

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P.S./I.S. 104
DBN (i.e. 01M001): 20K104
Principal: MARIE J. DIBELLA
Principal Email: MDIBELL@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: NEAL OPROMALLA

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
Marie J. DiBella	*Principal or Designee	
Robert Adler	*UFT Chapter Leader or Designee	
Donna Jahn	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Janine Murphy-Faustner	Member/ Parent	
Suzanne Gatto	Member/ Assistant Principal	
Alisse Silverman	Member/ Teacher	
Suzanne Strano	Member/ Teacher	
Sheila Higginson	Member/ Parent	
Sherin Ismail	Member/ Parent	
Zoi Markozanis-Drossos	Member/ Parent	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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 2015, the percentage of students scoring at or above grade level will increase by 8% as measured by the 2015 NYS ELA exam.

Comprehensive Needs Assessment

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

After reviewing the School Quality Guide 2013 – 2014, we determined that 33.8% of our students were at Level 3 / 4 in ELA as measured by the 2013-2014 NYS Exam. We further reviewed the 2014-2015 Metric Value Targets. In order to meet our target for 2014-2015 of 39.9% to 48.5%, we must increase our percentage of students at Level 3 / 4. We have identified 251 students in grades 4 through 8 currently at Level 3 and 4. We further identified 205 students in grades 4 through 8 between the 2.31 and 3.00 range. These students have been targeted for small group instruction and explicit teaching strategies in order to keep/move them to Level 3 / 4.

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. School leaders will identify the students in grades 4 – 8 with Level 3 / 4 and between the 2.31 – 3.00 range to receive targeted small group instruction.
2. Selected teachers will provide small group instruction and explicit teaching strategies.
3. Teachers will conduct targeted small group instruction with an emphasis on students below Level 3 or 4.
4. Professional development will be provided to teachers through Chats with the Principal and Monday professional development sessions focused on strengthening small group instruction.

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

1. Administrators
2. Administrators and selected teachers
3. All teachers
4. Administrators and all teachers

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

1. Review of progress reports and first report card
2. Review of progress reports and second report card
3. Review of Benchmark Assessments and Scantron data
4. Review teacher feedback from professional development sessions

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

1. September 2014 – October 2014
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015

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

1. Review RSCE ATS Report to review students' State Exam scores.
2. Daily instruction within the workshop model to provide time for small group instruction.
3. Informal observations of small group instruction practices.
4. Programming of monthly Chats with the Principal

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Principal will inform the School Leadership Team about the data found within the School Quality Snapshot.

Parents will be notified of student progress through teacher led meetings, progress reports and report cards.

Teachers will conduct Parent Teacher Conferences as needed on Tuesday afternoons from September 2014 – June 2015.

Parent workshops around construct and content of State ELA Exam.

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

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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 2015, the percentage of ELL students at the 75th Growth Percentile or higher will increase by 7% as measured by the 2015 NYS ELA exam..

Comprehensive Needs Assessment

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

After reviewing the School Quality Guide 2013-2014, we determined that 35.8% of our ELL students were at the 75th Growth Percentile or higher as measured by the 2013-2014 NYS ELA Exam. We further reviewed the 2014-2015 Metric Value Targets. In order to meet our target of 36.6% to 47.6%, we must increase our percentage of ELL students at the 75th Growth Percentile or higher. We have identified 8 students in grades 5-8 currently at the 75th Growth Percentile or higher. We further identified 15 ELL students in grades 5-8 between the 25-74 percentile range. All ELL students have been targeted for supplemental ELA support during an after-school program through Title III funding with an emphasis on the above mentioned students.

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. School leaders will identify the ELL students in grades 5 – 8 that are above the 75th Growth Percentile or higher and between the 25-74 Growth Percentile.
2. Selected teachers will provide supplemental ELA instruction in an after-school program one day per week.
3. Teachers will conduct targeted small group instruction with an emphasis on students with a 25-74 Growth Percentile or higher.

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

1. Administrators
2. Administrators and selected teachers
3. Teachers of after-school program

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

1. Review of School Quality Guide 2013-2014
2. Data from NY Ready Writing Program
3. ELA scores on progress reports and report cards

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

1. October 2014 – November 2014
2. November 2014-June 2015
3. October 2014- June 2015

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

1. Review RSCE ATS Report to review students' Growth Percentile. Selection of per session teachers based on posting.
2. Twenty-six sessions comprised of 4 teachers and 1 supervisor servicing 54 students, grades 3-8 at the per session rate.
3. Informal observations of small group instructional practices

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).

Parent workshops around construct and content of State ELA Exam.

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.

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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 2015, we will see a 7% increase in the Median Adjusted Growth Percentile for the school's lowest third in math as measured by the Spring 2015 NYS Math Exam.

