

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**06M209**

**School Name:**

**HAMILTON GRANGE MIDDLE SCHOOL**

**Principal:**

**BENJAMIN LEV**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Hamilton Grange Middle School School Number (DBN): 06M209  
Grades Served: 6 – 7  
School Address: 500 West 138<sup>th</sup> Street New York, NY 10031  
Phone Number: 212-281-6184 Fax: 212-234-4903  
School Contact Person: Benjamin Lev Email Address: blev@schools.nyc.gov  
Principal: Benjamin Lev  
UFT Chapter Leader: Kyle Pecora  
Parents' Association President: Melquis Remy and Lucia Jimenez  
SLT Chairperson: Luke Bolton  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Maribel Arias  
Student Representative(s): N/A

**District Information**

District: 6 Superintendent: Manuel Ramirez  
Superintendent's Office Address: 4360 Broadway New York, NY 10033  
Superintendent's Email Address: [MRamirez4@schools.nyc.gov](mailto:MRamirez4@schools.nyc.gov)  
Phone Number: 917-521-3757 Fax: 917-521-3797

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 7<sup>th</sup> Avenue New York, NY 10001  
Director's Email Address: [YChu@schools.nyc.gov](mailto:YChu@schools.nyc.gov)  
Phone Number: 646-470-0721 Fax: 212-356-7546

## 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 that they have been consulted with 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:**

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Benjamin Lev	*Principal or Designee	
Kyle Pecora	*UFT Chapter Leader or Designee	
Melquis Remy	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Maribel Arias	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Shakira Lleras	Member/ UFT	
Zvia Ratz	Member/ UFT	
N/A	Member/ UFT	
Patricia Quijano	Member/ Parent	
	Member/	
Fanny Mujica	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/Parent	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** 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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Hamilton Grange Middle School (06M209) is a new middle school established in September 2014 to serve the needs of families in the Hamilton Heights community of West Harlem. In the 2015-2016 school year we've added a grade 7, increasing our enrollment to 165 students, and in 2016-2017, grade 8 will be added and the school will have met its full capacity of approximately 240 – 270 students.

Hamilton Grange Middle School is a unique addition to the City's public middle schools for several reasons, none more important than the school's focus on building knowledge and critical thinking while simultaneously developing students' character.

In order to build knowledge and critical thinking, the school community has identified argumentative writing as its instructional focus. To equip students to write well argumentatively, students must be careful close readers, analyzers of text, and be able to convey their thoughts effectively, first verbally, and then in writing. In short, the preparation necessary to write well argumentatively supports students in becoming effective readers, writers and speakers, the triumvirate of foundational skills necessary to meet and exceed the expectations of the New York State Common Core Learning Standards and achieve success in middle and high school, college and career.

As mentioned above, character development is a key area of focus for the Hamilton Grange school community. Middle school is a time of dynamic change and growth as students mature into adolescence and the early teen years. Oftentimes, this growth can be challenging as students search for their identity as students and socially with their peers. At Hamilton Grange, we cultivate these traits in our students through our weekly Character Progress Reports for each student, and through our advisory structure – a class in which students work with the same advisor and same group of students throughout their three years of middle school to build strong and trusting relationships with at least one adult and a small cohort of students that they feel comfortable relying on and confiding in throughout their time in middle school. Together with building content knowledge understandings and critical thinking through argumentative writing and a focus on literacy throughout the content areas, the character development system at Hamilton Grange is the driver for success in both secondary and post-secondary education and future careers.

Hamilton Grange believes in creating agency within students and their families and supporting student reflection, goal-setting and overall character development. For this reason, the school has jettisoned traditional parent-teacher conferences in favor of Student-Led Conferences (SLC). Twice during the school year, the school invites students and their families to attend formal conferences at which students reflect on their academic and character progress thus far and their goals for the coming marking period. SLC are attended by the student, parent/guardian, advisor, members of the student's advisory, and other adult community members. While the advisor facilitates the meeting, the student is in charge. During the conference students lead their families through a portfolio of assignments culled from academic classes. Students justify grades in each class by referencing specific assignments. Students are held accountable for their progress when they explain their areas of strength and areas in need of improvement. The tone of the conference is positive with a focus on what can be done to ensure success as opposed to what has been done poorly. **At the first ever SLC in November 2014, Hamilton Grange boasted a 99% attendance rate for students and their parent/guardians.** Despite this success, Hamilton Grange asked parents to fill out a survey documenting what they liked about the SLC and what could be done differently next time.

Community Involvement, whether in the form of SLC, Open Houses, or partnerships with Community Based Organizations, has been a great strength of the school. Catering to a curious District 6 community, Hamilton Grange opened its doors to elementary school parents and students during the months of November and December, hosting

over 150 students and parents during the first round of the middle school application process. It was also that during this time, the school established strong and lasting partnerships with community organizations and universities to provide students and their families with the most comprehensive school experience possible. Highlights of the aforementioned collaborations include, but are not limited to:

**Columbia University Debate, Creative Art Works (CAW), America Scores New York, Harlem Educational Activities Fund, Mt. Sinai/St. Luke's and the Heritage Health Clinic, Urban Advantage and General Electric, the Roberts Foundation, CHAMPS Sports, Columbia University's Millennium Cities Initiative, CITYarts, SuitUp NYC, After School All-Stars, Columbia University, the City College of New York, The People's Theater Project, Arts Matter Initiative, Councilman Mark Levine and Manhattan Borough President Gale Brewer**

At Hamilton Grange, having a goal, knowing what is needed to reach that goal, and persevering in the attainment of that goal is the true mark of success.

