

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

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

**30Q291**

**School Name:**

**HUNTERS POINT COMMUNITY MIDDLE SCHOOL**

**Principal:**

**SARAH GOODMAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: **The Hunter's Point Community Middle School** School Number (DBN): 30Q291

Grades Served: 6,7,8

School Address: 1-50 51<sup>st</sup> Avenue Queens, NY 11101

Phone Number: 718 609 3300 Fax: 718 609 3319

School Contact Person: Sarah Goodman Email Address: [Sgoodma4@schools.nyc.gov](mailto:Sgoodma4@schools.nyc.gov)

Principal: Sarah Goodman

UFT Chapter Leader: Ellen Halloran

Parents' Association President: Yolanda Tasso

SLT Chairperson: Kim Alvarez

Title I Parent Representative (or Parent Advisory Council Chairperson): Paul Cynamon

Student Representative(s): \_\_\_\_\_

\_\_\_\_\_

**District Information**

District: 30 Superintendent: Dr. Philip Composto

Superintendent's Office Address: 28-11 Queens Plaza North Queens, NY 11101

Superintendent's Email Address: [pcompos@schools.nyc.gov](mailto:pcompos@schools.nyc.gov)

Phone Number: 718 391 6122 Fax: 718 391 6147

**Borough Field Support Center (BFSC)**

BFSC: North Queens Director: Lawrence Pendergast

Director's Office Address: 28-11 Queens Plaza North Long Island City, NY 11101

Director's Email Address: [LPender@schools.nyc.gov](mailto:LPender@schools.nyc.gov)

Phone Number: 718-391-8222 Fax: 718-391-8320

## 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)
Sarah Goodman	*Principal or Designee	
Ellen Halloran	*UFT Chapter Leader or Designee	
Yolanda Tasso	*PA/PTA President or Designated Co-President	
Shamsun Hussain	DC 37 Representative (staff), if applicable	
Paul Cynamon	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sara Loza	Member/ PTA	
Kim Alvarez	Member/ PTA	
Christina Boylan	Member/ PTA	
Lucinda Kalin	Member/ Staff	
Leslie Liang	Member/ Staff	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

Hunter's Point Community Middle School opened in September of 2013 as part of an urban development zone in Long Island City, Queens. Our school is based around the three core values of scholarship, creativity, and community. Our students are diverse in many ways including academically, socio-economically, and ethnically while having a range of learning styles and developing adolescent personalities and interests. We take advantage of our diversity while meeting the intellectual and well-being needs of every child by incorporating inclusive and flexible groupings along with a wide variety of rigorous academic, athletic, artistic, and social offerings while keeping a small, family feeling. Some of our important partnerships include the Billion Oyster Project with the NY Harbor School, the American Museum of Natural History, the MSQI DOE initiative, the Learning Partners Program, the Urban Debate League, MindUP, Broadway Jr., and our shared campus schools the Academy of TV and Film and the Riverview School as well as our afterschool program with 82nd Street Academics.

Our CEP goals are designed to help us achieve this. For example, our data driven staff utilizes inquiry and the Professional Learning Community (PLC) model to identify common academic needs. This year, a review of test results and student work revealed a need to work on on-demand extended written responses (CEP Goal #1/Rigorous Academics). We have implemented a modified schedule throughout the year to bring interdisciplinary teacher teams together to work with small groups of students during writing assessments that provide immediate feedback to children while gathering important work sample for later review. Supporting students is also at the heart of our Advisory and Student Led Conferences (SLCs/CEP Goal #2/Student Supports. Our new schedule provides us with enough time this year to support our students with their reading development, social/emotional development, and academic advising/SLC preparation. Rethinking the standard period structure and Parent/Teacher Conferences calendar allows us to have more time for students and advisors to work with each other during the week and with families throughout the year.

### 30Q291 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07	Total Enrollment	229	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	4	# SETSS	N/A	# Integrated Collaborative Teaching	8
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	6	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		179.6%	% Attendance Rate		93.8%
% Free Lunch		72.5%	% Reduced Lunch		4.1%
% Limited English Proficient		8.2%	% Students with Disabilities		21.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		19.4%
% Hispanic or Latino		49.0%	% Asian or Native Hawaiian/Pacific Islander		17.3%
% White		12.2%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		2
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)		0.2%	Average Teacher Absences (2013-14)		1.88
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		34.4%	Mathematics Performance at levels 3 & 4		38.0%
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

- 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.
- 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.

Strengths:

- Unified understanding and use of Hess’ Cognitive Rigor Matrix to define rigor as a school and holding students and staff to high expectations as noted by an area of celebration and a Well-Developed on the 2014-2015 Quality Review for 3.4.
- Collaboratively developed standards based unit plans, assessments, and rubrics for project based learning across departments as noted by a Well-Developed on the 2014-2015 Quality Review for 1.1

Needs:

- Improve differentiated work and supports for varying student abilities to improve reading, written extended responses, and math performance as indicated by a Proficient and Area of Focus for 1.2 on the 2014-2015 Quality Review leading to higher levels of student achievement as focused on through the Framework for Great Schools.

