

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**30Q291**

**School Name:**

**HUNTER'S POINT COMMUNITY MIDDLE SCHOOL**

**Principal:**

**SARAH E. GOODMAN**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Middle School School Number (DBN): 30Q291  
School Type: Middle School Grades Served: 6,7  
School Address: 1-50 51<sup>st</sup> Avenue Long Island City, Queens 11101  
Phone Number: 718 609 3300 Fax: 718 609 3319  
School Contact Person: Sarah E. Goodman Email Address: Sgoodma4@schools.nyc.gov  
Principal: Sarah E. Goodman  
UFT Chapter Leader: Ellen Halloran  
Parents' Association President: Yolanda Tasso  
SLT Chairperson: Kim Alvarez  
Student Representative(s): N/A

**District Information**

District: 30 Superintendent: Dr. Philip Composto  
Superintendent's Office Address: 28-11 Queens Plaza North, Queens, NY 11101  
Superintendent's Email Address: pcompos@schools.nyc.gov  
Phone Number: (718) 391-8323 Fax: 718-391-6147

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: CFN 101 Network Leader: Cristina Solis

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sarah Goodman	*Principal or Designee	
Ellen Halloran	*UFT Chapter Leader or Designee	
Yolanda Tasso	*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	
Diana Grindea	Member/ UFT	
Leslie Liang	Member/ UFT	
Lucinda Kalin	Member/ UFT	
Shamsun Hussain	Member/ UFT	
Alison White	Member/ UFT	
Grace Frutos	Member/ PARENT	
Sara Acosta	Member/ PARENT	
Roselyn Vasquez	Member/ PARENT	
Kim Alvarez	Member/ PARENT	
Bella Tibball	Member/ PARENT	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and </li> </ul>	

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our school is based around the three core values of scholarship, creativity, and community. Hunter's Point Community Middle School supports the well-being of every student. We believe that all young people have unique talents and points of view that are developed fully within a rigorous and caring learning environment. We consistently ask our students to think critically in order to prepare them for college-preparatory high schools and ensure that they have the knowledge and skills to be successful in an ever-changing workforce and world.

Hunter's Point Community Middle School is a new school that opened in September, 2013. We currently have grades 6 and 7 and will grow to full capacity by the fall of 2015. Some of our important partnerships include the Billion Oyster Project with the NY Harbor School, the American Museum of Natural History, the MSQI DOE initiative, the Learning Partners Program, the Urban Debate League, MindUP, Broadway Jr., and our shared campus schools the Academy of TV and Film and the Riverview School as well as our afterschool program with 82<sup>nd</sup> Street Academics.

Our accomplishments come from our school wide commitment to our partner programs and include a commitment to vocabulary and argumentative skills across the school, winning debate team, a thriving and diverse arts program, and outstanding teaching practices including mentor and model teachers.

We are a very diverse community attracting students from over 20 elementary school and from D75 inclusion, self-contained, ICT, General Education, bilingual, and gifted and talented classrooms. While we have accomplished a very unified, safe, and caring community it is a challenge to ensure we are effectively closing the achievement gap for our most disadvantaged and below grade level students.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- Unified understanding and use of Hess’ Cognitive Rigor Matrix to define rigor as a school
- Collaboratively developed rubrics for project based learning across departments

Needs:

- Improve student ability to write extended responses on demand (as surfaced through an analysis of state test results)

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

HPCMS CEP Goal #1: By the end of the 2014-2015 school year, the average demonstrated skill levels for our students in writing will rise 0.5 points on average per standard as measured by the ELA MOSL performance task from September 2014 to June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Targeted intervention and support for ELLs, SWD, and other high need students on writing skills in small groups/cerebral diversity	High need students	Feb-June	ELL and Special Education Specialists
More time spent on developing, assessing, and reteaching independent writing assignments to build reasoning and argument as well as stamina and fluency	All students	Dec-June	Departments and Teachers
Recognition, rewards, and sharing of excellent examples of student written work	All students	Dec-June	All teachers
Planning Time for teacher collaboration for assignment development, norming, and sharing of best practices and exemplars	All teachers	Dec-June	Principal, Instructional

			Cabinet
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Additional planning time, diverse reading materials, copy materials

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February, 2015 we will do a mid-year assessment based on the baseline MOSL to assess our progress.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

**Strengths:**

- Very high scores on most areas of the LES particularly around student safety and creating a welcoming and rigorous environment
- Cerebral Diversity/Advisory structure

**Needs:**

- Persistent achievement gap for SWD, boys, and students of color
- 30% of students on the LES from 2013-2014 felt their teachers did not help them stay on track for college and careers

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

HPCMS CEP Goal 2: Our school will build a culture that builds supportive academic and social/emotional connections between students and adults through implementation of our Student/Family/Advisor conferences as measured by 90% of students agreeing or strongly agreeing on average on each of the school culture questions on our mid-year internal and end of the year external Learning Environment Survey.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Refining our S/F/As based on our work with our Learning Partner Schools	All students	Oct-Jun	All staff
On-going tracking of grades, afterschool attendance, etc. by advisors	Lowest third, boys, students of color	Oct-June	All Staff, Advisors

Targeted interventions one on one and in small groups.	Lowest third, at risk students, SWD, boys, students of color	Oct-June	Guidance counselors, Special Education Teachers, Deans
Build trust through on-hand translators for parents	fmailies	On-going	Parent coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Session for afterschool, Saturday School, planning time, etc. Common planning time

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 we will have delivered and analyzed a mid-year LES to our community and analyzed the results to track progress toward our end –year goal

**Part 6b.** Complete in **February 2015.**

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- Strong department curricular planning and intervisitation culture in place
- Extensive use of co-teaching models in ICT and non-ICT classrooms