## 06M209 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	75	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	3
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	60.5%	% Attendance Rate		N/A	
% Free Lunch	N/A	% Reduced Lunch		N/A	
% Limited English Proficient	N/A	% Students with Disabilities		N/A	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		N/A	
% Hispanic or Latino	N/A	% Asian or Native Hawaiian/Pacific Islander		N/A	
% White	N/A	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		N/A	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		N/A	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

**Section 5A – Framework for Great Schools 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

- |   |
|---|
| <ul style="list-style-type: none"><li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.</li><li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li></ul> |
| <ul style="list-style-type: none"><li>• Of Hamilton Grange’s first class of students, 48% of students did not meet standards on the math exam.</li><li>• Strengths in this area include collaborations with high achieving partner schools and math teachers with highly effective ratings in the Advance Teacher Rating system.</li></ul>  |

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
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By June 2016, 80% of HGMS students (28% more than the previous year) will score a level 2 or higher on the 2016 NYS math exam as a result of the math department's monthly collaborations with their colleagues at MS 327 to support the effective planning and implementation of the Comprehensive Math and Science Project (CMSP) curriculum.
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### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• Master Teacher Series professional development to institute effective instructional strategies and a Balanced Literacy approach</li> <li>• Monthly collaborations using student data to plan and revise the implementation of CMSP</li> </ul>	Teachers	Throughout the year	Principal, math teachers
<ul style="list-style-type: none"> <li>• Students scoring less than 80% on weekly math quizzes will be mandated for Saturday Enrichment program. These students will enhance their understanding and application of that week's skills and retake the accompanying quiz until they reach 80% or higher.</li> </ul>	Lowest third of students in each class	Throughout the year	math teachers
<ul style="list-style-type: none"> <li>• Common Core aligned periodic exams to measure progress throughout the year.</li> </ul>	All students	Throughout the year	math teachers
<ul style="list-style-type: none"> <li>• Each math teacher will have one period each day to work with small groups and supporting struggling math students</li> <li>• Our after school program will integrate this work into the post-school day schedule (including Saturdays)</li> </ul>	Lowest third of readers in each class	Throughout the year	All teachers and after school personnel

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Roberts Foundation Grant											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The midpoint benchmark for this work will be February 2016 when the school will aggregate and analyze results from the winter interim math assessments. At this point, a minimum of 75% of students will have mastered at least 75% of standards in math.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The need that generated this goal was derived from an examination of the item analysis of the New York State English Language Arts exam, the constructed response portion of the New York State mathematics exam, the New York State English As A Second Language Achievement Test, The Teachers College Reading and Writing Project Running Records and teacher-created baseline assessments in reading and writing, science, and math.

This analysis identified that our students exhibited difficulties writing both coherently and effectively. A revamped curriculum was borne out of this recognition and a rigorous writing component was integrated

across the ELA/humanities, math, science, character development and ESL curricula. Argumentative writing was chosen because effective argumentative writing is dependent on myriad skills, namely: the close reading of a text to delineate and evaluate the argument and specific claims (Common Core [CC] Reading Standard 8), the gathering of relevant information from multiple sources, assessing the credibility and accuracy of each, integrating the information while avoiding plagiarism (CC Writing 8), and drawing evidence from literary or informational texts to support analysis, reflection, and research (CC Writing Standard 9). This not only is the basis for meeting CC Writing Standard 1, but also CC for Mathematical Practices standard 3, constructing viable arguments and critiquing the reasoning of others.

Our strengths in this area are most prominent in our math, science, special education and ESL departments where our most veteran teachers have begun to create their own curricula that while aligned to the Common Core, also are customized to the needs of the wide range of learners in the school. Due to the large population of ELL, SWD, and students reading and writing far below grade level, the creation of this more individualized curriculum is necessary to ensure students can actively engage in the material and activities and are motivated to love learning.

The school community believes that in order for students to successfully meet and exceed the expectations of the New York State Common Core Learning Standards, each classroom, regardless of content area, must be treated as a literacy class. In order to build knowledge and critical thinking, the school community has identified argumentative writing as its instructional focus. To equip students to write well argumentatively, students must be careful close readers, analyzers of text, and be able to convey their thoughts effectively, first verbally, and then in writing. In short, the preparation necessary to write well argumentatively supports students in becoming effective readers, writers and speakers, the triumvirate of foundational skills necessary to meet and exceed the expectations of the New York State Common Core Learning Standards and achieve success in middle and high school, college and career.

What elevates argumentative writing as a form of composition superior to that of either informational or narrative writing is that it requires students to be well-informed about a topic. In other words, argumentative writing is made superior in its potential to catalyze a rigorous curriculum because it requires students to build a deep knowledge of the content being studied by students. This is true because to form an opinion on a topic, students must have read divergent opinions on that topic and explored texts offering multiple perspectives of the same content. It is only after they are armed with this background knowledge that they have the content necessary to put their critical thinking

skills into practice, analyzing what they have read to create their own understandings, form an opinion, and make a claim (both verbally and in writing) supported with evidence from the texts they read throughout the unit of study.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will be able to support a claim with accurate evidence from the text and be able to explain how their evidence supports their claim using schoolwide criteria 80% of the time (a 10% increase from last year's end of year writing assessment).

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Writing</b></p> <p>Consistent with the educational research found in the study from the Alliance of Excellent Education, “Writing to Read,” teachers will be expected to employ writing strategies that have shown to have a strong correlation with developing students’ reading and thinking abilities.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>♣ Having students respond to text by answering open-ended questions</li> <li>♣ Having students summarize what they read</li> </ul>	<p>All students will be targeted through lessons in each of the content areas.</p> <p>All stakeholders will participate in this work</p>	<p>Beginning in summer and continuing throughout the year.</p>	<p>Implementation: all teachers.</p> <p>Oversight: Principal</p>

♣ Teaching students to note take about what they read (or during a listening passage) using Cornell Notes

♣ Teachers will work to improve a writing rubric by studying and using grade level exemplars.

