



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE HAMMOND SCHOOL

DBN (i.e. 01M001): 28Q082

Principal: DR. ANGELA BOYKIN

Principal Email: ABOYKIN@SCHOOLS.NYC.GOV

Superintendent: DR. BEVERLY FFOLKS-BRYANT

Network Leader: MS. MARLENE WILKES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Angela Boykin	*Principal or Designee	
Ms. Maria DiFava	*UFT Chapter Leader or Designee	
Ms. Sabrina Rosa	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. Josefina Morel	Member/ Recording Secretary/Parent	
Ms. Geeta Barsati	Member/ Treasurer/Parent	
Ms. Jordana Fisher	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014, 100% of the teachers will have been trained and the new system of teacher evaluation and development will be implemented utilizing Charlotte Danielson's Framework for Teaching in order to support teachers' ability to meet divergent student learning goals and needs.

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.

This goal was generated through the introduction of Advance, the new Teacher Professional and Evaluation System, analysis of Common Core Performance Standards, Quality Review and review of the recommendations/next steps in teachers' written observations reports. These assessments were analyzed with the objective of improving teacher instructional practices which will in turn improve student academic performance and progress.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Planning time will be provided by the Administration during the school day using per diem substitute teachers for teachers to meet and/or have:

- PD for understanding and internalizing Advance, analyzing, understanding and internalizing the Domains of Danielson's Framework for Effective Teaching, design questions that generate good discussions, look at exemplars, 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 and alignment of Common Core Learning Standards to planning with the Reading and Math programs.

B. Key personnel and other resources used to implement each strategy/activity

Network Reading Specialist, Administration, Literacy Coaches, Network workshops in Math & Literacy for teacher teams

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Classroom teachers will be observed by the Administration to evaluate their understanding of Danielson's Framework for Effective Teaching domains with preset focused competencies, teachers' reflections on their pedagogy and the teacher/Administration feedback as targets.

D. Timeline for implementation and completion including start and end dates

Based upon the teacher's observation choice, teachers will be monitored through at least 6 informal observation or one formal and three informal observations.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Administration will divide the observations into cycles in which the number of teachers to be observed will be evenly divided. Observations will be at least 20 minutes in duration except the formal observations which will be the entire block for that curricular area.

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).

- Notices that detail the literacy/math ideas, principles and lessons to be taught will be sent home to parents so that they understand what students are learning.
- Teachers will ensure to keep parents informed on student's academic progress by having face to face conferences and telephone conferences.
- Parents are informed of the new Common Core Learning Standards in ELA/Math and the academic expectations for the students through parent workshops given by the Parent Coordinator and Administration .

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 25% of ELL students in grades 3 – 5 will be targeted for inquiry work and demonstrate improvement in their level of reading comprehension by at least one

– two reading levels of informational text as measured by the Fountas and Pinnell Reading Assessment .

Comprehensive Needs Assessment

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

This goal was generated based upon an analysis of Common Core Performance Standards, the 2012 Quality Review, 2012 School Progress Report and analysis of student work by teacher teams as well as the Instructional team. It was noticed that the ELL students would benefit from an increase in their reading comprehension of informational text. It was noted that the students were having difficulty with sorting, analyzing and utilizing text evidence from the information generated from reading these complex texts.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Provide teachers with ELL reading strategies that can be utilized when developing lesson plans, designing small group instruction and analyzing student work at grade meetings.
- PD - to 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 and incorporating ELL techniques.

B. Key personnel and other resources used to implement each strategy/activity

Literacy Coaches, Network Specialists, exemplar teachers and the Administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Fountas & Pinnell Reading Assessment System will be given and compared to monitor student progress throughout the year.

D. Timeline for implementation and completion including start and end dates

A minimum of three times between October 2013 and May 2014. The last assessment to be given by the random selection of teachers on different grade levels.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Reading records will be sent to the Instructional team during the monthly meeting for analysis.

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).

- Each teacher has a daily preparation period during which he/she meets with parents on an individual basis to discuss student progress in reading.
- 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.
- 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.
- 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, based on students' IEP, 10% of all SWD in grades 3 – 5, targeted for inquiry work in mathematics, will demonstrate increased performance in the application of “Operations and Algebraic Thinking” as evidenced by improvements on house unit math assessments.