Needs:

- Achievement gap is not closing for lowest third, boys, students of color, SWD

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

HPCMS CEP Goal 3: By the end of the 2014-15 school year, our teacher teams will utilize data driven inquiry to increase the number of students on grade level by 20% from 2013-2014 ELA and Math test scores to 2014-2015 results.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Track DRP scores to ensure all students make progress and provide targeted work by implementing full class reading strategies and small group interventions for our most at risk readers as developed within inquiry groups including intervisitations with low inference notes and debriefing protocols to build trust.	All students, at risk readers	Oct-June	All staff
On-going tracking of 6 <sup>th</sup> grade math groupings and 7 <sup>th</sup> grade math extension groupings based on student jump rope grades to ensure math progress	All students	Oct-June	Math Department, All teachers
Saturday School for Math and ELA support and test preparation with parent communication and partnership	Lowest Third, Students Approaching	Feb-April	Teachers

	Grade Level		
Afterschool CBO Reading Groups	All students in afterschool	Nov-June	Afterschool Staff, Education Specialist

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Planning Time and coverages for inquiry planning and intervisitations, afterschool CBO, per session for planning and teaching Saturday School

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
16. Specify a timeframe for mid-point progress monitoring activities.				
February 2015 review of DRP scores, Jumprope grade reports, and Math and ELA test sample				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
18.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- High Teacher Satisfaction Response Rate on LES for 2013-2014
- 0% Teacher Turnover rate from June 2014 to Sept 2014
- Regular teacher/Principal check –in structure
- Collaborative use of Danielson Rubric for Teacher Development

Needs:

- In order to maintain strengths listed above as supported by WD on NSQR and 100% teacher satisfaction we will find ways to maintain a strong community for staff and students as we continue to expand grades.
- Create a system to support and evaluate all staff outside the limitations of Danielson or the S/U system to push the professional development of everyone (including Guidance Counselors, Paraprofessionals, etc.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

HPCMS CEP Goal 4: Because we value scholarship, creativity, and community, we will develop, implement, and refine a review process for all staff that is SMART goal based and integrates feedback from a variety of stakeholders including peers, parents, students, and the principal.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust			
Using the instructional cabinet to draft data driven department goals that focus on increasing student achievement	Teachers	Dec-June	Instructional Cabinet
Review a variety of professional materials and rubrics for evaluation to custom develop the feedback process to support staff in a trusting environment where they can take risks and be recognized for their	All staff	Dec-June	Instructional Cabinet

leadership accomplishments			
Work with the student council to craft important questions and concerns to be included in the process to show children we value and trust their input	Staff, students	Dec-June	Student Council Advisor, Instructional Cabinet, Student Council

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Planning Time, per session, SLT and Student Council input

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 24. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 we will have drafted and carried out a mid-year review of all staff

**Part 6b.** Complete in **February 2015.**

25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- Highly involved parent body active in PTA, SLT, chaperoning trips, judging at debate tournaments, etc.
- 95% attendance at SFAs

Needs:

- Recent parent feedback from October 2014 and January 2015 learning walks indicates that parents need more opportunities to understand what the expectations of the Common Core are and how our school supports their child to reach a better home/school connection in driving student achievement

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

HPCMS CEP Goal 5: By June 2015 we will implement 4 learning walks informed by our CEP goals and planned in conjunction with the SLT.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
29. Strategies to increase parent involvement and engagement			
30. Activities that address the Capacity Framework element of Trust			
Increase communication about all learning walks through website, flyers, emails, and school messenger voice messages	All families	Oct-June	Parent Coordinator, SLT
In order to build trust, we will develop and use learning walk data collection tools and post walk panel/discussion to gather important feedback from families on school wide initiatives and practices	All families	Oct-June	Parent Coordinator, SLT

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School messenger, SLT planning time, teacher release time for panel, etc.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

32. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 we will have carried out 2 of the 4 learning walks and create plans for improved final walks of the school year.

**Part 6b.** Complete in **February 2015.**

33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• State test scores</li> <li>• DRP reading levels</li> <li>• Jumprope Grades</li> </ul>	<ul style="list-style-type: none"> <li>• Cerebral Diversity groupings</li> <li>• In class groupings</li> <li>• Reading intervention strategies</li> <li>• Guided reading and writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Small group interventions</li> <li>• Homogenous groupings</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During lunch</li> <li>• Afterschool</li> <li>• Saturday School</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• State test scores</li> <li>• Jumprope Grades</li> </ul>	<ul style="list-style-type: none"> <li>• Math extension groupings</li> <li>• In class groupings</li> <li>• Full class skill review work</li> </ul>	<ul style="list-style-type: none"> <li>• Small group interventions</li> <li>• Homogenous groupings</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During lunch</li> <li>• Afterschool</li> <li>• Saturday School</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Jumprope Grades</li> </ul>	<ul style="list-style-type: none"> <li>• In class groupings</li> <li>• Full class skill review work</li> </ul>	<ul style="list-style-type: none"> <li>• Small group interventions</li> <li>• Homogenous groupings</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During lunch</li> <li>• Afterschool</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Jumprope Grades</li> </ul>	<ul style="list-style-type: none"> <li>• In class groupings</li> <li>• Full class skill review work</li> </ul>	<ul style="list-style-type: none"> <li>• Small group interventions</li> <li>• Homogenous groupings</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During lunch</li> <li>• Afterschool</li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Behavioral records</li> <li>• Observations</li> <li>• Teacher/family recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Small group counseling</li> <li>• One on one counseling</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During lunch</li> </ul>

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.

<b>x</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. 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.