### 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–Specific, Measurable, Achievable, Relevant, and Time-bound.

HPCMS CEP Goal #1: By the end of the 2015-6 school year, the number of students below grade level in writing will rise be reduced by 30% as measured by cross-curricular flash-writes rubric scores.

### 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 Rigorous Instruction and the Common Core 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>Targeted intervention and support for ELLS, SWD, and other high need students on writing skills in small groups/cerebral diversity</p>	<p>High need students</p>	<p>Feb-June</p>	<p>ELL and Special Education Specialists</p>
<p>More time spent on developing, assessing, and reteaching independent writing assignments to build reasoning and argument as well as stamina and fluency</p>	<p>All students</p>	<p>Dec-June</p>	<p>Departments and Teachers</p>
<p>Recognition, rewards, and sharing of excellent examples of student extended responses in all subjects</p>	<p>All students</p>	<p>Dec-June</p>	<p>All teachers</p>
<p>Planning Time for teacher collaboration for assignment development, norming, and sharing of best practices and exemplars in department wide and grade team meetings</p>	<p>All teachers</p>	<p>Dec-June</p>	<p>Principal, Instructional Cabinet</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>Additional planning time through per session for after school hours and per diem for substitute teachers, diverse reading and math materials, copy materials</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>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>By February, 2016 we will do a mid-year assessment based on baseline flash-write data to assess our progress.</p>

**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.

Strengths:

- Very high scores on most areas of the LES particularly around student safety and creating a welcoming and rigorous environment and a Well-Developed and Area of Celebration for 3.4, High Expectations, on the 2014-2015 Quality Review
- Cerebral Diversity/Crew Advisory structure where students meet in small groups to develop supportive relationships with their peers and teachers

Needs:

- 30% of students on the LES from 2013-2014 felt their teachers did not help them stay on track for college and careers leading to an area of concern related to the Framework for Great Schools Supportive Environment Element.

### 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.

HPCMS CEP Goal 2: Our school will build a culture that builds supportive academic and social/emotional connections between students and adults through implementation of our crew advisory model and Student Led Conferences as measured by 90% of students agreeing or strongly agreeing on average on each of the school culture questions on our mid-year internal and end of the year external Learning Environment Survey for 2015-2016.

### 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) 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>
<p>Continued development of our crew/advisory program to develop strong relationships between students, families, and staff through learning walks, Parent Teacher Teams, and Student Led Conferences through professional development from Expeditionary Learning</p>	<p>All students</p>	<p>Oct-June</p>	<p>All Staff</p>
<p>On-going tracking of grades, afterschool attendance, lateness, and behavior by crew advisors through weekly academic check ins with students and monthly outreach with families based on google doc data supported by professional development on usage by staff</p>	<p>Lowest third,</p>	<p>Oct- June</p>	<p>All Staff- Advisors</p>
<p>Targeted interventions that occur one on one and in small groups through Cerebral Diversity math and reading intervention groups supported by professional development from in-house literacy and math coaches and MSQI coach</p>	<p>Lowest third, at risk students, SWD,</p>	<p>Oct-June</p>	<p>Guidance counselors, Special Education Teachers, Deans</p>
<p>Build trust through on-hand translators for parents, Learning Walks, and communications</p>	<p>Families</p>	<p>On-going</p>	<p>Parent coordinator</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 for afterschool, Saturday School, planning time, etc. Common planning time</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>											
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		Other

**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>
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By February 2016 we will have delivered and analyzed a mid-year LES to our community and analyzed the results to track progress toward our end –year goal by comparing student and family response rates to those of our 2014-2015 LES results.

**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.

Strengths:

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

Needs:

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

### Part 2 – Annual Goal

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, M measurable, Achievable, Relevant, and Time-bound.

HPCMS CEP Goal 3: By the end of the 2015-16 school year, our teacher teams will utilize data driven inquiry to reduce the number of below grade level students in reading and math by 30% as measured by DRP scores and math JumpRope scores.

### 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 teacher-parent collaborations to improve student achievement.</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>
Track DRP scores to ensure all students make progress and provide targeted work by implementing full class reading strategies and small group interventions for our most at risk readers as developed within inquiry groups including intervisitations with low inference notes and debriefing protocols to build trust within Full Staff Professional Development Literacy Cycles and Department and Grade Team PLC meeting times	All students, at risk readers	Oct-June	All Staff
On-going tracking of math grades and interventions based on student jumprope grades and reviews of student work regarding math progress during math department PLC meeting times	All students	Oct-June	Math Department, All teachers
Saturday School for Math and ELA support and test preparation with parent communication and partnership	Lowest Third, Students Approaching Grade Level	Feb-April	Teachers

**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.										
Planning Time and coverages for inquiry planning and intervisitations, afterschool CBO, per session for planning and teaching Saturday School										
<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	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.
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February 2016 review of DRP score change from the Sept- February assessments, Jumprope grade reports from November 17 to the end of February

**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 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.

Strengths:

- High Teacher Satisfaction Response Rate on LES for 2014-2015
- No OMTS Teacher Transfers out of school for last two years
- Regular Teacher/Principal, Teacher/Assistant Principal, Mentor/Mentee, and Department Meeting check –in structure
- Collaborative use of Danielson Rubric for Teacher Development

Needs:

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

### **Part 2 – Annual Goal**

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.