♣ Teachers will be trained in the scoring and feedback of student writing around a Common Core aligned rubric

♣ Teachers will regularly provide students and parents with results of writing assessments and next steps for improvement

♣ Principal will provide teachers with common forums to examine samples of student work. As a result, teachers will come to agreements on interpretations of ratings against common criteria.

♣ By January, teacher teams will come up with writing pieces that teachers agree illustrate exemplary writing on grade level. These exemplars will be used as tools for writing instruction.

♣ Teachers will engage students in debate activities so as to develop their ability to respond to arguments verbally and, then, in writing.

### **Reading**

♣ Through teacher constructed grade level examinations, students will improve their abilities to respond to higher order critical thinking

♣ questions, based on grade level text material.

### **Teacher Teams**

♣ To provide grade level teacher teams with protocols to assist them in using assessment results in the area of writing as a means of identifying instructional practices that will elevate student performance.

♣ Based on writing assessments and rubric criteria, to develop data collection and aggregation tools so students' results can be viewed by individual, subgroup, class and grade level perspectives.

♣ The teacher team will identify (through research or best practices) specific instructional strategies to elevate student outcomes, work together to improve practice (developing criteria for practice, visiting and feedback to

colleagues, coach visits, supervisory observations) to gauge whether selected strategies have impact.			
<ul style="list-style-type: none"> <li>♣ Teachers will receive training and support on developing questions that spark students' critical thinking skills.</li> <li>♣ In grade level meetings, teachers will work together to develop critical thinking questions in response to common readings and scaffolds and supports that allow all learners to access the grade level curriculum to read and write effectively.</li> <li>♣ Clubs designed to target subgroups of students will meet twice each week to target the needs of subgroups of students in need of further support</li> </ul>	All stakeholders	Beginning in summer and continuing throughout the year.	Implementation: all teachers. Oversight: Principal
<ul style="list-style-type: none"> <li>♣ Progress reports will be sent home regularly outlining the work being done in class.</li> <li>♣ Student Led Conferences</li> <li>♣ Open Houses</li> <li>♣ School news regarding units of study, curriculum and student performance regularly updated on PupilPath, the school website, and the school's Facebook page</li> <li>♣ Student created newsletters</li> <li>♣ Teacher created newsletters (using Tuesday parent outreach time) to keep the community abreast of students' curricula</li> </ul>	All students and their families	Beginning in summer and continuing throughout the year.	Implementation: all teachers. Oversight: Principal
These efforts to make the work within the school as transparent as possible, as well as the systems put in place to increase family involvement mentioned above will build the trust that is essential to creating a team of various stakeholders that can progress student learning throughout the school.	All stakeholders	Ongoing	Implementation and oversight : All stakeholders

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources needed to implement the above action plan include time set aside for teacher collaboration, per session monies for work done outside of school hours, staff sets of books used in Asking Better Questions and Focus book studies, and all instructional staff members.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

## **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The midpoint benchmark for this work will be February 2016 when the school will aggregate and analyze results from the winter interim writing assessments. At this point, a minimum of 45% of students should have made gains in their abilities to write argumentatively.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- 62% of 6th graders did not meet standards on the ELA exam.
  - Only 14% of students were reading at grade level when they entered HGMS as 6<sup>th</sup> graders.
  - Strengths in this area include participation in the Middle School Quality Initiative and the Learning Partners Program – each focused on improving literacy of struggling readers.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of our 85 ELLs and SWDs will improve their reading by at least 5 points (approximately one grade level) as measured by the Degrees of Reading Power Assessment. Currently 58 of these students are identified as being "At-Risk" based on their fall DRP score and 24 others are "below grade level."

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Participation in the Middle School Quality Initiative and Learning Partners Program professional development</li> <li>• Master Teacher Series professional development to institute effective instructional strategies and a Balanced Literacy approach</li> </ul>	<p>Teachers</p>	<p>Throughout the year</p>	<p>Principal, model teachers</p>
<ul style="list-style-type: none"> <li>• Use of LightSail to provide students with text that can be read within their zone of proximal development</li> <li>• Wilson Reading Program</li> <li>• Just Words Reading Program</li> <li>• Students scoring less than 80% on weekly humanities quizzes will be mandated for Saturday Enrichment program. These students will enhance their understanding and application of that week's skills and retake the accompanying quiz until they reach 80% or higher.</li> </ul>	<p>Lowest third of students in each class</p>	<p>Throughout the year</p>	<p>Principal, teachers</p>
<ul style="list-style-type: none"> <li>• Degrees of Reading Power assessment three times each year to inform students and parents of progress and necessary next steps</li> <li>• Each humanities teacher will have one period each day to work with small groups on improving reading,</li> <li>• 90 minutes of each day will be devoted to independent reading</li> <li>• Our after school program will integrate this work into the post-school day schedule (including Saturdays)</li> </ul>	<p>All students</p>	<p>Throughout the year</p>	<p>Teachers</p>

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources needed to implement the above action plan include time set aside for teacher per session monies for Saturday enrichment, money to pay for training and certification of teachers that will implement the Wilson and Just Words program for struggling readers, and purchase of the Amplify common-core aligned question bank.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The midpoint benchmark for this work will be February 2016 when the school will aggregate and analyze results from the winter interim reading assessments. At this point, a minimum of 45% of students should have grown 5 points as measured by the Degrees of Reading Power assessment.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Below is the Advance data for all teachers during the 2014-15 school year, areas for focus are bolded:**