We do an extensive vetting process for teachers that includes attendance at an information session, multiple demo lessons, and participation in a planning meeting.

**2b. 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).

Staff meetings are planned into the day with extensive common planning time and aligned to the CCSS and Hess' Cognitive Rigor Matrix. On-going inquiry cycles calibrate and refine instructional practices and on-going curricular reviews ensure high quality lesson planning.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

Departments work together to review the Cognitive Rigor Matrix, state tests, and CCSS to ensure assessments are unified across the school and aligned to college and career readiness.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal	114,667	x	11,13,15,17,19
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,614,849	x	11,13,15,17,19

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

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 the school. **Hunter's Point Community Middle 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 the school and the families. The 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 the school community. **Hunter's Point Community Middle 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**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 <b>30</b>	Borough <b>Queens</b>	School Number <b>291</b>
School Name <b>Hunter's Point Community Middle School</b>		

### 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 <b>Sarah Goodman</b>	Assistant Principal
Coach <b>Leah Grossman</b>	Coach
ESL Teacher <b>Leslie Liang</b>	Guidance Counselor <b>Diana Grindea</b>
Teacher/Subject Area	Parent <b>Freddy Guerrero</b>
Teacher/Subject Area	Parent Coordinator <b>John Rodriguez</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>101</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>7.92%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in							2							0
Pull-out							1							1
<b>Total</b>	0	0	0	0	0	0	1	0	0	0	0	0	0	1

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	6
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	6

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. [i](#)

	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
ESL	1	1		1		1	6		5	8

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		
<b>Total</b>	1	1	0	1	0	1	6	0	5	8
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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## 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)							1							1
Intermediate(I)							2							2
Advanced (A)							5							5
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6				6
7					0
8					0
NYSAA Bilingual (SWD)				2	2

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6								6
7									0
8									0
NYSAA Bilingual (SWD)							2		2

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		4				6
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)							2		2

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

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

**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.  
 Hunter's Point Community Middle School (HPCMS) uses the Degrees of Reading Power (DRP) at the beginning of the year to acquire a baseline that measures vocabulary and reading comprehension. We use this data to place students into the 37.5 intervention block. From this year's data, all current and former ELLs scored below 45/100 and were placed in an ELL focused group with current

and former ELLs. The data allows us to plan accordingly for the 37.5 block to allow for English language learning intervention methods that specifically cater to ELLs. The DRP is given three times during the school year, allowing us to measure progress for all students. In addition, we use the Teacher's College Reading and Writing Project (TCRWP) as a baseline for the Measure of Student Learning. Majority of ELLs are at Level L, which shows us their below-grade level proficiency. Like the DRP, the data will show us the types of reading and writing intervention to use when teaching the 37.5 intervention block. The data from both assessments will also help in determining targeted interventions in the mainstream classrooms as well.

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

As revealed by the NYSESLAT proficiency results, it can be seen that the majority of our ELLs are at the Advanced level. Since we are a new school; however, we are not able to make any conclusions based on these scores alone. We will continue to gather and observe the data until patterns are revealed.

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](#))

As seen by looking at the patterns across NYSESLAT modalities, the majority of students' listening/speaking proficiency is intermediate or advanced, with some even passing. However, reading/writing has an even distribution between beginner, intermediate, and advanced, with no passing. This shows us that students need more focus in reading and writing. Although listening and speaking are important parts of language acquisition, interpersonal skills in English are practiced everyday with classmates and teachers in and outside of the classroom. Content area teachers must give more support and differentiation to ELLs in reading and writing in order for them to improve in the long run.

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?

4a. There is an even distribution across proficiencies in the 6th grade. Students take tests in English with a bilingual dictionary on the state tests if necessary. Since students do not take the state tests in their native language, there is no data to show how ELLs are faring in English as compared to their native language. However, native language is used occasionally in class to relate words with similar Latin root words, like in Spanish, since the ESL teacher speaks Spanish as well. Two of the eight ELLs do not speak Spanish; however, their paraprofessionals speak their native language thus can assist in translating if needed, but it usually is not.

4b. 7 out of 8 ELL students at HPCMS are ELLs who are approaching or already deemed long-term status. We will not be administering the ELL Periodic Assessment because we already have data on these students to prepare appropriate intervention plans without the need of further testing. However, all school leadership and teachers at HPCMS are using the results of the Spring 2013 NYSESLAT results to assess ELLs' strengths and weaknesses. We differentiate based on their needs and scaffold accordingly in order to aid in long-term English language acquisition as well building content area knowledge. Many ELLs at HPCMS are long-term ELLs so their listening and speaking skills are nearly fluent; however, reading and writing continues to need improvement. We also use the results to determine if there needs to be more native language support, even though many ELLs are not literate in their native languages.

4c. We will not be administering the ELL Periodic Assessment because we already have data on these students to prepare appropriate intervention plans without the need of further testing.

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](#).)

HPCMS uses data to guide instruction for ELLs with the help of the Response to Intervention framework's three tiers of instructional support. ELLs are not in a self-contained ESL class, but instead they are with their native English speaking classmates. For the process, we begin with the Core of Instruction for all students, but then give a "Double Dose" of Instruction for differentiation and support. If our ELLs are still having difficulty, we then move onto Intensive Intervention where ELLs are pulled aside for small group and even individualized instruction.

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

Our ELLs' second language development is of utmost importance to us. All teachers at HPCMS understand that ELLs need more scaffolded support in vocabulary acquisition and use, specifically with new content. In addition, they struggle with improving their reading and writing skills. With the help of the ESL teacher and professional development, school leadership and teachers can determine better instructional techniques for ELLs with vocabulary acquisition and writing skills in content area subjects. In addition, we make sure they have the native language supports as needed. We have bilingual dictionaries and even Spanish translations of the texts we are using. In addition, many of our teachers of ELLs speak Spanish as a second language. We also have paraprofessionals who speak Bengali and Hindi.

