Saturday supplemental programs based the results of the NYSESLAT assessment, LAB-R, NYS ELA, running records and student work. The supplementary instructional programs promote the improvement of fluency and all other aspects of reading, writing, listening and speaking as well as knowledge in math and the content areas which are required for ELL students to meet and exceed the New York State performance-based ELA/ELL standards. The after school program meets three days per week - Tuesdays, Wednesdays and Thursdays for one and one-half hours beginning in January and ending the first week of May. The students for this program are grouped according to grade level in groups of 12 - 15. Students in the after school program range from grades 3 – 5. The Saturday program meets for three hours one day per week beginning in January and ending the first week of May. The students for this program are grouped according to their language skill level in groups of 10. Students in the Saturday program range from grades 3 – 5. Materials for both programs include ELA and Math skills books, Readers Theatre, native language support literature, Leapfrog, math hands-on intervention kits and Imagine Learning and Soliloquy software.

13-The instructional materials utilized in P.S. 82Q are all research based programs/materials and used for the entire student body. In

technology, Soliloquy, PebbleGo, Capstone Library (both virtual libraries accessible from any location, home or school, through the internet) and Imagine Learning are utilized throughout the building. PebbleGo has videos associated with the text and supports ELL scaffolding. For ELL support Capstone Library will read the text to the student, highlighting the words and gives the meaning to unfamiliar words. It contains bilingual literature as well as graphic novels to support ELLs. Multiple licenses were purchased for Imagine Learning which affords the school the ability to rotate students as needed. Instructional materials include: Houghton Mifflin Harcourt Moving Into English, Open Court, Houghton Mifflin Harcourt Storytown reading program, Houghton Mifflin Harcourt Math (in grades K, 4 & 5), Houghton Mifflin Harcourt Math in Focus (Singapore math) in grades 1, 2 and 3, New York City Science Core Curriculum, New York City Core Curriculum Social Studies program and Schoolwide Fundamentals writing program. Native language support literature in the library, Parent Coordinator's room, in classroom libraries and through Capstone Virtual Library as an additional instructional support. Additionally, Leapfrog leap pads, books on tape/CD, ELL Houghton Mifflin Harcourt Strategic Intervention kits and Readers Theatre are utilized to support our ELL students. The school utilizes varied materials to support ELLs. We have purchased supplementary materials for ELLs. These include Storytime for ELLs, leveled libraries from Harcourt for ELLs. We also make sure that bilingual dictionaries and glossaries are available.

14-The ESL program model in use at P.S. 82 Q is primarily a pull out program. Students at beginning and intermediate levels receive two (2) periods of daily ESL instruction; advanced students receive one (1) period daily. Children are receiving the required 360 minute/180 minute per week of ESL instruction and in some cases more than what is required. The additional time is to strengthen student progress in content area learning. Teachers plan collaboratively so that ESL methodology and instructional strategies are incorporated into ELA and content area instruction for ESL students. The large number of ESL students spread through the grades at P.S. 82 Q precludes us from organizing a self-contained ESL class. Programming issues make it impossible to provide mandated service to students in a push-in format.

Presently P.S. 82 Q does not have a dual language program. However, if in the future there are sufficient parental requests we will endeavor to accommodate the parents.

P.S. 82 Q has only one bilingual Spanish class, and it is in kindergarten. Currently the class contains 23 students. At the beginning of the school year, the program follows the requirements of a beginning level transitional bilingual education program (TBE). That is, it includes 100 minutes of instruction in native language arts including literacy, 90 minutes of ESL instruction including literacy, 50 minutes of math, 45 minutes of physical education and 45 minutes of science. All students receive two periods of ESL daily and one period of native language arts daily. In the fall the instructional ratio of Spanish to English is 60:40; as the year progresses, this ratio changes to 50:50; and in the spring to 25:75. However all through the school year, the teacher plans for small group and individual instructional activities to meet the needs of students. In this way students are given instruction at the level and in the language appropriate to their needs. The ESL teacher meets with the receiving teachers to familiarize them with students and to share instructional strategies to be used with the transitioning student. During this time the teacher prepares lesson plans that are aligned with the New York State curriculum in the content areas.

15-Research based diagnostic assessments ensure that students are matched with the grade and age appropriate resources and services to our ELL population. Early literacy skills assessments utilized for the ELL students include but are not limited to the following: Harcourt reading/math program assessments, teacher-made assessments, running records and observational/conference note taking. The data received from these diagnostic tools are used to assess the degree of language the student possesses, the areas that need to be strengthened and the method appropriate to meet that specific need. The results of the LAB – R and NYSESLAT are used when reviewing and analyzing data to target specific students' needs.

The success of our ELL students is monitored and tracked with increases in growth utilizing the NYSESLAT, state assessments, ELL ITA/Predictive assessments, instructional program benchmarks, running records, class work, student participation and teach-made assessments.