#### Domain 1:

- 14% HE
- 51% E
- 33% D
- 2% I

#### Domain 2:

- 33% HE (Total)
  - o 2a: 33%
  - o 2d: 32%
- 47% E (Total)
  - o 2a: 52%
  - o 2d: 41%
- 19% D (Total)
  - o 2a: 14%
  - o 2d: 23%**
- 2% I (Total)
  - o 2a: 0%
  - o 2d: 5%**

Domain 3:

- 16% HE (Total)

- o 3b: 13%

- o 3c: 17%

- o 3d: 19%

- 49% E (Total)

- o 3b: 57%

- o 3c: 48%

- o 3d: 43%

- 30% D (Total)

- o 3b: 22%

- o 3c: 30%**

- o 3d: 38%**

- 4% I (Total)

- o 3b: 9%

- o 3c: 4%**

- o 3d: 0%

Domain 4:

- 50% HE

- 46% E

- 4% D

- 0% I

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will improve their practice in Danielson component 3D Using Assessment in Instruction to better support student learning from 38% Developing/Ineffective to 15% Developing/Ineffective through the use of a structured system of intervisitations at MS 144 (Humanities) and MS 327 (math) in the Bronx, at other schools with instrumental music programs throughout the city, and internally across departments.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• Master Teacher Series professional development to institute effective instructional strategies and a Balanced Literacy approach</li> </ul>	All teachers	Throughout the year	Principal
<ul style="list-style-type: none"> <li>• Learning Partners Program – intervisitations and Japanese Lesson Study</li> </ul>	All teachers	Throughout the year	All staff
<ul style="list-style-type: none"> <li>• Formalized intervisitations (including feedback and reflection) among staff</li> </ul>	All teachers	Throughout the year	All staff
<ul style="list-style-type: none"> <li>• The minimum number of Advance observations will be complete by March 2016, classroom visits will continue to follow up on recommendations.</li> </ul>	All teachers	Sept - February	Principal

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Learning Partners and MSQI funds, New school funds											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

## **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The midpoint benchmark for this work will be February 2016 when the minimum Advance observations will be completed, and teachers will be regularly practicing intervisitations and accompanying practices. At this point, 75% of teachers will have improved one proficiency level on the Danielson Framework .

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

While parents have participated in our Student Led Conferences at tremendous rates (100% attendance in November and 97% in March), they have yet to volunteer in the school. Parents are also not as aware as they could be about the school’s goals. Knowing these goals well has the potential to increase their involvement as they have a clearer purpose for devoting their time.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, attendance at mandated Saturday enrichment programs will increase to 95% as a result of more effective parent outreach and through the use of PupilPath, Class Dojo, the Remind app, email and phone messaging and parent development sessions.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Assemble parents for a minimum of 4 open houses throughout the year. Review school goals at each of these meetings and possible parent actions to support these goals.</p>	<p>Parents</p>	<p>Throughout the year</p>	<p>Principal and guidance counselor</p>
<p>Send a monthly newsletter home to parents. Review school goals and parents' actions to support these goals in each newsletter.</p>	<p>Parents</p>	<p>Throughout the year</p>	<p>Principal and guidance counselor</p>
<p>Utilize the guidance counselor to inform parents of possibilities for their engagement in the school.</p>	<p>Parents</p>	<p>Throughout the year</p>	<p>Principal and guidance counselor</p>
<p>Incorporate parents as partners within the school day and after school programs (including Saturdays)</p>	<p>Parents</p>	<p>Throughout the year</p>	<p>Principal and guidance counselor</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Per session monies for teachers at Saturday programs and those instructors that will run parent workshops, as well as the funds to purchase the virtual messaging systems outlined above.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>	<p>X</p>	<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>The midpoint benchmark for this work will be February 2016 when the school will have hosted a minimum of 20 Saturday enrichment programs and have a minimum of 80% of students in attendance.</p>

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Lowest 33 <sup>rd</sup> % of students	Wilson Reading Program, book clubs, journalism club, debate, Saturday enrichment, small group instruction, after school support	Small group or one-on-one	Before and after school, lunch, during school, Saturdays
<b>Mathematics</b>	Lowest 33% of students	Saturday enrichment, small group instruction, after school support	Small group or one-on-one	Before and after school, lunch, during school, Saturdays
<b>Science</b>	Lowest 33 <sup>rd</sup> % of students	Wilson Reading Program, book clubs, journalism club, debate, Saturday enrichment, small group instruction, after school support	Small group or one-on-one	Before and after school, lunch, during school, Saturdays
<b>Social Studies</b>	Lowest 33 <sup>rd</sup> % of students	Wilson Reading Program, book clubs, journalism club, debate, Saturday enrichment, small group instruction, after school support	Small group or one-on-one	Before and after school, lunch, during school, Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Those students who do not make the character progress report minimum requirements for two consecutive weeks and students exhibiting behaviors that lead them to perform below expectations for all students	Peer mediation, conflict resolution, Plan B problem solving, young men and girls' group	Small group or one-on-one	Before and after school, lunch, during school, Saturdays

## Section 7: Title I Program Information

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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>

**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.
Strategies for recruitment include reaching out to networks: Teach for America, Teach for America alumni, and various other professional networks as well as the DOE's NTF and OMTS.
Strategies for retention include mentoring program, weekly one-one one meetings with principal weekly and professional development to ensure success and agency.

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
See above goals.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**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).
N/A

**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.).

N/A

**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.

Teachers collaborate with administration weekly in Monday and Tuesday PD meetings and a minimum of once each week in departmental meetings - these times are used to look at student data on assessments to better inform instruction. Teachers, with administration, create assessments with the help of Amplify assessment bank to ensure high quality and rigorous assessments. Professional development via the Master Teacher Series and collaborative planning between partner schools will further serve these goals. Funds will be used to hire High Quality teachers so in nearly all classes there are two teachers available to support all students in learning at the highest levels.