HPCMS CEP Goal 4: By June 2016, we will develop, implement, and refine a review process for all staff that is SMART goal based and integrates feedback from a variety of stakeholders including peers, parents, students, and the principal that shows a 20% increase on positive responses to selected tripod and Learning Environment Survey questions results from 2015.

**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 parent leadership and engagement as a key lever for school improvement.</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>Using the instructional cabinet to draft data driven department goals that focus on increasing student achievement</p>	<p>Teachers</p>	<p>Dec-June</p>	<p>Instructional Cabinet</p>
<p>Review a variety of professional materials and rubrics for evaluation to custom develop the feedback process to support staff in a trusting environment where they can take risks and be recognized for their leadership accomplishments</p>	<p>All staff</p>	<p>Dec-June</p>	<p>Instructional Cabinet</p>
<p>Work with the student council to craft important questions and concerns to be included in the process to show children we value and trust their input based on tripod and LES type questions</p>	<p>Staff, students</p>	<p>Dec-June</p>	<p>Student Council Advisor, Instructional Cabinet, Student Council</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>Planning Time, per session, SLT and Student Council input</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>X</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><b>C4E</b></p>		<p><b>21<sup>st</sup> Century Grant</b></p>		<p><b>SIG/SIF</b></p>		<p><b>PTA Funded</b></p>		<p><b>In Kind</b></p>	<p><b>Other</b></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>By February 2016 we will have drafted, shared, and finalized a review plan for all staff</p>

**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.

Strengths:

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

Needs:

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

### Part 2 – Annual Goal

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.

HPCMS CEP Goal 5: By June 2016, we will implement 4 learning walks informed by our CEP goals and planned in conjunction with the SLT showing that 85% of parents feel like these walks have helped them understand the expectations of the CCLS and how we support students to reach these expectations through our instructional model.

### 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>
Increase communication about all learning walks through website, flyers, emails, and school messenger voice messages	All families	Oct-June	Parent Coordinator, SLT
In order to build trust, we will develop and use learning walk data collection tools and post walk panel/discussion to gather important feedback from families on school wide initiatives and practices	All families	Oct-June	Parent Coordinator, SLT
Department chairs will prepare and deliver sessions before every learning walk illustrating what the CCLS expectations are and how our instructional model meets the expectations	All families	Sept-June	Parent Coordinator, SLT

**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.											
School messenger, SLT planning time, teacher release time for panel, etc.											
<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		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.
By February 2016 we will have carried out 2 of the 4 learning walks and create plans for improved final walks of the school year based on parent responses to an understanding of the CCLS at HPCMS as well as reviewing mid-year parent survey responses.

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

## Section 7: Title I Program Information

### Directions:

- 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.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We do an extensive vetting process for teachers that includes attendance at an information session, multiple demo lessons, and participation in a planning meeting.

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

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

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our school has a MOSL committee that includes representatives from various departments and the chapter chair to ensure teacher voice in the assessment measure process.

**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	128,935.00	x	Sections 5 and 6
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,529,057.00	x	Sections 5 and 6

**<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 in the school. Hunter's Point Community Middle School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Hunter's Point Community Middle School will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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 Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

Hunter's Point Community Middle School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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>30</b>	Borough <b>Queens</b>	School Number <b>291</b>
School Name <b>Hunter's Point Community Middle School</b>		

### B. Language Allocation Policy Team Composition

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>Sarah Goodman</b>	Assistant Principal <b>Kristyn O'Reilly (I.A.)</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Leslie Liang</b>	School Counselor
Teacher/Subject Area <b>Leah Grossman/Social Studies</b>	Parent <b>Paul Cynamon</b>
Teacher/Subject Area	Parent Coordinator <b>John Rodriguez</b>
Related-Service Provider <b>Diana Grindea</b>	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

### 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	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>394</b>	Total number of ELLs	<b>26</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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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 checked="" 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>	27	<b>Newcomers</b> (ELLs receiving service 0-3 years)	3	<b>ELL Students with Disabilities</b>	14
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	9	<b>Long-Term</b> (ELLs receiving service 7 or more years)	15

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>	8	0	1	11	1	8	8	0	7	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: \_\_\_\_\_

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							5	5	9					0
Chinese								1						0
Russian														0
Bengali								1						0
Urdu														0
Arabic									1					0
Haitian														0
French														0
Korean									1					0
Punjabi														0
Polish														0
Albanian														0
Other								2	1					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					0
<b>Emerging</b> (Low Intermediate)							1		1					0
<b>Transitioning</b> (High Intermediate)							1		3					0
<b>Expanding</b> (Advanced)							7	7	3					0
<b>Commanding</b> (Proficient)														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

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								3	1					0

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

Hunter's Point Community Middle School (HPCMS) uses the Degrees of Reading Power (DRP) at the beginning, middle, and end of the year to acquire a baseline that measures vocabulary and reading comprehension and can be reassessed multiple times to show growth. We use this data to place students into specified Reading Intervention groups. From this year's data in September 2015, the average score of all current ELLs was 45.5/100 with a range of 24 to 65. 16 of the 27 ELLs are also Students with Disabilities ranging from ICT to Self-Contained.