All content area teachers have access to all of the ELLs' educational history and background information allowing them to teach in such a way that they are acknowledging the culturally and linguistically diverse backgrounds of our ELLs. They use this knowledge to

help assist in developing the students' English language skills by providing extra support for these students such as scaffolded and/or translated materials, and giving extra time to reexplain content and complete assignments.

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?

N/A

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

Hunter's Point Community Middle School is a newly opened school as of September 2013. We currently do not have enough data to evaluate the success of our programs for ELLs; however, we are working towards having a successful program from the beginning.

## 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](#).)

At registration, families fill out and sign the Home Language Identification Survey (HLIS) that inquires about the child's earlier school experience and language of instruction. A pedagogue is on call to assist the parents and ensure they understand the questions. If the student has not attended an NYCDOE school in the past, the guidance counselor or the parent coordinator will have parents/guardians complete the HLIS. If the responses on the HLIS indicate that a language other than English is spoken at home or that the student understands a language other than English, then the ESL teacher, Ms. Liang, will be called to meet parents/guardians to conduct informal interviews. The informal interview is conducted in English and in the native language. Our school's ESL teacher, Leslie Liang, has a Master's Degree in TESOL and is fully certified by the state of New York. Ms. Liang's other languages include Mandarin and Spanish. Other staff members in our school building who are available for translation speak Bengali, French, and Hindi. Upon review of the survey and after conducting the informal interview, if answers meet the New York City criteria that certain questions be answered with a language other than English, the child is eligible to be given the LAB-R test. Each HLIS is checked by Ms. Liang, the ESL teacher, to determine the student's native language and whether or not they should be administered the LAB-R, which is given within 10 days of registration. After testing, the hand-scored results of the screening battery and the date of test administration are notated on each HLIS by the ESL teacher, Ms. Liang. From the HLIS copies, a roster of LAB-R eligible students is compiled and checked against a current ATS RLER. All Spanish-speaking ELLs are then given the Spanish LAB to determine L1 competency and to prove language dominance. Each ELL will be evaluated again the following spring using the New York State English as a Second Language Achievement Test (NYSESLAT). For the 2013-14 school year, we did not have students new to the NYCDOE.
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.

For the 2013-14 school year, Hunter's Point Community Middle School did not have any new enrollees to the NYCDOE. In September, our students who have been receiving ESL services were sent home with a Continued Entitlement letter notifying the parents of the continued Freestanding ESL service. Our Freestanding ESL class is taught by Ms. Leslie Liang. She has a Master's Degree in TESOL and is fully certified by the state of New York. Should we have new enrollees to the NYCDOE, the following procedures would occur.

Within 10 days of giving the LAB-R and upon obtaining the results, students are deemed ineligible or eligible for ESL services. Students who are ineligible are sent home with a Non-Entitlement letter explaining their ineligibility to receive services. Eligible students are sent home with a packet containing the Entitlement letter, Parent Survey, and Program Selection form. In addition to the packets going home with the students, parents would receive an email with the appropriate letter and forms. Both the packet and the email would include links to the NYCDOE website containing the informational videos in various languages about the three available programs. Contact information of the ESL teacher is also provided to ensure parents receive answers to questions regarding the three programs in a timely manner. Parents are expected to return the forms as soon as the forms are completed. An

email is sent to the parent in addition to a call home to remind parents to return the forms. All communication would happen in English in addition to Bengali, Chinese, and Spanish, which are the other languages the ESL teacher or other staff members at HPCMS know. Should parents require information in other languages, translation services would be arranged to give the best information possible to the parents.

Upon receipt of the completed Parent Survey and Program Selection forms, the ESL teacher completes a spreadsheet with the information on Google Drive, which is available to all staff members for follow-up. Since Hunter's Point Community Middle School only has a Freestanding ESL program, should a parent choose another option, we would honor the request by contacting another school with the appropriate program and help the parent transfer the child to the school with the program they prefer. The ESL teacher then keeps a binder with all completed forms and copy of the spreadsheet in the Main Office for reference. Should our school, HPCMS have enough students to allow for a TBE/DL program, we would call the parents who have requested either of those programs and inform them of the availability of their preferred program.

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

Within 10 days of giving the LAB-R and upon obtaining the results, students are deemed ineligible or eligible for ESL services. Students who are ineligible are sent home with a Non-Entitlement letter explaining their ineligibility to receive services. Eligible students are sent home with a packet containing the Entitlement letter, Parent Survey, and Program Selection form. In addition to the packets going home with the students, parents would receive an email with the appropriate letter and forms. Both the packet and the email would include links to the NYCDOE website containing the informational videos in various languages about the three available programs. Contact information of the ESL teacher is also provided to ensure parents receive answers to questions regarding the three programs in a timely manner. Parents are expected to return the forms as soon as the forms are completed. An email is sent to the parent in addition to a call home to remind parents to return the forms. All communication would happen in English in addition to Bengali, Chinese, and Spanish, which are the other languages the ESL teacher or other staff members at HPCMS know. Should parents require information in other languages, translation services would be arranged to give the best information possible to the parents.

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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. The ESL teacher, Ms. Liang, analyzes all reports from ATS and ARIS to place identified ELL students in our Freestanding ESL program. Reports she uses are RLAT, RNMR, and RELC. Based on these reports, Ms. Liang, looks at the NYSESLAT Spring 2013 scores to determine at what level each student should be placed. Based on their level: Beginning, Intermediate, or Advanced, the ESL teacher, Ms. Liang determines scheduling of time for each student based on their individual level. Since we only have 8 ELLs, the ESL teacher pushes-in and pulls-out during various periods to remain in compliance with mandated minutes.