**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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	91,726	X	5a, 5b, 5c, 5d
Title II, Part A	Federal	0	N/A	N/A
Title III, Part A	Federal	10,996	X	5a, 5b, 5c
Title III, Immigrant	Federal	11,200	X	5a, 5b, 5c
Tax Levy (FSF)	Local	1,271,248	X	5a, 5b, 5c, 5d, 5e

**<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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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 at Hamilton Grange 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. **Hamilton Grange 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,
- 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, School Quality 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 Student Led 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)**

**Hamilton Grange 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 on assessments.

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

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>6</b>	Borough <b>Manhattan</b>	School Number <b>209</b>
School Name <b>Hamilton Grange Middle School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Benjamin Lev</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Kyle Pecora</b>	School Counselor <b>Montgomery Smith</b>
Teacher/Subject Area <b>Roberto Leon</b>	Parent <b>Christina Jurado</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>N/A</b>
Related-Service Provider <b>N/A</b>	Borough Field Support Center Staff Member <b>N/A</b>
Superintendent <b>Manuel Ramirez</b>	Other (Name and Title) <b>N/A</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	162	Total number of ELLs	63	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	63	<b>Newcomers</b> (ELLs receiving service 0-3 years)		<b>ELL Students with Disabilities</b>	15
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)		<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>										0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## 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

**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

\* EP=English proficient student

**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 is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							3	5						0
<b>Emerging</b> (Low Intermediate)							5	1						0
<b>Transitioning</b> (High Intermediate)							5	2						0
<b>Expanding</b> (Advanced)							14	16						0
<b>Commanding</b> (Proficient)							5	7						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0						0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							5	7						0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	23	4	0	0	0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	16	4	11						0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 At Hamilton Grange we use a variety of tools to assess the early literacy of ENLs. We use the Degrees of Reading Power and Teacher's College Reading and Writing Project (TCRWP) Running Records to assess English language reading level. For students who have acquired oral English skills but lack reading skill we use the WADE from the Wilson Reading System to assess phonemic awareness. ENL students' academic progress is monitored through classroom assessments containing grade level material. Classroom assessments are analyzed to identify specific areas of need within groups and individual students. In general we know that most of our ENLs are reading below grade level according to TCRWP. Due to the results of the assessments we have begun targeted pull out groups to address students who are reading below grade level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The majority of ENLs at Hamilton Grange are making steady progress through NYSESLAT levels, although there are a number of students whom are classified as both ENL's and SWDs that have struggled to progress on the NYSESLAT from year to year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 At Hamilton Grange we use data to inform instructional decisions. When we get modality results, we will ensure that lessons are planned in a way that incorporate modifications to address the academic needs of students. We use AMAO data to identify students who are not making adequate progress on the NYSESLAT and incorporate those students into pull-out groups and supplement after school support.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?  
 Nearly all of our students took their state exams last year in English (four took the math exam in Spanish). School leadership and teachers use results of the periodic assessments by assessing problem areas and incorporating target instruction into their lessons. Periodic

assessments show us the range of need amongst our ELLs, from entering to commanding. These results also help us to form groupings for AIS and in the classrooms.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

We currently only serve students in the 6<sup>th</sup> and 7<sup>th</sup> grade

6. How do you make sure that a student's new language development is considered in instructional decisions?  
ELLs are provided with language rich instruction that is scaffolded to enhance their acquisition. This is true for all of their content areas. The school's instructional focus is on argumentative writing which is also embedded into each content area class. Teachers are trained in effective ELL teaching strategies during Monday professional development to ensure that they are equipped with the skills necessary. We utilize results from the NYSITELL, NYSESLAT and ELL periodic assessments to target areas for growth and address those areas in students' core content classes.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

We currently do not have a dual language program. We are monitoring parent interest for future possibilities.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
At Hamilton Grange, we evaluate the success of our programs by tracking the progress of our ELL population using the New York State Assessments in ELA and Math. We also track English language proficiency levels by monitoring the performance of the various categories of ELLs such as Long Term ELLs, Former ELLs, SIFE students and newly arrived with formal schooling. We use a variety of assessment instruments such as periodic assessments, unit tests, writing samples in both ESL and ELA, and reading and writing conferences. It is expected that all ELLs are proficient in ELA and Math based on grade level unit assessments and the NYS ELA and Math exam. At this point in the year we have administered baseline assessments and once we administer benchmarks we will be able to further evaluate the success of our ELL programs.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
When students first register at Hamilton Grange the parents are given the HLIS survey form, which is administered by an ESL Teacher, administrator or another trained teacher. The teacher or administrator conducts an informal interview with the parent and child in either English or the native language. The pedagogues who are administering the survey and interviews speak both English and Spanish. If the registering family speaks another language the Office of Translation and Interpretation is utilized. If the student is deemed to be an eligible ELL, then the NYSITELL (and if applicable the Spanish-LAB) is administered within 10 days of enrollment. The Spanish LAB is given to students who have a home language of Spanish.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
When students first register at Hamilton Grange, the teacher or administrator conducts an informal interview with the parent and child in either English or the native language. The pedagogues who are administering the survey and interviews speak both English and Spanish. If the registering family speaks another language the Office of Translation and Interpretation is utilized. At this time, the SIFE questionnaire is administered as well as a reading and writing sample in the native language.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
Paste response to question here:
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Parent Survey and Program Selection forms are distributed in person or through mail. Parents are frequently contacted and reminded to complete the forms in a timely fashion and are given opportunities to ask questions regarding the forms. A teacher or administrator is available throughout the week to provide parents with individual orientations. If a parent does not complete the Parent Choice Form, then the default program is Transitional Bilingual Education. Parents have an opportunity to speak to an ESL Teacher and/or

administrator in their Native Language. These forms are kept on file in a binder in the school and copies are placed in the children's cumulative records.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