Comprehensive Needs Assessment

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

After reviewing the 2013 – 2014 School Quality Guide, we determined that the Median Adjusted Growth Percentile for the school's lowest third in math was 69% which is slightly below the average of the peer range. As a result, we have made targeted intervention for our school's lowest third a goal for the 2014 – 2015 school year.

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. School leaders will identify the students in grades 4 – 8 that constitute the school's lowest third in math and invite them to math AIS program within the school day..
2. Math AIS teacher will conduct small group instruction 2 – 3 days per week for the targeted students.

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

1. Administrators
2. Math AIS teacher

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

1. Review of report card quarterly
2. Review of Benchmark data

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

1. October 2014 – June 2015
2. September 2014 – June 2015

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

1. School level data to determine school's lowest third
2. Math AIS teacher will conduct small group instruction 2 – 3 days per week for the targeted students.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Principal will inform the School Leadership Team about the data for students that have been identified as the lowest third in math.

Parents will be notified of student progress through teacher led meetings, progress reports and report cards.

AIS teacher will meet with parents at Parent-Teacher Conferences and as needed.

Parent workshops around construct and content of State Math Exam.

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	X	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.

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, the school will receive an increase of 10% or higher on the school culture question of the NYC School Survey measuring the percentage of students that say, "Most students at the school treat each other with respect."

Comprehensive Needs Assessment

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

After reviewing the School Quality Snapshot 2013-2014, we determined that 54% of students said, "Most students treat each other with respect." We further reviewed the 2013-2014 city and district average data. We determined the city average for the same question was 59% and the district average was 72%. Therefore, we have made this area a priority focus for the 2014-2015 school year.

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. Change of school theme to Civic Leadership and Responsibility
2. Establish Service Squads to provide school leadership and service to the school community
3. Establish a Student Council in grades 3-8
4. Identify a Civic Leader of the Month to be acknowledge on the lobby bulletin board

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

1. Administration
2. Administrators and teacher moderators
3. Administrators, teacher moderators and students
4. Administrators, teachers and students

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

1. Monitor awareness of school theme at Open House
2. Monitor number of students participating in quarterly Service Recognition Days
3. Student Council meetings including notes and feedback
4. Review of submitted nominations for Civic Leader of the Month

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

1. September 2014
2. September 2014 – June 2015
3. October 2014 – June 2015
4. October 2014 – June 2015
- 5.

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

1. Change of the Middle School Directory page, the school website on the DOE mainframe and E-chalk page
2. Purchase of supplies for badges, T-shirts and quarterly Service Recognition Day rewards
3. Purchase of supplies including notebooks and T-shirts for student council.
4. N/A

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).

School Leadership Team will vote on new theme and logo.

Parents on Executive Board will brainstorm service squads.

PTA will assist in Service Recognition Days.

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

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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
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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	Orton Gillingham	Small group, pull-out	During the school day
	SETSS	Pull out	During the school day
	Ready! K-8	Small Group	During the School day
	Imagine Learning K-8	Small group, pull out	During the school day
	RazKids K-8	Small Group	During the school day
	Title III After-school Program	Small Group	After-school Wednesdays
Mathematics	SETSS	Pull out	During the school day
	Ready! K-8	Small Group	During the School day
	Title III After-school Program	Small group	After-school Wednesdays
	K-5 Math Teaching Resources	Small Group	During the school day
Science	AIS(content area reading)	Small group, push in	During the school day

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

**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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X 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.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 104
School Name The Fort Hamilton School		

B. Language Allocation Policy Team Composition [i](#) 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 Marie J. DiBella	Assistant Principal Suzanne Gordon
Coach none	Coach none
ESL Teacher Lisa Kennedy	Guidance Counselor Vanessa Morrison
Teacher/Subject Area Karin Lembo/ESL	Parent Donna Jahn
Teacher/Subject Area Mary Donnelly/Dean	Parent Coordinator Cynthia McMahon
Related Service Provider Lisa Fitzgibbons	Other type here
Network Leader(Only if working with the LAP team) Neal Opromalla	Other type here

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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	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)	1182	Total number of ELLs	120	ELLs as share of total student population (%)	10.15%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Pull-out	18	19	10	10	12	14	16	13	8					120
SELECT ONE														0
Total	18	19	10	10	12	14	16	13	8	0	0	0	0	120