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.

Since Hunter's Point Community Middle School recently opened for the 2013-14 school year, this will be our first time administering the NYSESLAT in the spring of 2014. The ESL teacher, Ms. Liang, analyzes all reports from ATS and ARIS to place identified ELL students in our Freestanding ESL program. Reports she uses are RLAT, RNMR, and RELC. Based on these reports, Ms. Liang, looks at the NYSESLAT Spring 2013 scores to determine at what level each student should be placed. Based on their level: Beginning, Intermediate, or Advanced, the ESL teacher, Ms. Liang determines scheduling of time for each student based on their individual level. In anticipation of the administration of the test, the ESL teacher, Ms. Leslie Liang, will administer the test to the 8 ELLs we have at HPCMS during the scheduled time when students receive ESL services. Should it be necessary, students will also be pulled out during regular classes to complete the test. Students will take the reading, listening, and writing in a classroom at the same time when ESL services are given. If students need extra time for any of these components, students will be pulled-out to complete the test. The ESL teacher, Ms. Liang, will pull-out individual students during non-core content area classes to administer the speaking test to each student. An official schedule will be made closer to the administration dates in order to inform all teachers of

when each component will be administered.

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. *①*

Since we are a newly opened middle school, trending information is not available. We expect to make conclusions in the upcoming years once we acquire more data upon student enrollment. To maintain records of trends, the ESL teacher, Ms. Liang, will add the information onto our HPCMS Master List.

## 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])?

Hunter's Point Community Middle School is a new school that recently opened in September 2013 to its first incoming class of 6th graders. The school will eventually serve grades 6-8 by adding a grade each year. Our first graduating class is expected in June 2016.

We offer Integrated Co-Teaching (ICT) services, Special Education Teacher Support Services (SETTS), and a Self-Contained (12:1:1) special education class.

HPCMS's Freestanding ESL program includes a variety of push-in, collaborative, and self-contained organizational models. Push-in is used in Humanities for English language support. In addition, a collaborative organizational model applies because the ESL teacher works closely with the Humanities teachers to provide modifications necessary for ELL support. Self-contained occurs during the 37.5 intervention block three times a week, which focuses on literacy development and a curriculum tailored for ELLs based on pedagogical techniques for English language acquisition. Students are grouped heterogeneously in all settings. However, the minutes mandated for each student is determined by the students' test scores.

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)?

Based on last year's NYSESLAT scores, it can be seen that the levels are as follows: Beginning = 1, Intermediate = 2, and Advanced = 5.

For the 1 beginning student, the ESL teacher, Ms. Liang, pushes-in to the Humanities class (ELA/Social Studies) for 9 periods (44 minutes/period) a week, totaling 396 minutes for the beginning student.

For the 2 intermediate students, 1 student is in the same ICT class as the beginning student, thus Ms. Liang serves both students. She pushes-in to the Humanities class (ELA/Social Studies) for 8 periods of 44 minutes. The student thus receives 352 minutes. The other intermediate student is in the Self-Contained (12:1:1) class. Ms. Liang pushes-in to all 10 periods of Humanities totaling 440 minutes, well above the mandated number of minutes.

For the 5 advanced students, Ms. Liang teaches the Self-Contained class. She sees them for 11 periods of Humanities (ELA/Social Studies) for 44 minutes per period. She spends 7 periods on ESL instruction using the ELA and Social Studies curriculum and 4 periods on ELA with ELL supports. 2 periods of the ESL instruction is used for preparing students for ELA instruction and 5 periods of ESL instruction is used for

In addition, for extra literacy instruction, ELLs are placed in a self-contained 37.5 intervention block, which meets three times a week. This class includes former ELLs and students at-risk who have received 1s on their NYS ELA test.

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.

All ELLs receive ESL instruction during humanities class. Humanities class consists of 10 periods (11 for Self-Contained) of 44 minutes per period. Due to the scheduling, all ELLs receive more than the mandated number of minutes. The periods are split between ELA and Social Studies. In ELA, we are using the NYS recommended curriculum provided by Expeditionary Learning. In Social Studies, the Humanities department has created their own curriculum using the Houghton-Mifflin textbook, Eastern Hemisphere, as an outline, but incorporates supplementary texts in a variety of mediums. The ESL teacher, Ms. Liang, uses sheltered instruction and makes modifications to both curricula in order to cater to the language needs of ELLs and students with disabilities. She modifies worksheets and handouts for students so they have simplified language, are easy to read, and include graphic organizers when applicable. Sentence starters and sentence structures are also given to outline the information and teach and develop organization techniques that aid in comprehension. Since ELLs are required to read the same texts, they are given visuals, audiobooks, graphic novel versions, and any other visual or auditory supports available.

When learning new vocabulary, since the majority of our ELLs are native Spanish speakers, the ESL teacher, Ms. Liang, uses the native language, Spanish, to help determine meanings of vocabulary words using similar Latin roots. In addition, there is a significant, school-wide focus on vocabulary for all students at HPCMS. As part of MSQI, we use Word Generation to develop vocabulary usage throughout content areas. This is supplementary to the general curricula for all content area classes. Each day, 20 minutes is set aside from the respective content area class to dedicate to Word Generation. Mondays are for the ELA launch where students learn the vocabulary and see it in context by reading an article. Tuesdays' lesson occurs during math where students solve word problems with the vocabulary words used in context. Wednesdays are for science where they look at data and facts with the 5 vocabulary words used in the context of science, lessons on Thursdays occur during social studies where students take a position on the controversial topic of the week and have a debate with classmates either in small groups or whole class, then Fridays are dedicated to essay writing where students must answer the topic question for the week and use vocabulary words from the current week and previous weeks. All of this work builds vocabulary and literacy development for all students, not just ELLs. ELLs; however, are given more time and visuals to represent new, unknown concepts. In addition, the vocabulary is used across content areas, which allows for ELLs and all students to see the vocabulary words used in various settings.