As part of the process illustrated in number 6 below.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the beginning of the school year Hamilton Grange holds an orientation for parents of ELLs following the initial enrollment and testing process, which is conducted by an ESL Teacher. The orientation and placement of students is completed with 10 days of enrollment. The parents view the Parent Information Video that is made by the Chancellor. An ESL Teacher then explains the program choices onsite and their options for each grade. They then fill out the Parent Choice form based on the information presented to them and the students are appropriately placed within 10 days. Parents who do not attend the orientation are contacted to come in and complete the orientation. Until the orientation is conducted the default placement for students is in bilingual education.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parent Survey and Program Selection forms are distributed in person or through mail. Parents are frequently contacted and reminded to complete the forms in a timely fashion and are given opportunities to ask questions regarding the forms. A teacher or administrator is available throughout the week to provide parents with individual orientations. If a parent does not complete the Parent Choice Form, then the default program is Transitional Bilingual Education. Parents have an opportunity to speak to an ESL Teacher and/or administrator in their Native Language. These forms are kept on file in a binder in the school and copies are placed in the children's cumulative records.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our administration works with our secretary and bilingual coordinator to ensure that all forms are completed and returned.

9. Describe how your school ensures that placement parent notification letters are distributed.

The bilingual coordinator working with the school secretary and school administration, ensure that all notification letters are distributed within the State's guidelines.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL documentation is retained in the ELL files in the main office. :

11. 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.

Towards the end of the school year students are given the New York State English as a Second Language Achievement Test during the state designated tested window. The proficiency level that students acquire based on the exam is used for placement and differentiation for the following school year. The speaking subtest is administered individually by the ESL teachers. The scores are recorded on the appropriate scoresheet and then transferred to the answer documents upon their arrival. The bilingual coordinator uses the RLER report to ensure all eligible students take the NYSESLAT. The testing coordinator prepares a table on Microsoft Excel for each eligible student and uses that form to ensure all four modalities on the NYSESLAT have been administered.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

See previous responses.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

All incoming 6th grade students came from ESL programs. Of the Parent Survey and Selection forms that were received from the feeder schools after contacting them and requesting these documents all of these forms indicated parent preference for ESL. The one student we registered this year was not eligible for ESL services. Currently our school offers ESL which is aligned to parent requests. We are monitoring parent preferences and will add bilingual programs as more parents request them.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
ESL instruction is delivered through a push-in model and a pull out model. Students travel in cohorts with the vast majority of ELLs being grouped together in one class in each grade. There are a small number of ELLs in the ICT class on each grade as well. In 6<sup>th</sup> grade the Entering students are grouped together in one class while all other ELLs are in a different class, grouped together. This allows for the ESL teacher to easily push-in to provide services according to new CR Part 154.2 requirements. In 7<sup>th</sup> grade, all ELLs are grouped together in one class.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Each ESL student receives at least the minimum mandated number of minutes of ESL as per CR Part 154.2 through push-in and pull out ESL occurring during their regularly scheduled Humanities course.
3. Describe how core content is delivered in each program model. 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.  
In the content areas all ELLs are provided opportunities to utilize their native language to enhance their content acquisition. Depending on the proficiency level of the student they may write in their native language, read the same text in their native language and use bilingual glossaries. These approaches allow students to meet the same standards as their peers in the content areas while acquiring English skills in their ESL classes. The pull-out ESL program uses the High Point curriculum, for ELA we use Expeditionary Learning, and in Math we use Connected Math Program.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Students have opportunities to review their work with adults who speak their native language when working in the content areas. These teachers assess their literacy skills as well oral language and vocabulary development.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Students are evaluated using comprehensive examinations to systematically track progress. An example is the ELL Periodic Assessment. Students' scores are analyzed so that teachers can target areas of weakness across each of the modalities. Throughout the year teachers formatively assess students in reading and writing through classwork and more formally through written assessments. Speaking and listening are evaluated as well by teachers during classroom discussions. Formative assessments are conducted daily by teachers in each content area. Formal assessments in each modality are conducted at the end of each unit of study.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
  - a.) If we acquire them, SIFE students will be serviced through a before-school basic English language skills class. Parents will also be informed about the program to give strategies to help the SIFE students at home. SIFE students are also supported by ESL/bilingual teachers during the day as well as AIS teachers.
  - b.) Newcomer ELLs in the school (0-3 years of service) are given much attention based on the fact that they need to acquire English language skills at the same as academic language required to prepare for ELA testing after one year, and tests in other content areas. These students are taught language through the content areas. All the teachers of ELLs base lessons around a content area and infuse discreet language skills and ESL strategies and methodologies into their teaching. As a result students will see an increase in English language proficiency (NYSESLAT), while simultaneously preparing for the content area tests. ELLs with less than 3 years (Newcomers) receive ESL instruction from the classroom teacher according to the CR Part 154 mandates of 360 minutes per week for Entering and Emerging level students and 180 minutes per week for Transitioning and Expanding students. Commanding ELLs receive 45 minutes each week. ELLs placed in monolingual classes receive small group ESL instruction from the ESL teacher in the Freestanding program that follows the CR Part 154 mandates of 360 minutes per week for Entering and Emerging level students and 180 minutes per week for Transitioning and Expanding students.