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	120	Newcomers (ELLs receiving service 0-3 years)	78	ELL Students with Disabilities	12
SIFE	2	ELLs receiving service 4-6 years	38	Long-Term (completed 6+ years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	78	2	3	38	0	8	4	0	3	120
Total	78	2	3	38	0	8	4	0	3	120
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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		
	ELL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	5	1	2	4	4	4	4	2					30
Chinese	6	2	1		1	1		1						12
Russian	1	1						1						3
Bengali			1			1	1							3
Urdu	2	2	4			2	3		1					14
Arabic	3	8	1	6	6	4	7	3	3					41
Haitian														0
French						1			1					2
Korean								1						1
Punjabi														0
Polish	1		2					1						4
Albanian					1		1	2	1					5
Other	1	1		2		1								5
TOTAL	18	19	10	10	12	14	16	13	8	0	0	0	0	120

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)	9	1	0	2	5	0	3	4	2					26
Intermediate(I)	0	2	2	0	3	3	3	3	4					20
Advanced (A)	9	17	8	8	5	12	10	4	3					76
Total	18	20	10	10	13	15	16	11	9	0	0	0	0	122

NYSESLAT Modality Analysis

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	4	1	0	15
4	14	3	0	0	17
5	12	3	0	0	15
6	7	2	1	0	10
7	4	4	0	0	8
8	5	1	0	0	6
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		4		5		4		18
4	7		6		1		0		14
5	11		1		5		0		17
6	4		6		1		0		11
7	4		4		0		0		8
8	4		3		3		0		10
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		3		8		0		19
8	1		2		5		1		9

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	5			
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	8			
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
The school uses The Fountas And Pinnell Benchmark Assessment System in Grades K-2 to assess early literacy skills of ELLs. In examining the data for these students we noticed that students in lower grades aquired language skills at a much faster rate than those in the upper grades. We believe this is attributed to the fact that students in the lower grades are immersed in literacy in the

daily program. They are in one classroom all day which exposes them to a holistic approach to teaching the content areas through Shared Readings and writings.

In grades 3-8 students are assessed using the Scantron Performance Series Assessments. Teachers use scale scores derived from the assessments to determine lexile levels and growth in literacy. This data has helped us to recognize the need for articulation between ESL and classroom teachers. We have been careful in our scheduling of ESL services in order to provide students with minimal disruptions. ESL teachers use articulation sheets to provide shared reading experiences that are aligned with the content being covered in the classroom and a reinforcement of the skills and strategies currently being taught. Additionally, it has been clear to us that students who are proficient in the native language usually acquire English more quickly and successfully. Therefore we utilize word for word dictionaries and glossaries for the students to support them with their daily work.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Based on the 2012-2013, NYSESLAT results, 47% of ELLs in K and 1 were proficient in Reading and writing, 30% of students in grades 2-4, 18% in grades 5-6 and 22% in grades 7-8. We also noted that in many cases our ELLs became proficient in the speaking and listening portions of the NYSESLAT in a shorter period of time. The 2012-2013 NYSESLAT exam showed 87% of all our ELLs reached proficiency in Listening and Speaking. This information led us to see the need for differentiated work in order to meet their individual needs. In addition, we have supplemented the regular literacy instruction with the Imagine Learning program which allows the students to work at their own pace. The school has made differentiation and higher order questioning skills a goal in order to address the needs of our subgroups.

3. 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](#))

The 2012-2013 School Progress report noted that we received additional credit for Exemplary Proficiency Gains for the percentage of our ELLs at the 75th Growth Percentile for ELA and for Math. Additionally, we earned additional credit for English Language Learner Progress. In order to provide a seamless approach to instruction, teachers on each grade level provide weekly Curriculum sheets to the ESL teachers outlining the topics being covered in each subject area. This allows the ESL teachers to align the curriculum with the ESL program. The ESL teachers are also available to meet with the teachers of the grades they are servicing during common preps. In order to share best practices and provide turnkey training in ESL methodology, the ESL teachers meet with the Principal monthly for "Chats With the Principal", they are part of the PPC and Instructional Teams in order to help monitor the progress of our ELLs and to be a part of the decision making body for the school.

4. 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?

We have seen an increased level of proficiency in the middle grades over the last three years. In addition, we have seen that in content area exams where alternate language editions were utilized, ELL students seem to fare better. This has led to a change in our ESL teacher in the upper grades as well as an increased use of translators for low incident languages and increased confidence in the use of alternate language editions of exams when available. This will be the first year we are using the ELL periodic assessments. While we have always benchmarked student progress including that of our ELL population, we have decided to use the formal periodic assessments as they seem to align with the NYSESLAT. In utilizing these assessments we hope to gain additional information early enough to drive instruction and develop rigorous pedagogy, not rely on test preparation.

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](#).)