16. We do not offer any activities for ELLs prior to the beginning of the school year.

17. Presently, P.S. 82Q does not have language electives for ELL students.

## 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.

Paste response to questions 1-3 here

1-The non-ESL certified common branch teachers are provided with professional development held monthly during the faculty meetings by the ESL staff and on staff professional development days scheduled twice a year. Additionally P.S. 82Q have common branch staff that have received Master's in ESL and utilize ESL techniques in their classrooms. The two full time ESL teachers push in on Fridays during their professional periods to the non-ESL certified common branch teachers on a rotational basis. These teachers model ESL instructional techniques in math, science and social studies. The coaches provide providing ongoing professional development on instructional modifications for ESL students to the non-ESL common branch teachers and the ESL certified common branch teachers during the school day. Professional development takes place during the school day or afterschool. Teachers attend ELL specialized professional development from the CFN 94N209 Network. We also send teachers to the professional development offered by the office of English Language Learners. Professional development topics such as, types of scaffolds by Walqui, Building Academic Language by Jeff Zweiss and Learning in a Second Language by Pauline Gibbons are just some topics that the entire faculty is exposed to throughout the year.

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

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

### **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?

Paste response to questions 1-4 here

Paste response to questions 1-4 here

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

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

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

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

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	0	0	0	4
4	11	15	2	0	28
5	5	3	1	0	9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		1		0		0		4
4	12		16		1		1		30
5	5		4		3		0		12
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

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

**New York State Regents Exam**

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

Paste response to questions 1-6 here

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

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

Grade	Beginner	Intermediate	Advanced
K	18	15	9
1	6	14	18
2	4	14	14
3	2	18	17
4	4	5	6
5	3	3	8

3-Instruction for beginner ELLs addresses all four modalities at the beginner level and continues through the advanced level. The progress in speaking and listening reflects strong instruction in social communication, including the use of TPR. Instructional focus is on developing academic language with the students, for example, math and science vocabulary that strengthens comprehension in content areas. Reading materials that focus on non-fiction on a variety of reading levels need to be added to the classroom and school libraries on a variety of reading levels which will aid in strengthening ELL reading skills.

4-The results for ELA State Assessments in Spring 2011 indicated 51% of the 41 ELL students in grades 3, 4 and 5 received a performance level 2 or higher. In Math, 56% of the ELL students in grades 3, 4 and 5 received a performance level of 2 or higher. As we monitor our ELL students' progress during the school year, we are aware of those students that are experiencing academic problems either from language acquisition and/or cognitive issues. Differentiated instruction that target specific learning/language concerns are utilized in an effort to meet the needs of our ELL students. Instructional material is purchased formatted with specific teaching strategies for ELL students. Continuous analysis of accumulated data (including grouping using ARIS) keeps the school abreast of the needs of the ELL students. In this way the coaches, ESL teachers, Network Specialist and school administrators can ensure teachers are abreast of teaching practices that target the needs of the ELL population. In particular any ELL that has demonstrated an L2 stall. Keeping a supply of native language reading support material has bolstered the comprehension of our ELL population in all grades. It has been found that dual language reading support material has helped those students ability to read in their native language. Students and teachers use this material to reinforce comprehension skills and strategies included in these materials are glossaries and dictionaries (bilingual).

5. P.S. 82Q does not have a dual-language program.
6. The success of the ELL students is monitored and tracked with increases in growth utilizing the NYSESLAT, state assessments, ITA/Predictive assessments, class work, student participation and teacher-made assessments.

### Additional Information

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

Paste additional information here

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

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

## Part VI: LAP Assurances

<b>School Name: <u>The Hammond School</u></b>		<b>School DBN: <u>28Q082</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>
Dr. A. Boykin	Principal		
Mr. C. Marino	Assistant Principal		
Ms. A. Quintero	Parent Coordinator		
Mr. S. Herman	ESL Teacher		
	Parent		
Ms. C. Raio - Grade 5	Teacher/Subject Area		
Mr. R. Cortes - Grade 4	Teacher/Subject Area		
Ms. S. Palms	Coach		
Ms. B. Nasello	Coach		
Ms. R. Wechsler	Guidance Counselor		

**School Name: The Hammond School**

**School DBN: 28Q082**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. M. Wilks	Network Leader		
Ms. M. Tassiello	Other <u>ESL Teacher</u>		
Ms. A. Morris-Brissett	Other <u>Grade 5 Teacher</u>		
Ms. E. Paredes	Other <u>Kindergarten</u>		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 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: The Hammond School	DBN: 28Q082
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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: 65	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 10	
# of certified ESL/Bilingual teachers: 3	
# of content area teachers: 7	

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

### Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

### Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

PS 82 believes in engaging parents in the teaching and learning process. We work closely with the Parent Coordinator to inform parents of the varied programs in the school. All parents are invited to an information sharing meeting before the start of the ELL Supplemental Program. Notices for meetings

**Part D: Parental Engagement Activities**

and events are sent to parents in English with Spanish translation from staff (over 54% student population are Spanish) and the other languages by using the DOE Translation Department. In order to ensure parents understand the information fully we have translators available in the first language of our largest population of parents. This includes fluent Spanish and Bengali speaking staff. During this orientation meeting, parents are given information about the program, its duration and purpose. Ongoing Literacy/Math workshops are provided for parents as well as instructional time during the monthly PTA meetings, where parents are exposed to various literacy strategies and Parent Read Aloud. Native Language books and resources are provided and used to model effective strategies. Culminating events which will include k - 1 parent pajama read-aloud, K - 5 parent read aloud day, Kgn Thanksgiving Celebration with parents creating the Thanksgiving Feast, Gr. 4 - 5 parent participating in our Career Day and our Free Fun Family Night in June.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
<b>TOTAL</b>		