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

As revealed by the NYSESLAT proficiency results, it can be seen that the majority of our ELLs are at the Expanding level. The proficiency levels across grades 6-8 are similar in that there is no noticeable trend. From the NYSESLAT Data, 3 of 27 are Entering. 3 of 27 are Emerging. 13 of 27 are Expanding. 3 of 27 are Transitioning. 1 of 27 scored Expanding from the NYSITELL Data.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 

As seen by looking at the patterns across NYSESLAT modalities, the majority of students' listening/speaking proficiency is transitioning to expanding, with some even commanding. However, reading/writing has an even distribution between entering, emerging, transitioning, and expanding, with no passing. This shows us that students need more focus in reading and writing. Although

listening and speaking are important parts of language acquisition, interpersonal skills in English are practiced everyday with classmates and teachers in and outside of the classroom. Content area teachers must give more support and differentiation to ELLs in reading and writing in order for them to improve in the long run.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

4a. There is an even distribution across proficiencies in our middle school. Students take tests in English with a bilingual dictionary on the state tests if necessary. Since students do not take the state tests in their native language, there is no data to show how ELLs are faring in English as compared to their native language. However, native language is used occasionally in class to relate words with similar Latin root words, like in Spanish, since the ENL teacher speaks Spanish as well. Majority of our ELLs speak Spanish; therefore, it is useful to use the home language when necessary.

4b. The majority of ELL students at HPCMS are ELLs who are approaching or already deemed long-term status. We will not be administering the ELL Periodic Assessment because we already have data on these students to prepare appropriate intervention plans without the need of further testing. However, all school leadership and teachers at HPCMS are using the results of the Spring 2015 NYSESLAT results to assess ELLs' strengths and weaknesses. We differentiate based on their needs and scaffold accordingly in order to aid in long-term English language acquisition as well building content area knowledge. Many ELLs at HPCMS are long-term ELLs so their listening and speaking skills are nearly fluent; however, reading and writing continues to need improvement. We also use the results to determine if there needs to be more native language support, even though many ELLs are not literate in their native languages.

4c. We will not be administering the ELL Periodic Assessment because we already have data on these students to prepare appropriate intervention plans without the need of further testing.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

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

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

All content area teachers have access to all of the ELLs' educational history and background information allowing them to teach in such a way that they are acknowledging the culturally and linguistically diverse backgrounds of our ELLs. They use this knowledge to help assist in developing the students' English language skills by providing extra support for these students such as scaffolded and/or translated materials, and giving extra time to reexplain content and complete assignments.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the 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?

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

To evaluate the success of our programs for ELLs, we look at NYSESLAT and NYS ELA Test data. The more ELLs that acquire Commanding on the NYSESLAT, the better our program is. However, it is difficult to judge when most of our ELLs are SWD; therefore, we may not see success because these students' disabilities prevent from reaching Commanding.

## 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.  
At registration, families fill out and sign the Home Language Identification Survey (HLIS) that inquires about the child’s earlier school experience and language of instruction. A pedagogue is on call to assist the parents and ensure they understand the questions. If the student has not attended an NYCDOE school in the past, the guidance counselor or the parent coordinator will have parents/guardians complete the HLIS. If the responses on the HLIS indicate that a language other than English is spoken at home or that the student understands a language other than English, then the ENL teacher, Ms. Liang, will be called to meet parents/guardians to conduct informal interviews. The informal interview is conducted in English and in the native language. Our school’s ENL teacher, Leslie Liang, has a Master’s Degree in TESOL and is fully certified by the state of New York. Ms. Liang’s other languages include Mandarin and Spanish. Other staff members in our school building who are available for translation speak Bengali, French, and Hindi. Upon review of the survey and after conducting the informal interview, if answers meet the New York City criteria that certain questions be answered with a language other than English, the child is eligible to be given the NYSITELL test. Each HLIS is checked by Ms. Liang, the ENL teacher, to determine the student’s native language and whether or not they should be administered the NYSITELL, which is given within 10 days of registration. After testing, the ATS scored results of the screening battery and the date of test administration are notated on each HLIS by the ENL teacher, Ms. Liang. From the HLIS copies, a roster of NYSITELL eligible students is compiled and checked against a current ATS RLER. All Spanish-speaking ELLs are then given the Spanish LAB to determine L1 competency and to prove language dominance. Each ELL will be evaluated again the following spring using the New York State English as a Second Language Achievement Test (NYSESLAT).
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).  
ELL Teachers Leslie Liang and Sean Rosenberg review evidence of the student’s English language development in all core classes. They look at the student work from these classes and if they have illegible handwriting, decoding issues, or encoding issues, then the student may be a SIFE. If Ms. Liang and Mr. Rosenberg decide that the student may need ENL Service then the student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students. Upon review, principal determines the student should take the NYSITELL. Student takes the NYSITELL to determine EL status. ELL Identification Process continues as with all students.
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).  
ELL Teachers Leslie Liang and Sean Rosenberg review evidence of the student’s English language development. If Ms. Liang and Mr. Rosenberg decide that the student may need SNL Service then the student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students. Upon review, principal determines the student should take the NYSITELL. Student takes the NYSITELL to determine EL status. ELL Identification Process continues as with all students.
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.  
Within 5 days of giving the NYSITELL and upon obtaining the results, students are deemed ineligible or eligible for ENL services. Students who are ineligible are sent home with a Non-Entitlement letter explaining their ineligibility to receive services. Eligible students are sent home with a packet containing the Entitlement letter, Parent Survey, and Program Selection form. In addition to the packets going home with the students, parents would receive an email with the appropriate letter and forms. Both the packet and the email would include links to the NYCDOE website containing the informational videos in various languages about the three available programs. Contact information of the ENL teacher is also provided to ensure parents receive answers to questions regarding the three programs in a timely manner. Parents are expected to return the forms as soon as the forms are completed. An email is sent to the