We have worked with all staff to ensure strong professional development with the expectation that teachers will provide solid instruction within the regular day program, while planning for the varied learning styles of their students, the language needs and levels of the ELLs and providing differentiated instruction to the students with an ESL approach. Students are provided the mandated level of support according to the data provided from the NYSESLAT and Lab-R. We then review data to determine if students are receiving the appropriate support services. When needed, we provide more targeted intervention. For example, students that continue to struggle with language acquisition after initial screening are provided with additional support through the Extended Day program, after-school homework help and small group instruction in the classroom. When there is a need for an additional level of support, students may be provided with the Orton-Gillingham Approach to teaching language. This may be done in a small group where students are grouped based on level rather than grade. In addition, students may be provided support through push-in services if that level of support is warranted. Lastly, a student might receive one-to-one assistance to accommodate their learning needs.

6. How do you make sure that a child's second language development is considered in instructional decisions?

When support is considered, we look at the need of the child rather than always looking at the grade level of the child. For example,

sometimes a student's level of support may be determined by whether or not the student is a newcomer, a long-term ELL or a SIFE. Teachers have been trained in ESL approaches in order to provide the same level of support when the student is in the regular day program.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of the program based on the data resulting from the NYSESLAT, the State Exams, the gains in proficiency and growth percentile of the students. In addition, we measure the success of our program by the review of parent surveys requesting the same mode of instruction through Freestanding ESL year after year. We have continuously made AYP for our ELL subgroup and continue to receive additional credit for our ELL population.

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

Based on the completion of the Home Language Survey and interview, students are administered the LAB-R within the first ten days of school when necessary. The results of the LAB-R are used to determine the level of ESL instruction given for new admits. In addition, beginning in April all eligible ELL students, according to the RNMR and RDGS, are administered the NYSESLAT. The results of the NYSESLAT are used annually to determine which students receive ESL instruction for continuing ELLs.

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.
Please see below
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 [\[see tool kit\]](#).)

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

first week of school. If a form is not returned, written and oral outreach is made.

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.
All students including those that are newly admitted are identified for ELL screening and placement based on the NYSESLAT scores from prior years, a review of ATS admit sheets identifying previously enrolled students who are eligible, a review of Cumulative record cards and a review of Home Language Surveys and parent interviews at registration. When prior NYSESLAT or LAB-R results yield a level designating the students as eligible for ELL services and parent options are reviewed, students are placed in the program selected for the required number of periods. Schedules are reviewed to ensure minimal disruption to the regular day program for the students and a decision is made if push-in or pull-out is appropriate. Parents are then sent notification in writing and in their native language explaining the service that their child will begin receiving. In addition, parents of previously enrolled students are sent the NYSESLAT parent reports. A meeting is held shortly after the beginning of the school year to review the goals of the ESL program and how parents can be informed of their child's progress. Translators are utilized at the meeting.
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.
Administration in conjunction with the ESL teachers review the RDGS report to determine which students are required to take the NYSESLAT. In addition, we work with our Network team to review students on a case by case basis to ensure the student is held to the correct measure of accountability. We notify parents about the date of the NYSESLAT in the beginning of the school year. The ESL teachers have the date of the test listed on their class page on our school website from September and we use the School Messenger System to remind parents and ensure good attendance on the days of testing. We monitor students to identify those who have demonstrated poor attendance or an interruption in service. We then request a meeting with the parents to discuss the need for good attendance and the need to be present for the NYSESLAT.
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. 
After reviewing the Parent Survey and Program Selection forms for the past three years it was noted that:
'10 - '11 130/134
'11 - '12 110/112
'12- '13' 119/120
Parents have selected ESL instruction as their program of choice. However, parents that select Bilingual/Dual Language programs are offered a list of Bilingual/Dual Language programs available. We have worked with our network team and neighboring schools to locate programs when a bilingual or dual language has been requested and assist in getting the family the program they are requesting. Based on the results of our parent selections, however, we offer an ESL program as a response to the high number of parents requesting this mode of instruction.

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])?

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

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)?

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

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.

The ESL teachers utilize a variety and combination of Balanced Literacy and English as a Second Language strategies and techniques, using the workshop model, when possible. These include word study, phonics, guided reading, direct instruction in reading and writing, often in the content areas. ESL classroom activities are reflective of the content area topics which are in the Core Curriculum of each grade. The ESL teachers realize that content related language/academic language takes a long time to develop. Therefore, the ESL teachers endeavor to modify content area materials to make the material comprehensible to the ELL student.

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

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

All ELL students are assessed with material in the Native Language where available. Students are given the Math Baseline Assessments, the NYC Performance Assessments, the NY State exams in content area subjects in the Native Language when available. Where Alternate language editions of exams were not available, students were given translators for State exams in math for low incidence languages.