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

At the beginning of the year, ELLs are informally assessed by the ESL teacher, Ms. Leslie Liang, as soon as instruction begins. However, before that time, the ESL teacher uses the information given by the parents on the HLIS regarding the child's literacy and oracy. Students are never formally assessed in their L1, but many of our ELLs are native Spanish speakers thus can be evaluated by the ESL teacher, Ms. Liang, because she speaks Spanish. In addition, when she uses the native language to aid in ESL instruction, she informally assesses students based on their knowledge of vocabulary in their L1.

To add on, all ELLs and former ELLs (up to 2 years after testing out) take the state tests with accommodations such as extended time, separate location, use of bilingual dictionaries, translated exams when available, and when unavailable, adult translators are arranged.

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

ELLs are constantly being informally assessed and evaluated in all four modalities of English acquisition. To evaluate listening, ELLs are given listening exercises where the ESL teacher, Ms. Liang, reads a passage and they have to answer questions based on the passage. To evaluate speaking, Ms. Liang will ask higher-order thinking questions to students during class discussions and record their answers. For reading, students are constantly being evaluated in ELA and Social Studies when they are required

to read long texts and give the gist and make inferences. For writing, ELLs are assessed weekly with essays that require use of vocabulary learned during the week and in previous weeks. This not only prepares them to take the NYSESLAT in the spring, but also succeed in life.

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).

6a. At HPCMS, we only have one student classified as SIFE. He has some difficulty with writing; therefore, is given more time to complete written assignments. Should we have more SIFE, we would employ more services not only of the ESL teachers to intensify instruction to help students make up what they have missed due to prior years' interruptions, but we would provide the services of all the other pedagogues who instruct the SIFE. The ESL department has already developed special materials designed to teach the alphabet and basic literacy to older children.

6b. Instruction for first-year and other newcomers includes full immersion into the mainstream classroom with push-in and self-contained support. Focus is made first on building basic interpersonal conversation skills through listening and speaking. Since oral communication skills are practiced throughout the day,

Translators and bilingual dictionaries are also available for student use.

6c. The ELLs who have been receiving services for 4 to 6 years have already acquired interpersonal speaking skills; however, they still need a lot of support in orthography and literacy. In addition, focus is made on addressing the issues that are preventing these students from doing well on the NYSESLAT for them to leave the program.

6d. Long-term ELLs are lacking the reading and writing skills necessary to pass the NYSESLAT and test out of ESL. These students are given focused intervention on reading and writing to help them eventually test out. These students are also SWD, thus more scaffolding and modification of instruction is necessary to help these students eventually leave the program.

6e. Former ELLs have been able to test out of the ESL program; however, due to persistent language mistakes, former ELLs need targeted intervention. This might include literacy focus and also developing better writing skills. In addition, former ELLs for up to two years after testing out of ESL, are allowed extended time on all state exams.

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-SWDs already modify instruction to accommodate each student's individual needs as specified in their IEPs. The ESL teacher also teaches the Self-Contained (12:1:1) class which has 6 of the 8 ELLs at HPCMS. This allows her to incorporate ELL techniques with the modifications and differentiation needed to follow the curriculum. In ELA, we are using the NYS recommended curriculum provided by Expeditionary Learning. In Social Studies, the Humanities department has created their own curriculum using the Houghton-Mifflin textbook, Eastern Hemisphere, as an outline, but incorporates supplementary texts in a variety of mediums. The ESL teacher, Ms. Liang, uses sheltered instruction and makes modifications to both curricula in order to cater to the language needs of ELLs and students with disabilities. She modifies worksheets and handouts for students so they have simplified language, are easy to read, and include graphic organizers when applicable. Sentence starters and sentence structures are also given to outline the information and teach and develop organization techniques that aid in comprehension. Since ELLs are required to read the same texts, they are given visuals, audiobooks, graphic novel versions, and any other visual or auditory supports available. When learning new vocabulary, since the majority of our ELLs are native Spanish speakers, the ESL teacher, Ms. Liang, uses the native language, Spanish, to help determine meanings of vocabulary words using similar Latin roots.

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?

We meet the needs of all SWDs by providing the different services required. Each student's schedule for services is coordinated to maximize instructional time in core content classes. In order to place these students in the appropriate setting, we first look at NYSESLAT scores, NYS test scores, and grades from sending schools. We then look at their IEPs to see which setting of the least restrictive environment has been mandated for each respective student. In our case, this 2013-14 school year, 6 out of the 8 ELLs are ELL-SWDs and mandated to be in the Self-Contained (12:1:1) class as stated on their IEPs. Should the IEPs list another type of setting such as General Education or ICT, then we would program the student's schedule such that we are meeting the requirements as stated on their IEPs and help foster English acquisition. The ESL teacher also provides special education services to these students, which allows for specialized instruction to attain English proficiency.