parent in addition to a call home to remind parents to return the forms. All communication would happen in English in addition to Bengali, Chinese, and Spanish, which are the other languages the ENL teacher or other staff members at HPCMS know. Should parents require information in other languages, translation services would be arranged to give the best information possible to the parents. All letters are sent home in Spanish and English, but will be translated for parents who have another preferred language.

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

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).

Parents of students who have been designated with ELL Status are notified at the time of enrollment verbally and in writing in their preferred language that they have the right to appeal.

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.

In September, our students who have been receiving ENL services were sent home with a Continued Entitlement letter notifying the parents of the continued Freestanding ENL service. Our Freestanding ENL class is taught by Ms. Leslie Liang. She has a Master's Degree in TESOL and is fully certified by the state of New York. Should we have new enrollees to the NYCDOE, the following procedures would occur.

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

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

Parents are informed that if the parent survey is not returned that the bilingual program is the default placement for his/her child.

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.

Parents are expected to return the forms as soon as the forms are completed. The ENL Coordinator, Ms. Leslie Liang, sends an email to the parent in addition to a call home to remind parents to return the forms. All communication would happen in English in addition to Bengali, Chinese, and Spanish, which are the other languages the ENL teacher or other staff members at HPCMS know. Should parents require information in other languages, translation services would be arranged to give the best information possible to the parents. Forms are collected, scanned digitally, and stored on Ms. Leslie Liang's computer. In addition, all hard-copies are maintained in a binder. Choices are recorded on a Google Spreadsheet that is accessible to all pedagogues involved.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL Coordinator, Ms. Liang, maintains all documents in a binder and records data of completed forms on a Google Spreadsheet.

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

The ENL Coordinator, Ms. Liang, prints, signs, and distributes the letters herself to the students. She keeps a copy in a binder to maintain confirmation of distribution of the letters in the parents' preferred languages.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL Coordinator, Ms. Liang, maintains all documents in a binder.
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.  
The ENL teacher, Ms. Liang, analyzes all reports from ATS to place identified ELL students in our Freestanding ENL program. Reports she uses are RLAT, RNMR, and RELC. Based on these reports, Ms. Liang, looks at the NYSESLAT Spring 2015 scores to determine at what level each student should be placed. Based on their level: Entering, Emerging, Transitioning, or Expanding, the ENL teacher, Ms. Liang determines scheduling of time for each student based on their individual level. In anticipation of the administration of the test, the ENL teacher, Ms. Leslie Liang, will administer the test to the ELLs we have at HPCMS during the scheduled time when students receive ENL services. Students are kept longer and miss their other classes should they require more time to complete the test. Students will take the reading, listening, and writing in a classroom at the same time when ENL services are given. If students need extra time for any of these components, students will be kept and will miss their other classes to complete the test. The ENL teacher, Ms. Liang, will pull-out individual students during non-core content area classes to administer the speaking test to each student. An official schedule will be made closer to the administration dates in order to inform all teachers of when each component will be administered.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ENL Coordinator, Ms. Liang, prints, signs, and distributes the letters herself to the students. She keeps a copy in a binder to maintain confirmation of distribution of the letters in the parents' preferred language.
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).  
Out of the newly admitted students that we have had in the past three years, 3 out of 3 parents have chosen our Freestanding ENL program.

## 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.  
In each grade, ELLs are programmed into the same homeroom regardless of proficiency level. Each grade has one homeroom with ELLs with IEPs and Gen Ed ELLs. The ENL teachers, Leslie Liang and Sean Rosenberg, along with a new resident teacher, push-in to ELA and/or Social Studies class to service the ELLs to accommodate the Integrated ENL mandate. They work closely with the Humanities teachers to devise modifications for the ELLs. Transitioning and Expanding level students receive ENL/SS and Entering and Emerging receive ENL/ELA.  
During our reading intervention time which serves as the Standalone ENL time, all ELLs are placed in one class regardless of grade. Within this class, we group them homogeneously into groups of 10 to differentiate within the class.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:

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)?

Due to heterogeneous grouping in homeroom classes, all ELLs receive the minimum 180 minutes of integrated ENL time. All ELLs also receive 135 minutes of stand-alone time. ENL teachers work closely with ELA and Social Studies teachers to modify curricula for our ELLs. Due to underfunding and understaffing, we are unable to provide the mandated number of instructional minutes to ELLs.

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.