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

Differentiation, incorporation of higher order questioning skills and increase of academic rigor are goals of the school as outlined in the 2013-2014 CEP. Within these goals, teachers are differentiating for ELLs within their classrooms. ESL teachers meet monthly with grade level teams to analyze results of the NYSESLAT and group students according to ELL subgroups. Teachers utilize ARIS and Performance Series to track the progress of ELL students. Visual supports are utilized including word walls, pictures, diagrams, big books, wordless books, picture dictionaries, word for word translated dictionaries and glossaries. Other differentiated supports include books on tape, Leap Pads, listening centers, LeapTrack programs, Hot Dots, laptops, SmartBoards, Smart Tables, Interactive Response Systems, web activities and computer adapted programs. SIFE students, long term ELLs, ELLs with special needs and at-risk ELLs are included in the PPT monitoring. They are provided extended day instruction focused on achieving proficiency on the ELA, Math and NYSESLAT exams.

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).

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

Our 78 Ells in U.S. schools for less than three years receive ESL instruction in the day program. In addition, they are offered Extended Day services where licensed ESL teachers provide one to one and small group instruction. Under Title III funding an F-Status licensed ESL teacher has been hired to work with the Beginner and Intermediate students one day per week on strengthening areas of weakness as identified through the NYSESLAT, LAB-R, Imagine Learning and classroom assessments. This group also includes the majority of our SIFE students.

Our 38 ELLs receiving service for 4-6 years, receive ESL instruction as prescribed by their level according to the NYSESLAT exam and daily Imagine Learning support. All teachers have been trained in the format of the NYSESLAT exam in order to align curriculum with the skills necessary for the NYSESLAT exam. In addition, ESL teachers utilize articulation sheets provided by the classroom teachers weekly by grade. These sheets describe content area topics being covered in the regular classroom enabling the ESL teachers to choose topics consistent with the classroom instruction.

Our 4 long-term ELLs have received the above mentioned services including Imagine Learning. Additionally, these students have been grouped for Extended Day. During this time they receive support from a licensed Reading Specialist who provides ELA and Math instruction with an ESL approach.

Our 15 ELLs identified as having special needs are offered accommodations on all assessments as per their IEPs. During Extended Day these students are supported by a licensed Resource Room teacher or a licensed Reading Specialist who provide ELA and math instruction with an ESL approach. These students have also received instruction in the Wilson, Orton-Gillingham, and Foundation programs.

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

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 of ELL-SWD are provided time to articulate with service providers to provide seamless support for the students. In addition, we have implemented the Orton Gillingham Multi-Sensory Approach to Reading with our ELL-SWD. Lisa Buonsante, a licensed ESL teacher, is being trained in the Orton Gillignham method as well.
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?
ELL-SWD have been provided flexible scheduling where many receive Special Education services within an ICT program. Additionally, some ELL-SWD students are in a general education setting and given multiple SETSS periods to address their learning needs and support them in the movement from 12:1 to a Less Restrictive Environment. When an ELL is identified as a long-term student struggling to acquire the English Language, we provide at-risk services where available to provide support before a referral is requested.

Courses Taught in Languages Other than English

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

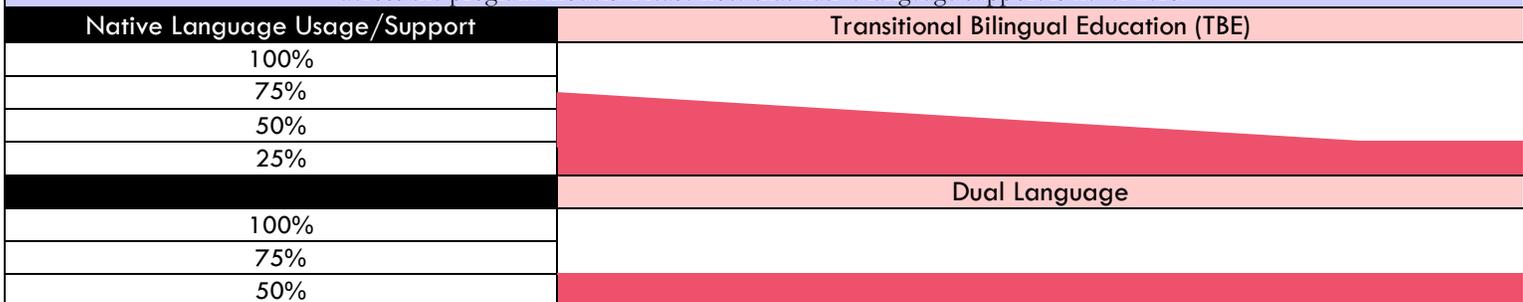
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
	Freestanding ESL		
100%			
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.