**Courses Taught in Languages Other than English** ⓘ

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

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

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

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

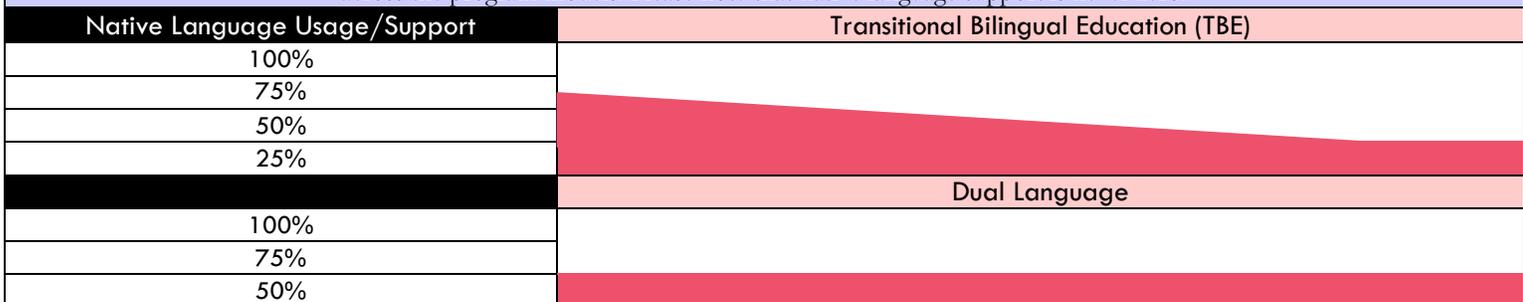
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**Native Language Usage and Supports**

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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.

Targeted intervention for ELA and social studies occurs during a self-contained 37.5 intervention block that meets three times a week, which is targeted towards all ELLs including former ELLs. In addition, a student teacher supports the ESL teacher, Ms. Leslie Liang, in providing extra services to these students. Targeted intervention in math and science is provided on an individual student basis, depending on each student's language acquisition progress and content area knowledge needs. Intervention occurs during classtime. The ESL teacher, Ms. Liang, works with content area teachers to create appropriate interventions for ELLs.

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

At this time in our first year, the ELL program at HPCMS cannot make these conclusions. Nonetheless, we are constantly striving to meet the needs of ELLs in both content and language development by applying language learning pedagogy and other literacy techniques and interventions. All teachers are certainly aware of the students who are current ELLs and former ELLs. Content area teachers make appropriate modifications and differentiations for ELLs depending on the individual student's needs.

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

For the upcoming school year of 2014-15, with the added staff, we anticipate having more ELL support for general education teachers to be able to make more modifications for ELLs. We also anticipate having an after-school program for NLA in Spanish and other language development programs.

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

At this time, there are no programs or services that will be discontinued.

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

ELLs at HPCMS are afforded equal access to all school programs. They are enrolled in the same academic programs as their peers based on their assessments and data. All of the following programs are offered to students by individual teachers with multiple fliers and emails being sent home to parents and guardians to promote the attendance in these programs. Before school and afterschool tutoring is offered to all students. The ESL teacher, Ms. Liang, extends individual invitations to ELLs to attend these tutoring sessions, which the ESL teacher offers twice a week. Due to bussing issues, many ELLs are not able to attend; however, 1-2 ELLs out of the 8 are able to be present for certain sessions. In addition to tutoring, the afterschool program offers yoga and open gym time to all students. Many ELLs are encouraged to participate in these activities. Currently, the Physical Education teacher, Mr. Sean Rosenberg, has begun the CHAMPS Middle School Sports program and 1 of our 8 ELLs has already signed up to participate. The music teacher, Ms. Liz Hanson, also offers a Family Band class which meets once a week to invite parents and students to learn and play instruments together. Due to time constraints, our ELLs are unable to attend. However, they take music classes for 4 periods during the week with the rest of their peers. In March, we will be offering Saturday School tutoring sessions with open gym time after. ELLs and SWDs will be strongly encouraged to attend. As the year and our existence continues, HPCMS plans on adding more curricular and extracurricular activities available to all students.

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

ESL instruction at Hunter's Point Community Middle School entails the most recent and effective pedagogical techniques. Instruction is given using varied language acquisition methods such as visuals and manipulatives, Total Physical Response (TPR), technology, authentic materials, and graphic organizers for scaffolded writing. Technology used in the classroom includes the SmartBoard and Elmo Document Camera to aid and support in direct instruction. Computers are also available to students for work in all content areas. Instructional materials are similar for all subgroups of ELLs; however, native language materials such as translated texts are available for beginner students. Leveled texts are also available for each subgroup, depending on their level.

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

Some ELL-SWDs are mandated to receive services in their native language, Spanish, via their paraprofessional. Bilingual dictionaries are available for students. The ESL teacher also speaks Spanish and Mandarin. In addition, translated texts in Spanish are available for students when needed, but often not required.

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

At Hunter's Point Community Middle School, students are transitioning from elementary school where they only had one teacher for all subjects and remained in the same room. In 6th grade, they must adapt to having specialized teachers for each content area and traveling from room to room. All support and resources are grade appropriate for the middle school level. All resources and materials available correspond to middle school (11-13 year olds) interests. Texts may be leveled at grades below their current grade level; however, the material is still age appropriate regardless of lexile level.

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.

At this time, we do not have any activities available to assist newly enrolled ELL students before the beginning of the school year. For new ELLs who enroll throughout the school year, the ESL teacher would invite these students into her advisory group called the Cultural Explorers. This interest-based advisory group allows students to learn about other cultures and is also a great opportunity for ELLs to be supported in NLA. For new incoming students, the ESL teacher, Ms. Liang, will invite ELLs into weekly lunch group that meets to support new ELLs through casual conversation to promote speaking and listening. Even though the lunch group is specified for ELLs, all students are welcome to participate.

18. What language electives are offered to ELLs?

Being in our first year, we do not offer language electives at this time. When 7th and 8th grade are present, we will begin offering other languages.

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)?