All ELLs receive ENL instruction during ELA and Social Studies. In ELA, we are using the NYS recommended curriculum provided by Expeditionary Learning. In Social Studies, the Humanities department has created their own curriculum using the Houghton-Mifflin textbooks as an outline, but incorporates supplementary texts in a variety of mediums. The ENL teacher, Ms. Liang, uses sheltered instruction and makes modifications to both curricula in order to cater to the language needs of ELLs and students with disabilities. She modifies worksheets and handouts for students so they have simplified language, are easy to read, and include graphic organizers when applicable. Sentence starters and sentence structures are also given to outline the information and teach and develop organization techniques that aid in comprehension. Since ELLs are required to read the same texts, they are given visuals, audiobooks, graphic novel versions, and any other visual or auditory supports available.

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

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

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

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

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

ELLs are constantly being informally assessed and evaluated in all four modalities of English acquisition. To evaluate listening, ELLs are given listening exercises where the ENL teacher, Ms. Liang, reads a passage and they have to answer questions based on the passage. To evaluate speaking, Ms. Liang will ask higher-order thinking questions to students during class discussions and record their answers. For reading, students are constantly being evaluated in ELA and Social Studies when they are required to read long texts and give the gist and make inferences. For writing, ELLs are assessed weekly with essays that require use of vocabulary learned during the week and in previous weeks. This not only prepares them to take the NYSENLAT in the spring, but also succeed in life.

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
- 6a. At HPCMS, we only have one student classified as SIFE. He has some difficulty with writing; therefore, is given more time to complete written assignments. Should we have more SIFE, we would employ more services not only of the ENL teachers to intensify instruction to help students make up what they have missed due to prior years' interruptions, but we would provide the services of all the other pedagogues who instruct the SIFE. The ENL department has already developed special materials designed to teach the alphabet and basic literacy to older children.
- 6b. Instruction for first-year and other newcomers includes full immersion into the mainstream classroom with push-in and self-contained support. Focus is made first on building basic interpersonal conversation skills through listening and speaking. Since oral communication skills are practiced throughout the day, Translators and bilingual dictionaries are also available for student use.
- 6c. The ELLs who have been receiving services for 4 to 6 years have already acquired interpersonal speaking skills; however, they still need a lot of support in orthography and literacy. In addition, focus is made on addressing the issues that are preventing these students from doing well on the NYSENLAT for them to leave the program.
- 6d. Long-term ELLs are lacking the reading and writing skills necessary to pass the NYSENLAT and test out of ENL. These students are given focused intervention on reading and writing to help them eventually test out. These students are also SWD, thus more scaffolding and modification of instruction is necessary to help these students eventually leave the program.
- 6e. Former ELLs have been able to test out of the ENL program; however, due to persistent language mistakes, former ELLs need targeted intervention. This might include literacy focus and also developing better writing skills. In addition, former ELLs for up to two years after testing out of ENL, are allowed 60 minutes of integrated ENL time for up to two years after exiting. However, at HPCMS, due to underfunding and understaffing, we are unable to provide all of our F-ELLs with these mandated services.
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.
- Ms. Leslie Liang and Mr. Sean Rosenberg are the teachers who ensure that the student's academic progress has not been adversely affected by the re-identification. They work with the teachers and look at data to make sure they are still receiving any language services necessary for their success in the classroom.
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?
- Teachers of ELL-SWDs already modify instruction to accommodate each student's individual needs as specified in their IEPs. All teachers learn how to incorporate ELL techniques with the modifications and differentiation needed to follow the curriculum. All teachers incorporate supplementary texts in a variety of mediums to support our students. The ENL teacher, Ms. Liang, uses sheltered instruction and makes modifications to both curricula in order to cater to the language needs of ELLs and students with disabilities. She modifies worksheets and handouts for students so they have simplified language, are easy to read, and include graphic organizers when applicable. Sentence starters and sentence structures are also given to outline the information and teach and develop organization techniques that aid in comprehension. Since ELLs are required to read the same texts, they are given visuals, audiobooks, graphic novel versions, and any other visual or auditory supports available. When learning new vocabulary, since the majority of our ELLs are native Spanish speakers, the ENL teacher, Ms. Liang, uses the native language, Spanish, to help determine meanings of vocabulary words using similar Latin roots.
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?
- We meet the needs of all SWDs by providing the different services required. Each student's schedule for services is coordinated to maximize instructional time in core content classes. In order to place these students in the appropriate setting, we first look at NYSENLAT scores, NYS test scores, and grades from sending schools. We then look at their IEPs to see which setting of the least restrictive environment has been mandated for each respective student. We program the student's schedule such that we are meeting the requirements as stated on their IEPs and help foster English acquisition. The ENL teacher also provides special education services to these students, which allows for specialized instruction to attain English proficiency.