Teachers use small-group instruction to provide intervention to ELLs. Imagine Learning is utilized at key times during the regular school day to provide individualized instruction at the students' appropriate level in ELA. In addition, within the regular classroom program, ELLs are provided with Native Language glossaries and teachers target specific skills and strategies using an ESL approach. In all subject areas ESL students are provided with the necessary time extension for assessment. Manipulatives are used in math to demonstrate concepts being taught. Newcomers are invited to join the Extended Day program where the teachers serve no more than 10 students for each teacher. Additionally, all ELL students are offered the Extended Day program, where they are given instruction in the Kaplan Keys program in ELA and math. This program is offered to ELLs at all levels of English.

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

We have seen an increase in the number of students achieving proficiency on the NYSESLAT. We believe our current method of servicing students has been effective based on the data received. As an added support, students who achieve proficiency on the NYSESLAT continue to receive testing modifications for two years. They are also provided support services through inclusion in the Corrective Reading Program and at-risk counseling as needed. This has also proven to be effective for preparing our students to transition from ESL into a general education program without Freestanding ESL. We have renewed our commitment to the Imagine Learning English Program based on the data from the NYSESLAT exam. We will be providing additional professional development to teachers on analyzing the data to drive instruction. We have established extended day groups based on ESL proficiency and the needs of the student.

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

Our ESL teachers are taking part in monthly Chats with the Principal where they gain information and suggestions on implementing the Common Core State Standards. We have also reorganized our Extended Day program to include a 50 minute per week period where ESL teachers are taking part in Sharing Best Practices, Analyzing Student work and developing Teacher knowledge around Danielson's Framework for Teaching in order to improve Teacher Pedagogy. We have begun to implement a new math program in grades K-5. The enVision Math Program provides for many supports for our students. The online component allows parents to view lessons at home in order to assist their children. The program also can be translated into three languages to provide access to families where English may not be their first language. In order to assist our parents in understanding the new program, we have begun Parent Math Mornings where parents are invited into the school to learn about the program, what their child is currently studying in math and what can be done at home to help. Parents will also be invited to the classrooms to work on a math activity with their child.

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

We are discontinuing the Test Prep program we had implemented in the past. After review of our data, we determined that the program was not yielding the desired results. Instead, we are planning an afterschool homework assistance program.

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

All after school and supplemental services are open to all students based on need as identified through ELA, Math and NYSESLAT exams. We invite all ELL students to participate in the Extended Day Program. Enrichment Programs offered at the school were on a first come, first serve basis for all students. Our after-school enrichment programs were centered around, athletics, technology and drama. Additionally, we continue to utilize and develop our school website through E-Chalk which provides information to parents about the school, programs offered, classroom pages for homework, and communication with the teacher. This website and the information contained on it can be accessed by all parents of the P.S./I.S. 104 community and can be translated into our primary languages through the push of a button. This will allow parents to become partners in their child's education regardless of language. Additionally, we have invested in the School Messenger System where families receive an automated phone call translated into various languages informing parents of pertinent school information, dates, absences and initiatives.

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

We have introduced the Smart Response System for all classes to provide differentiated instruction to all students including ELLs. This interactive system works in line with Smart Boards to quickly assess students in the content areas. This system will allow teachers to collect students data quickly and use this data to drive future instruction. We have installed Smart Boards in every classroom including the ESL room in order to provide interest and engagement for all learners. We have purchased iPads for students to begin using in their classrooms to access a variety of learning apps and tailor the instruction to their needs. We have purchased Hot Dots, an interactive tool to help students develop academic vocabulary independently. We have renewed our

subscription to Raz Kids in order to provide books on each student's particular reading level.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native Language support is provided through Native Language Glossaries, word for word interactive dictionaries, and translation of all letters and communication with parents.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Required services are provided in accordance with the levels of each student according to the level attained on the LAB for newly enrolled students or the NYSESLAT. The students are grouped for ESL according to age/grade and within those groups according to their ESL level. Materials provided for ELL students are also age appropriate. Imagine Learning instruction is based on each student's readiness. Every student takes a pretest and progresses at his or her own pace.
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.
All newly enrolled students are offered the opportunity to tour the school prior to the school year. The Parent Coordinator is available throughout the summer school program to answer questions of newly enrolled students and many ESL students are offered a Title III Summer Program.
18. What language electives are offered to ELLs?
All students including ELL students are given Spanish instruction for a full year between Kindergarten and grade 8.
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)?

Paste response to questions here:

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.

The ESL staff will work with the Network Support Team and the administration to enhance ESL instruction. In addition we have contracted with Imagine Learning to provide support and professional development throughout the school year for ESL teachers, all staff and administration. The June Professional Development day will be used for ESL curriculum mapping. ESL teachers will turnkey any training that they have received. Additionally, ESL teachers are part of the Instructional Team which shares information and best practices across the grades. They provide a seamless approach to instruction as students progress through this K through 8 school. Secretaries and the Parent Coordinator have received training regarding the Home Language Surveys, registration and translation for ELLs.