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 2012 Progress Report, Quality Review 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 Common Core Learning Standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

PD for teacher teams that includes:

- Standard based exemplars of math tasks that support SWD targeted for inquiry work.
- Analyzing students' “IEP at a Glance” data for the purpose of unpacking the mathematical practices and mathematical instructional shifts in relation to setting short term goals that meet students' academic needs.
- Creating standard-based tasks that support students' short term goals.

B. Key personnel and other resources used to implement each strategy/activity

Special Needs Network Specialists, Coaches, exemplar teachers and Administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Benchmarks set by the administration of math unit assessments

D. Timeline for implementation and completion including start and end dates

Math unit assessments given by the grade at the end of each math unit

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Inquiry Team comprised of 6 teachers and two administrators meeting twice a month for 8 months one and half hours sessions at per session rates to analyze student work and make instructional next steps.

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).

- 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
- 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 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 Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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 Voyager Passport, Great Leaps, Rewards Reading, Foundations/Wilson and Level Literacy Intervention	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 and one-to-one	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 the 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

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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 is 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 new reading program. Funding is allocated to ensure that teachers are provided with all materials and resources to be effective pedagogues.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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 Professional Environmental Committee, at Grade Leader Team Meetings and/or Instructional Team Meetings.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Per session is given to the Guidance Counselor to create and administer violence prevention programs. Additional academic support is provided for students in temporary housing by the teaching staff on a per session bases. STH students are provided with supplies and materials to support their academic achievement.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
RTI program is in place to support those pre-school students that have been targeted to need additional academic support. Additional school personnel is on staff to assist those students identified as needing school transitional support.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are represented in the decision process through the Grade Leader Team, members on the Professional Environmental Committee and Instructional Team Meetings. During these meetings the teachers are afforded the opportunity to voice their opinions, suggestions, best practice in assessment development as well as bringing artifacts to the meetings.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 28	Borough Queens	School Number 082
School Name The Hammond School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Angela Boykin	Assistant Principal Mr. Chris Marino
Coach Ms. Barbara Nasello	Coach Ms. Sharon Palms
ESL Teacher M. Tassiello/S. Herman	Guidance Counselor Ms. Rosita Wechsler
Teacher/Subject Area Ms. C. Raio - grade 5	Parent
Teacher/Subject Area Ms. F. Allen - Science	Parent Coordinator Ms. A. Quintero
Related Service Provider Ms. D. DeMarchena	Other Ms. A. Brissett - gr. 5
Network Leader(Only if working with the LAP team) Ms. Marlene Wilks	Other Ms. Elaine Salonga - gr. 2

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	642	Total number of ELLs	173	ELLs as share of total student population (%)	26.95%
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Part II: 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 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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1													1
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
Pull-out	3	4	4	5	4	3								23
Total	4	4	4	5	4	3	0	24						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	173	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	30
SIFE		ELLs receiving service 4-6 years	46	Long-Term (completed 6+ years)	

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	2									2
Dual Language										0
ESL	114	0		57						171
Total	116	0	0	57	0	0	0	0	0	173

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE	2													2
SELECT ONE														0
SELECT ONE														0
TOTAL	2	0	2											

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	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	22	21	29	16	28	15								131
Chinese		1		1										2
Russian														0
Bengali	5	2	4	2	7	7								27
Urdu		2		1										3
Arabic		1	1	1		2								5
Haitian		1			1									2
French														0
Korean														0
Punjabi					1	1								2
Polish														0
Albanian														0
Other		1												1
TOTAL	27	29	34	21	37	25	0	0	0	0	0	0	0	173

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	27	4	5	4	2	4								46

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	12	13	6	15	8								54
Advanced (A)	0	13	16	12	19	13								74
Total	27	29	34	22	36	26	0	0	0	0	0	0	0	174

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B			1	0	1	0							
	I		1	8	2	0	1							
	A		5	11	7	4	9							
	P		0	11	10	22	17							
READING/ WRITING	B		4	11	5	2	2							
	I		2	14	6	16	14							
	A		0	4	6	9	10							
	P		0	2	2	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	10	1	0	31
4	16	6	0	0	22
5	21	6	0	0	27
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	27		8		0		1		36
4	12		9		2		0		23
5	26		3		0		0		29
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		8		12				23
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

Early literacy skills assessments utilized for the ELL students include but are not limited to the following: ReadyGen Reading assessments, Discovery assessment, Star assessment, 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.