N/A

## C. Professional Development and Support for School Staff

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

1. The ELL coordinator is a member of NYSTESOL and will be attending any professional development available. She has also attended the Nuts and Bolts for New ELL Coordinators in October. In addition, the ELL coordinator meets with the Humanities Department weekly to suggest scaffolding and differentiation techniques specific for ELLs and students with disabilities. Hunter's Point Community Middle School is also part of this year's Middle School Quality Initiative (MSQI), which focuses on literacy development for middle school students. There has been and will be continuous professional development on implementing the vocabulary focused program that crosses all content areas called Word Generation. Additionally, various content area teachers at HPCMS have attended workshops for the Reading Apprenticeship program that promotes reading, which will also have continuous professional development throughout the year. The Literacy Coach who attends all of the literacy program workshops is always available to give feedback and suggestions for literacy development, especially for teachers of ELLs and students with disabilities. At HPCMS, we also have weekly professional development activities. The weekly meetings not only include data assessment, but also how to make necessary modifications and differentiation techniques for ELLs and students with disabilities. The ELL coordinator and Special Education coordinator have weekly meetings to discuss student progress and pedagogy, in addition to bi-weekly meetings with the principal, guidance counselor, and other non-pedagogical staff members who work with ELLs and students with disabilities.

February: Parent Coordinator, Mr. John Rodriguez, will be going to ESL and Translation Trainings.

February - June: CFN ELL trainings and ELL Coordinator meetings are available.

2. As the Common Core Learning Standards becomes an integral part in curriculum development, teachers at HPCMS are well-versed and apply standards in all lessons. The ESL teacher is already familiar with the standards; however, support is constantly given. During the weekly staff meetings, all staff at Hunter's Point Community Middle School discusses our unified mastery-based grading system. We base our standards from the CCLS and other 6th grade curriculum standards. In addition, lead teachers offer support in the form of professional development for instruction of best practices and act as mentors to offer support, instructional resources, and model the instruction.

February: Parent Coordinator, Mr. John Rodriguez, will be going to ESL and Translation Trainings.

February - June: CFN ELL trainings and ELL Coordinator meetings are available.

3. To provide staff with support in assisting ELLs as they transition from elementary to middle school, HPCMS has implemented a program called Community Well Being where it teaches all students about mindfulness, and how the brain reacts to varying situations and how individuals should act upon these feelings. This program helps all students transition and not just ELLs. The curriculum involves learning about mindfulness and metacognition, and also the brain's response to different stressors and how to react appropriately to various situations students might encounter in their transition from primary to secondary school.

ELL students are identified prior to September of their enrollment by the guidance counselor, Ms. Diana Grindea, and she meets with all teachers of ELLs to discuss information on the students and share known data with teachers of ELLs. Information is used to assign students to classes as well as additional literacy support sessions. The guidance counselor, Ms. Grindea, attends various professional development offered for counseling. The ESL teacher, Ms. Liang, attends any professional development specific for ELLs and relays information from the event to the guidance counselor.

4. All HPCMS pedagogues engage in more than the minimum 7.5 hours of ELL training and more than 10 hours for special education teachers. The programs we have implemented into our curricula not only help ELLs and students with disabilities, but it builds literacy for all students. Scaffolding, differentiation, and modification techniques are provided at all professional development workshops and meetings. Records are maintained by having weekly agendas available and attendance is taken at all department meetings, staff meetings, and professional development.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. HPCMS has very active parent involvement. Our newly appointed Parent Teacher Association meets biweekly. We also have a Family Band led by the music teacher that allows for all parents and families to be involved in this extracurricular activity. Both opportunities for parent involvement allow for parents of ELLs and parents of non-ELLs to foster relationships. In addition, our Parent Coordinator, Mr. John Rodriguez, reaches out to all parents consistently and sends out the HPCMS monthly newsletter to communicate information. The Parent Coordinator, Mr. Rodriguez, is bilingual in English and Spanish and is available at all PTA meetings and school celebrations to translate. Full translation is available in all languages at parent teacher conferences. Paraprofessionals on staff also speak Spanish, Bengali, Hindi, and the ESL teacher, who speaks Mandarin and Cantonese, are all available for translation.
  2. At this time, we are working to create connections and relationships with other agencies and Community Based Organizations to provide workshops to ELL parents. Our Parent Coordinator assists with any questions ELL parents may have.
  3. HPCMS has a lot of parent involvement. We invite parents to visit classrooms. They are able to chaperone when we take trips. To evaluate the needs of the parents, we ask them and are open to suggestions. Baseline parent surveys and end of the year Learning Environment Surveys are provided in multiple languages by the parent coordinator, Mr. Rodriguez.
  4. Our available activities address the needs of the parents by allowing for more parent involvement than would otherwise be available. Parents are allowed to share their opinions and communicate them through the extra activities. All PTA meetings flyers are sent home in multiple languages. There's a translator for Spanish, Mandarin, and Bengali on site and available for any meetings. If requested, translators for other languages will be attained.

## 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.

As stated before, Hunter's Point Community Middle School is a newly opened school as of September 2013. We are striving for the best ELL program possible and hope to improve and grow in the years to come.

## Part VI: LAP Assurances

**School Name:** Hunter's Point Communit M.S.

**School DBN:** 30Q291

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sarah Goodman	Principal		11/12/13
	Assistant Principal		
John Rodriguez	Parent Coordinator		11/12/13
Leslie Liang	ESL Teacher		11/12/13
Freddy Guerrero	Parent		11/12/13
	Teacher/Subject Area		
	Teacher/Subject Area		
Leah Grossman	Coach		11/12/13
	Coach		
Diana Grindea	Guidance Counselor		11/12/13
	Network Leader		
	Other _____		