All teachers including paraprofessionals, the School Psychologist and the Parent Coordinator have been trained in the utilization and data interpretation of the NYSESLAT exam and the Imagine Learning Program. They have also been provided with professional development on ESL strategies that are implemented in the regular day program.

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

The grade eight advisor provides support to our ELLs as they transition from middle to high school. She works with the families and students to review high school choices and programs. She works with the students and families to complete the application process with the assistance of a translator when needed.

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

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

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?

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

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

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

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: The Fort Hamilton School

School DBN: 20K104

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marie J. DiBella	Principal		1/1/01
Suzanne Gordon	Assistant Principal		1/1/01
Cynthia McMahon	Parent Coordinator		1/1/01
Lisa Kennedy	ESL Teacher		1/1/01
Donna Jahn	Parent		1/1/01
Mary Donnelly/ Dean	Teacher/Subject Area		1/1/01
Lisa Fitzgibbons/Reading	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Vanessa Morrisson	Guidance Counselor		1/1/01
Neal Opromalla	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: 20K104 School Name: The Fort Hamilton School

Cluster: 4 Network: CFN 409

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

Part A: Needs Assessment Findings

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

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

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

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

Translations by Class & Grade 2012-2013

Class	Arabic	Ben	Chi	Korean	Russ	Spa	Urdu
K-101	1	x	1	x	x	1	0
K-105	1	x	x	x	x	1	x
K-107	x	x	x	x	x	2	x
K-201	2	x	1	x	1	1	x
K-203	x	x	5	x	x	x	x
K-204	1	x	1	x	x	1	x
Gr.Ttl	5	0	8	0	1	6	0

1-205	2	3	1	x	x	2	x
1-202	x	x	5	x	x	x	x
1-206	1	x	1	x	x	1	x
1-210	1	x	x	x	1	3	x
1-113	1	x	x	x	x	3	x
Gr. Ttl	5	3	7	0	1	9	0
2-112	1	x	4	x	x	x	x
2-107	x	x	1	x	x	1	1
2-109	2	x	1	x	x	x	x
2-110	1	x	x	x	x	1	x
2-116	1	x	1	x	x	1	x
Gr. Ttl	5	0	7	0	0	3	1
3-111	1	x	1	x	x	1	1
3-201	1	x	1	x	1	x	x
3-211	3	x	2	x	2	3	x
3-210	2	x	3	x	x	3	x
Gr.Ttl	7	0	7	0	3	7	1
4-208	1	x	x	x	x	3	x
4-204	3	x	1	x	x	1	1
4-203	3	x	x	x	x	x	x
4-207	1	x	2	x	x	2	x
4-205	2	x	2	x	x	4	x
Gr. Ttl	10	0	5	0	0	10	1
5-206	2	x	1	x	x	1	x
5-226	x	x	2	x	2	5	x
5-222	1	x	x	x	x	1	x
5-220	3	x	x	x	1	3	x
5-218	2	x	x	x	x	1	x
Gr. Ttl	8	0	3	0	3	11	0
6-328	1	x	3	x	1	2	x
6-326	4	x	x	x	x	1	x
6-324	2	x	1	x	x	2	x
6-228	4	x	1	1	x	x	1
6-224	1	x	1	x	1	3	x

6-209	2	x	x	x	x	3	x
Gr.Ttl	14	0	6	1	2	11	1
7-312	1	x	5	x	x	x	x
7-322	2	x	1	x	x	4	x
7-318	1	x	1	x	x	1	x
7-310	1	x	3	x	x	x	x
7-316	4	x	x	x	x	1	1
7-306	x	x	x	x	1	1	x
Gr.Ttl	9	0	10	0	1	7	1
8-314	1	x	x	x	x	2	x
8-311	x	x	x	1	x	x	x
8-308	1	x	2	x	x	2	x
8-307	4	x	2	x	x	4	x
8-320	x	x	5	x	x	2	x
Gr. Ttl	6	0	9	1	0	10	0
School	69	3	62	2	11	74	5

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

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

Based upon the data above, the languages we have identified as high need are: Arabic, Spanish and Chinese. The findings were shared with the School Leadership Team at the October Meeting as well as with the School Community at large during the State of the School Address at the PTA General Membership Meeting in October.

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.