Instruction is differentiated according to ongoing assessment and based on data taken from both formal and informal assessment.

c.) Most of the ELLs who have received service for 4-6 years are guided toward acquisition of academic language. The past few years of NYSESLAT data reveal that the majority of these students are weakest in the reading and writing modalities. Many of them have scored proficient in the listening and speaking subcategories of the test. Therefore the teachers of ELLs at the school focus their teaching of these students on academic content vocabulary, themes and skills. The push-in ESL classes are designed to give the students scaffolded instruction and/or small group attention.

d.) Long term ELLs in the school are given extra support through AIS classes and specialized instruction from their content teachers.

e.) Former ELLs are supported by being given tailored language instruction by our self-contained ESL teacher. Former ELLs who have passed the NYSESLAT receive ELL accommodations on all state exams.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Re-identified students are closely monitored in grade team meetings to ensure that they are adequately supported and their academic progress has not been adversely affected.

8. 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?

ELLs with special needs are taught by their classroom teachers as well ESL teachers. These students are taught with both Special Education and ESL instructional strategies and methodologies. Students with special needs get support from a SETSS teacher, and an adaptive physical education teacher. Students' progress is frequently discussed and evaluated and further strategies are pursued. We provide AIS in ELA and Math through the services of an AIS teacher and Bilingual Coordinator/AIS specialist. Whenever we receive them we will be using our Title III funds for an ESL after-school programs that will include ELL-SWDs. All materials are grade and age appropriate for each student.

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

To service the diverse needs of ELL-SWDs the school allows for students to remain in the least restrictive environment whenever possible. SETSS teachers use a push-in model to service the students to enhance their grade level academic curriculum. ELL-SWD students are given the same rigorous grade level content as their peers. Teachers scaffold and use strategies to allow students to access this material through multiple entry points. Students are placed into ICT classes based the recommendations set forth in their IEPs.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

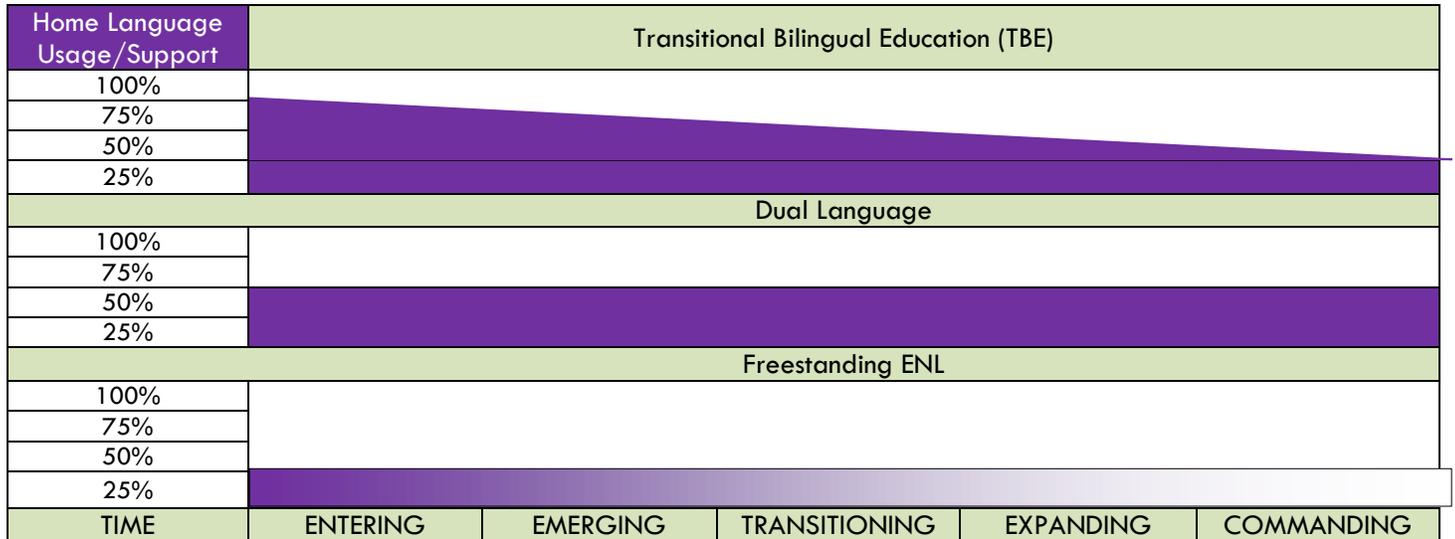


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
We provide AIS in English for students needing additional support in ELA and Math. Students with special needs are supported through this program. We currently do not have any SIFE students but we are prepared to provide all SIFE students with instruction by the ESL Teachers. We will be using our future Title III funds to support our ELLs in an ESL/NLA after school program. We provide enrichment periods each week for students to meet in small groups with their content area teachers to receive targeted interventions
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Since we are a new school we are currently in the process of utilizing data to evaluate the effectiveness of our current program. We have administered baselines to all our ELLs and we plan to use our upcoming benchmarks to track our initial progress. Anecdotal observations and feedback have helped us make adjustments to our current program. All teachers have been receiving mentoring in providing access to ELLs in their content areas. All teachers are aware of the ELLs that they teach and their proficiency level.
12. What new programs or improvements will be considered for the upcoming school year?  
Some new programs and improvements will be started next year. An out of classroom ESL teacher supports newcomer and struggling ELLs with a pull-out and push-in model. For next year we hope to hire more ESL certified teachers to expand the supports our ELLs will receive as we grow as a school. We are also monitoring parent interest to check whether there is sufficient demand to create a dual language or transitional bilingual program.
13. What programs/services for ELLs will be discontinued and why?  
Due to the fact that we are a growing school we do not plan to discontinue any ELL programs for next year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs have equal access to all school programs at Hamilton Grange. All ELLs participate in our art, physical education and debate programs, and participate in chess, journalism, and other clubs. ELL students are encouraged to participate in after school programs with our community partners. ELLs are instructed by the AIS and ESL pull out teacher.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
ELLs have access to a wide range of instructional materials. Classrooms are equipped with projectors, computers and document cameras. ELA is taught using the Expeditionary Learning literacy program. Mathematics is taught using CMP3. In science students are using FOSS kits for their lab instruction. In debate class students have access to laptops for research purposes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Students receive native language support throughout the day. In freestanding ESL students are encouraged to use their native language when it helps them produce or interpret English in classroom activities. Books, websites, and resources are provided in the students' native language
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required services support ELLs at their age and grade level. In ELA students have access to translated versions of their grade-level texts. In AIS for ELA ELLs receive instruction using the Wilson Reading Program to support students reading far below grade level. All instruction for ELLs however is age and grade-level appropriate. All ELLs are enrolled in core content classes that correspond to each student's grade and age level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly arrived students receive an orientation given by the ESL teacher/ELL coordinator. He meets with the students and parents to answer any questions about the school or school in the United States. The families are then shown around the school campus and they have an opportunity to meet with the staff at the school. This process does not change for students who enroll during the school year.
19. What language electives are offered to ELLs?  
ELLs participate in a debate class to strengthen their argumentative reading and writing skills. They also participate in clubs such as journalism and book club. At the current time these are the only language electives offered to ELLs.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Our school philosophy is that the best professional development happens through the interactions of members of the school community and their focused collaborations. To this end, academic specialists, when needed, will support our teachers in school whenever possible so that the application of the new learning is observed immediately.