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades? 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	27	0	0
1	4	12	13
2	5	11	16
3	5	5	13
4	1	14	19
5	4	8	14

- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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.

- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The results for ELA State Assessments in Spring 2013 indicated that the ELL students in grades 3, 4 and 5 experienced difficulty with the new Common Core State Assessments in Reading and Math. We have intensified our monitor systems in order to provide our ELL students' with the skills necessary to progress during the school year and to demonstrate that progress on the new Common Core State assessments. We are aware of those students that are experiencing academic problems either from lanaguage 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 langage. Students and teachers use this material to reinforce comprehension skills and strategies included in these materials are glossaries and dictionaries (bilingual).

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
ELL students' needs are assessed utilizing the various student assessments. A Tier I binder is amassed as the teacher incorporates specific strategies and in class interventions for those ELL students that demonstrate a need for extended intervention. The students are then referred to the Tier II intervention providers and the students' Tier I binders are assessed. The students are given an assessment to ensure intervention provided will meet the students' needs. The students are then incorporated in the Tier II schedule while still receiving in class Tier I intervention. If Tier III intervention is considered the students' binders are given to the RTI committee for assessment and the student is referred to the SBST team if this is deemed necessary.
6. How do you make sure that a child's second language development is considered in instructional decisions?
All ELL students are identified to the classroom teacher as well as discussed during the the grade teacher team meetings. The curricular materials utilized by the school have ELL differentiated instructions that the teachers include in the lesson planning. Teacher lesson plans are reviewed as well as teachers considerations of ELL needs during data and post observational conversations with the administration.
7. 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?

P.S. 82Q does not have a dual-language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELL students is monitored and tracked with increases in growth utilizing the NYSESLAT, state assessments, reading/math unit assessments, class work, student participation and teacher-made assessments.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 and their child or children 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. 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.
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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
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. Entitlement letters are distributed to all entitled students through the back pack process with followup by the ESL teachers and parent coordinator. The parent selection forms and entitlement letters are placed in the students' cumulative folders with copies kept on file in the assistant principal's office.
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.
An analysis of the parent survey and program selection forms indicates 90% of parents opt for the monolingual program with free-standing ESL instruction. These students were 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. The majority of the parents request free standing ESL over the TBE program as evidenced by the Parent Survey and Parent Selection Forms. As a school community we keep a running tally of the program choices that parents are requesting.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The process includes:
 - ensuring all eligible ELL students have been identified through the various DOE systems
 - order all of the multiple parts of the NYSESLAT assessment
 - training the teachers and proctors
 - schedule assessment time for each part of the testing
 - continuous check that test booklet/answer sheets match identified students
6. 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.) 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. 
Presently, in the bilingual kindergarten class of the 24 students only 2 student's parents opted for the bilingual class. Reviewing the Parent Survey and Program Selection forms, it has been noticed that most of the parents are opting for the free standing ESL program. Currently the school already has a free standing ESL program providing service to kindergarten through grade 5 students. The Program models offered at P.S. 82Q are aligned with the parents' program choices.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
- a-The instruction for the ELL students is delivered through a Pull-Out/Push-In ESL and Self-Contained Bilingual Kindergarten models.
- b-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. 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)?

Program schedules are designed so that beginner/intermediate students in the grades 3-5 are given the mandated minutes of ESL within the pull-out 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 for ESL 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.

a-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 is taught through the reading/writing program ReadyGen either during the ESL pull-out or in the classroom. Advance level ELL students receive explicit instruction in ELA through the reading/writing program ReadyGen either during the ESL pull-out or in the classroom. 90 minutes per day of explicit NLA instruction is delivered in our bilingual Kindergarten class. All of our instruction is done through the reading/writing program ReadyGen .

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 foster language development and meet the demands of the Common Core Learning Standards.