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

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

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

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

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

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

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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 58
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will be implementing a supplemental instructional program to approximately 58 ELLs in grades 3 through 8 beginning November 12, 2014 and ending in June 2015 and the program will continue in 2015-2016. The students were selected based on the fact that 91% of students in grades 3 - 8 are required to take the State ELA exam and all are required to take the State Math exam in the spring. Additionally, while these students have made progress according to the NYSESLAT, we noticed smaller gains in Math and Writing compared to Listening and Speaking. The emphasis of the program will be to support ELLs with Common Core Standards in ELA and Math. Furthermore, the program will include a writing program component. To achieve this, we are purchasing, researched based programs, for students in grades 3 - 8. These programs will include Continental Press Ready for Writing Program and Support For the Standards in Math by Triumph Learning. These two components will work to strengthen the identified areas as the Ready Program develops vocabulary through authentic fiction and non-fiction and strengthens students' ability to apply vocabulary and writing skills based on literature. The math program will align ESL methodologies while addressing grade level math topics. The certified teachers will include a licensed ESL teacher and 3 content area teachers for an after-school program running one day per week for two hours per day for 26 weeks. In addition, there will be a supervisor to provide instructional support and professional development for the program. There is no other supervisor working during the Title III program.

Part C: Professional Development

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

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

Begin description here:

A supervisor will provide instructional support for the program via professional development. This professional development will be provided for teachers including training for the staff of the Title III program. This professional development will focus upon strengthening data analysis, instruction infusing ESL methodologies, understanding of UDL as it applies to students including ELLs and ELLs with

Part C: Professional Development

disabilities. Additionally, teachers will be provided opportunities for professional development during Staff Development days, Monday and Tuesday afternoons, weekly Common Preps, and monthly Chats with the Principal.

Topics include:

The content of the NYSESLAT exam and its alignment to the NYS English Language Arts exam and classroom instruction.

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

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

Bridging the gap between the curriculum being taught in the classroom and in the ESL pull-out program.

Implementing the Ready Writing Program and Supporting the Standards Math Program and support for the program in the regular classroom.

Differentiated approaches in instruction for literacy and math.

Student self-assessment and looking at student work.

Professional development will be provided through administration in conjunction with ESL teachers.

Part D: Parental Engagement Activities

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

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

Begin description here:

The school staff, including the administration, the ESL teachers, classroom and specialty teachers, the parent coordinator and the support staff, work diligently to provide a welcoming atmosphere for the students, their parents and the community. All school related information is distributed to parents of ELLs in English or in the native language when available. Our parent coordinator provides assistance to newcomers, ELL students and their families. Our school maintains a list of volunteer translators to assist in communication with non-English speaking parents. At the beginning of each year, the parent coordinator distributes a survey to all parents asking for their language of choice in receiving information. This survey is used to provide parents with information in their native language when available. The administration also receives the results of the Learning Environment Surveys completed

Part D: Parental Engagement Activities

by parents, enabling us to be aware of their concerns and needs. In addition to previously mentioned parental support, parents of ELLs are invited to Fall and Spring parent conferences in November and March. PS/IS 104 is aware of the supportive role parents play in the daily education of all students. A continual outreach is made to the parents of ELL students. Their lack of ability with the English language sometimes makes them reluctant to participate. On-going parent workshops, translations of most materials, use of translation services and family oriented activities throughout the school year, work to inform and involve these as well as mainstream parents. PTA meetings are held monthly at varying times to include all parents in school activities. In addition to the ESL Orientation, Open School Week and Parent Teacher Conferences, parents are invited to the school for various events such as: Grandparents Day, multicultural celebrations, assembly programs, student performances, Book Fair, classroom presentations and trips. Prior to the school year, we offer families the opportunity to tour the school if requested. In addition, we have a website through E-Chalk to assist all parents in becoming involved in their child's education. This website has been extremely helpful in parent involvement for our ELL families as it allows them to translate information by simply pushing a button. In an effort to meet the identified needs of our school, we have implemented the School Messenger System translated into our priority languages. Lastly, teachers will conduct parent outreach every Tuesday to support student programs including ELL students.

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

January 2015 - administration will provide parents with a workshop regarding the State ELA and Math exams their children will be taking.

February 2015 - the ESL teachers will provide parents with a blueprint of the state NYSESLAT exam their children will be taking.

March 2015 - parents will be invited to a workshop presented by ESL teachers offering ways to assist their children at home.

Parents will be invited to two workshops in the Fall and Spring presented by official teachers regarding literacy and math initiatives.

Part E: Budget

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

Allocation Amount: \$15840

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)	\$10,504	4 teachers for 26 sessions for 2 hours each session for a total of 208 hours w/fringe
<ul style="list-style-type: none"> • Per session • Per diem 	\$2,220	1 supervisor for 26 sessions w/fringe
Purchased services	0	No cost to school

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$15840

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">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.	\$3,116	Instructional materials to support the after-school program including: Continental PreSupport For the Standards in Math by Triumph; Learningss for Writing Program;
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL	\$15,840	