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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

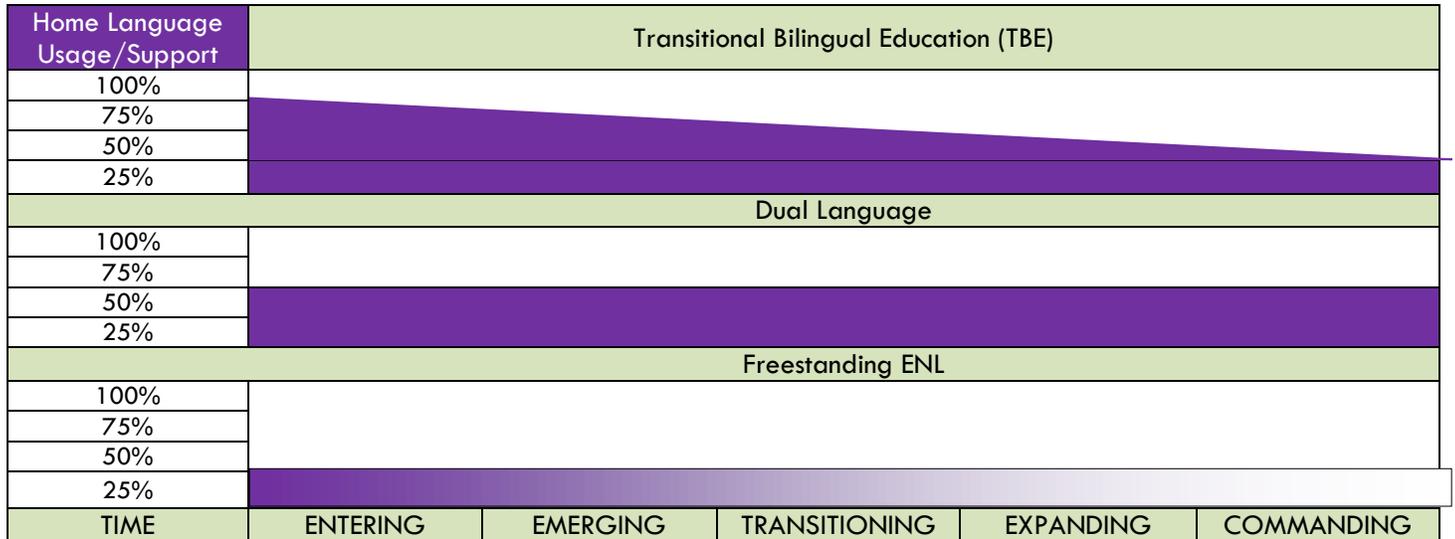


\*Note “other approved services” does not apply to New York City at this time.

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. Targeted intervention for ELA and social studies occurs during a self-contained 45 minute intervention block that meets three times a week, which is targeted towards all ELLs including former ELLs. In addition, a resident teacher supports the ENL teacher, Ms. Leslie Liang, in providing extra services to these students. Targeted intervention in math and science is provided on an individual student basis, depending on each student's language acquisition progress and content area knowledge needs. Intervention occurs during classtime. The ENL teacher, Ms. Liang, works with content area teachers to create appropriate interventions for ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We are constantly striving to meet the needs of ELLs in both content and language development by applying language learning pedagogy and other literacy techniques and interventions. All teachers are certainly aware of the students who are current ELLs and former ELLs. Content area teachers make appropriate modifications and differentiations for ELLs depending on the individual student's needs. It seems that our methods are effective, but we can obviously look for areas of growth.

The data used is based on the students' JumpRope scores. JumpRope is a mastery-based grading system that allows all teachers at HPCMS to record students progress based on subject-specific standards in order to better track progress in the subject area. From these grades, we are able to draw conclusions about specific skills within the subject area and can target intervention when necessary. At this time, there is no real way to see how our ENL program is effective. We are looking for new ways to track this data to help our program become better as we continue to grow as a school.

Teachers are informed that they are teachers of ELLs by their knowledge of the class. Gen-Ed students are all placed in the same class and SpEd ELLs are placed in the same class. Ms. Leslie Liang personally informs all of the teachers and her teaching assistant will push-in to support at least once a week.
12. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year of 2015-16, with the added staff, we anticipate having more ELL support for general education teachers to be able to make more modifications for ELLs. We also anticipate having a program for NLA in Spanish and other language development programs.
13. What programs/services for ELLs will be discontinued and why?

At this time, there are no programs or services that will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs at HPCMS are afforded equal access to all school programs. They are enrolled in the same academic programs as their peers based on their assessments and data. All of the following programs are offered to students by individual teachers with multiple fliers and emails being sent home to parents and guardians to promote the attendance in these programs. Before school and afterschool tutoring is offered to all students. The ENL teacher, Ms. Liang, extends individual invitations to ELLs to attend these tutoring sessions, which the ENL teacher offers twice a week. Due to bussing issues, many ELLs are not able to attend.. In addition to tutoring, the afterschool program offers many extracurriculars. Many ELLs are encouraged to participate in these activities. Currently, the Physical Education teacher, Mr. Sean Rosenberg, has begun the CHAMPS Middle School Sports program and a few of our ells have already signed up to participate. In March, we will be offering Saturday School tutoring sessions with open gym time after. ELLs and SWDs will be strongly encouraged to attend. As the year and our existence continues, HPCMS plans on adding more curricular and extracurricular activities available to all students.
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.