Academic language development at each level must be planned in alignment with the core curriculum content and the Common Core Learning Standards. 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 ReadyGen 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 unit's enduring understanding, 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 ReadyGen ELL Strategy, Harcourt ELL intervention, leveled ELL libraries, leveled ELL readers, bilingual books, bilingual dictionaries and glossaries. ELL materials are utilized using ELL strategies. These include, chunking text, demystifying the English language, lifting text, letter/sound/word/picture connections, talking around text and echo reading.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The curriculum utilized at PS 82Q is based on the Common Core Learning Standards. Included in the Standards are the four modalities of English. In addition, the academic materials and resources include strategies and assessments that are differentiated for ELL students. These strategies and assessments are utilized by the school throughout the school year.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a-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.

b-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.

c-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.

d-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.

e-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.

7. 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?

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 MIF, ReadyGen, Foundations, Wilson) that include techniques for scaffolding instruction, increasing visuals in the lesson execution, using textile materials and incorporating technology specific to ELL students to name a few.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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:			

Courses Taught in Languages Other than English *i*

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

Science:				

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

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

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Supplementary instructional programs during the school day include Foundations, Wilson, Voyager, Fountas & Pinnell Leveled Literacy Intervention, Readers Theater and Teacher Created math intervention. These programs are used by reading 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 targarted 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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.

11. What new programs or improvements will be considered for the upcoming school year?

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.

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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.

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, Starfall and brain-pop software.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials utilized in P.S. 82Q are all research based programs/materials and used for the entire student body. In technology, IXL Math, PebbleGo, Capstone Library (both vitial libraries accessible from any location, home or school, through the internet as is the math) and Starfall. 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. Instructional materials include: Houghton Mifflin Harcourt Moving Into English, Foundations, ReadyGen reading program, Houghton Mifflin Harcourt Math in Focus (Singapore math) in grades K - 5, New York City Science Core Curriculum and New York City Core Curriculum Social Studies 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

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: ReadyGen reading, Math In Focus (MIF) 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

P.S. 82 does not have a Dual Language program.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1-All 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 ongoing professional development on instructional modifications for ESL students to the common branch teachers of ELL students 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 209 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-The professional development offered to all teachers in supporting ELLs under the common core learning standards is included during the professional development sessions provided by the Network Specialist, literacy coaches and administration. This PD is provided during the faculty conferences once a month and the PD sessions provided to the teachers bi-monthly for each grade for two periods. Instructional modifications, incorporation of ESL strategies, increasing visual aides, chunking text, and increasing student to student conversations to name a few as they move all students to mastery of the common core learning standards are included during the PD sessions.

3-Providing time for the ESL teachers to attend ESL professional development given by the ESL Network Specialist, literacy coaches and administration, 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. Additionally, the guidance counselor and parent coordinator attend workshops held by the DOE/middle schools where services for ELL students is discussed. Information from these sessions are given to the terminating grade ELL students and parents during PTA and information sent home to parents. The ESL teachers turnkey the instructional practice to non-ESL common branch teachers to support ongoing instruction of these skills and strategies.

4-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 employing strategies for teaching English Language Learners.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 - 1-At present, our PTA board is composed of parents that speak Spanish and Bengali. The PTA is always encouraging parents of other languages to run for any of the elected seats. In addition, all parents are encouraged to participate in both school and PTA sponsored activities. We have parents that volunteer to interpret in Bengali and other languages where staff is not knowledgeable when the need arises.
 - 2-Presently, P.S. 82Q provides on site workshops and services to the ELL parents provided by the bilingual parent coordinator, bilingual guidance counselor, coaches, administration and bilingual staff.
 - 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.

E. 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.

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

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q082 School Name: The Hammond School

Cluster: 2 Network: 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

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 82% 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

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.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

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:
of certified ESL/Bilingual teachers:
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The purpose of the supplemental instructional program is to have our ELL population progress to proficiency in language development as well as providing academic support. Due to the limitation of ESL licensed teachers, for the Saturday program we have two ESL certified teachers who rotate among the four classes in order for the students to be instructed by a ESL certified teacher. The certified teachers rotate each Saturday to a different class so that two of the classes receives instruction by the ESL teacher each Saturday the program is running. Additionally, planning will be provided among the aforementioned teachers. The supplemental instructional program targets students at the beginner, intermediate and advanced level of language proficiency in grades 3, 4 and 5. 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 Universal Screener assessments, unit assessment, PBA and reading running record as well as access to online data assessment results, NYSESLAT, LAB-R 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 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

Part D: Parental Engagement Activities

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 and various 1 - 5 classes Thanksgiving Celebration with parents creating and participating in 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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

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.
TOTAL		