Teachers of English Language Learners will be trained throughout the year in the understanding and use of Common Core standards. These trainings will include in depth analysis of the expectations set forth by the new standards in writing, reading and math. Each session provides teachers with action steps that can be implemented the following day. Teachers will receive ongoing training in the development of rigorous writing tasks, rubric utilization to score student work and the identification of instructional strategies to address writing deficiencies.

Teachers of ELLs will receive training by the principal in the process of collaborative inquiry manifested through Professional Learning Teams. Teachers will receive ongoing training in looking at student work, identifying areas of need, identifying instructional strategies to address needs and strengths and the implementation of those strategies. Teacher teams will also learn to plan effective lessons and to discuss their effectiveness through the analysis of informal assessments. Through this process, teachers will identify a group of ELL students who will become their inquiry focus.

Teachers of ELLs will be taking part in book study sessions led by the ELL teacher. During the book study lessons, designed by teachers for teachers, teachers will learn strategies to teach writing as well as ESL methodologies to convey new knowledge to our students. Classroom teachers of ELLs are scheduled to plan their lessons with our ESL teachers. ESL teachers model ESL methodologies for classroom teachers on a regular basis.

When students come to our middle school we provide an orientation at the beginning of the year that introduces them to how our schools functions.

All teachers receive 7.5 hours (10 hours for special education teachers) from workshops and strategy modeling during the Professional Development sessions held on Mondays.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

See above.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

See above.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

See above.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The principal of the school maintains an Open-Door policy with all parents. The principal ensures that parents understand program placement policies by providing individual conferences as needed to help parents understand the structure of the ESL programs. Parents of our ELL student population in our free-standing ESL program are provided with program information in their native language via parent workshops, parent brochures, parent choice letters, telephone communication with our staff, PA meetings, and special program orientations sessions at the beginning of the year using the orientation video in their native language. After parents receive the orientation, they are given a parent program selection form to choose the program they want for their child. Parents who have not attended an orientation or completed the selection form are called by the ELL services coordinator to ensure that they receive the orientation and choice. Students are placed into their appropriate classes within 10 days. Parent communication is ensured at the school level via parent meetings with the principal, and individual mailings to the homes to inform parents of school events and programs.

Our parents are offered support through the Heritage Health Foundation which provides health services and counseling to families. To evaluate the needs of the parents, we administer a Needs Assessment to the parents at the beginning of the year and the SLT uses the results for planning. Currently we do not have a parent coordinator.

Hamilton Grange provides workshops on identified topics of interest from the Parent Needs Assessment Survey during the day and evening. Parents are interested in learning about current health issues: Asthma, Influenza, Obesity in Children; Literacy strategies to help their children at home, ESL classes, immigration classes, technology classes. A parent handbook is distributed to our parents. Parents participate in the development of the school through PTA and SLT meetings.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
See above.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
See above.
5. How do you evaluate the needs of the parents?  
See above.
6. How do your parental involvement activities address the needs of the parents?  
See above.

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

**School Name: Hamilton Grange Middle School**

**School DBN: 06M209**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Benjamin Lev	Principal		9/15/15
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Kyle Pecora	ENL/Bilingual Teacher		9/15/15
Christina Jurado	Parent		9/15/15
Roberto Leon	Teacher/Subject Area		9/15/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Montgomery Smith	School Counselor		9/15/15
Manuel Ramirez	Superintendent		9/15/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **06M209**

School Name: **Hamilton Grange Middle School**

Superintendent: **Manuel Ramirez**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

HLIS, ATS reports, Emergency Contact Cards, and Week 1 surveys sent home to each family

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Arabic, French, Haitian Creole

### Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference

announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Emergency Blue Cards, Photo Consent Forms, Report Cards, Character Progress Reports, Week 1 Parent Letters, Newsletters, Calendars, PTA and SLT Announcements, After School Program information, State Testing Dates, and various other communications throughout the year.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Septemeber Curriculum Night, November and March Student Led Conferences, and May Open House. The community is notified via letters home, Facebook and website postings and phone calls home by all school staff members.

### **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Staff members speak English, Spanish, French, Arabic, Hebrew and Romanian. When a community member is in need of communicating with another person in a language other than those listed, a call is made to the DOE's Translation and Interpretation unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Staff members will provide this interpretation.

### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Language palm card and via email.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school will do all of the above.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys will be collected at the four open house/student led conference nights listed above, as well as at SLT and PA meetings, and via communication on the Facebook page.