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

Some ELL-SWDs are mandated to receive services in their native language, Spanish, via their paraprofessional. Bilingual dictionaries are available for students. The ENL teacher also speaks Spanish and Mandarin. In addition, translated texts in Spanish

are available for students when needed, but often not required.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
At Hunter's Point Community Middle School, students are transitioning from elementary school where they only had one teacher for all subjects and remained in the same room. In 6th grade, they must adapt to having specialized teachers for each content area and traveling from room to room. All support and resources are grade appropriate for the middle school level. All resources and materials available correspond to middle school (11-13 year olds) interests. Texts may be leveled at grades below their current grade level; however, the material is still age appropriate regardless of lexile level.
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).  
At this time, we do not have any activities available to assist newly enrolled ELL students before the beginning of the school year. For new ELLs who enroll throughout the school year, the ENL teacher would invite these students into her advisory group called the Cultural Explorers. This interest-based advisory group allows students to learn about other cultures and is also a great opportunity for ELLs to be supported in NLA. For new incoming students, the ENL teacher, Ms. Liang, will invite ELLs into weekly lunch group that meets to support new ELLs through casual conversation to promote speaking and listening. Even though the lunch group is specified for ELLs, all students are welcome to participate.
19. What language electives are offered to ELLs?  
We offer Spanish language classes in 7th and 8th grade.
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.)

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

February: Parent Coordinator, Mr. John Rodriguez, will be going to ENL and Translation Trainings.  
February - June: NYCDOE/Borough ELL trainings and ELL Coordinator meetings are available.

At this moment, due to the new mandates, the ENL Coordinator, Ms. Leslie Liang, is working the UFT Chapter Leader to arrange for professional development that is appropriate for all staff. We currently do not have a calendar of dates, but these PDs will happen during our Thursday Staff meetings. At these meetings, all staff attend; therefore, all staff will receive ELL training and professional development as necessary.
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?

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

February: Parent Coordinator, Mr. John Rodriguez, will be going to ENL and Translation Trainings.  
February - June: ELL trainings and ELL Coordinator meetings are available.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To provide staff with support in assisting ELLs as they transition from elementary to middle school, HPCMS has implemented a program called Community Well Being where it teaches all students about mindfulness, and how the brain reacts to varying situations and how individuals should act upon these feelings. This program helps all students transition and not just ELLs. The curriculum involves learning about mindfulness and metacognition, and also the brain's response to different stressors and how to react appropriately to various situations students might encounter in their transition from primary to secondary school. ELL students are identified prior to September of their enrollment by the guidance counselor, Ms. Diana Grindea, and she meets with all teachers of ELLs to discuss information on the students and share known data with teachers of ELLs. Information is used to assign students to classes as well as additional literacy support sessions. The guidance counselor, Ms. Grindea, attends various professional development offered for counseling. The ENL teacher, Ms. Liang, attends any professional development specific for ELLs and relays information from the event to the guidance counselor. Guidance counselors also attend PDs as necessary to learn about how to help ELLs transition.
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.

All HPCMS pedagogues engage in more than the minimum 15% of total hours of ELL training for teachers and more than 50% of total hours for ENL teachers. The programs we have implemented into our curricula not only help ELLs and students with disabilities, but it builds literacy for all students. Scaffolding, differentiation, and modification techniques are provided at all professional development workshops and meetings. Records are maintained by having weekly agendas available and attendance is taken at all department

meetings, staff meetings, and professional development.

### 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?  
HPCMS has parent-teacher conferences, known as “Student Led Conferences”, three times during the year. During this time, the ENL teachers meet with parents. In addition, the ENL teachers use parent-family outreach time to contact parents as necessary to discuss goals, language development progress, language proficiency assessment results, and language development needs in all content areas. Content area teachers also invite the ENL teacher to any meetings they have in relation to the ELL. Translation and Interpretation services are available on an as needed basis.
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.  
We keep all outreach data in JumpRope, our grading program.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
HPCMS has very active parent involvement. Our newly appointed Parent Teacher Association meets biweekly. All situations allow for parents of ELLs and parents of non-ELLs to foster relationships. In addition, our Parent Coordinator, Mr. John Rodriguez, reaches out to all parents consistently and sends out the HPCMS monthly newsletter to communicate information. The Parent Coordinator, Mr. Rodriguez, is bilingual in English and Spanish and is available at all PTA meetings and school celebrations to translate. Full translation is available in all languages at parent teacher conferences. Paraprofessionals on staff also speak Spanish, Bengali, Hindi, and the ENL teacher, who speaks Mandarin and Cantonese, are all available for translation.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
We work with 82nd Street Academics to provide an after-school program available to all students.
5. How do you evaluate the needs of the parents?  
HPCMS has a lot of parent involvement. We invite parents to visit classrooms. They are able to chaperone when we take trips. To evaluate the needs of the parents, we ask them and are open to suggestions. Baseline parent surveys and end of the year Learning Environment Surveys are provided in multiple languages by the parent coordinator, Mr. Rodriguez.
6. How do your parental involvement activities address the needs of the parents?  
Our available activities address the needs of the parents by allowing for more parent involvement than would otherwise be available. Parents are allowed to share their opinions and communicate them through the extra activities. All PTA meetings flyers are sent home in multiple languages. There’s a translator for Spanish, Mandarin, and Bengali on site and available for any meetings. If requested, translators for other languages will be attained.

### 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: Hunter's Point Community M.S.**

**School DBN: 30Q291**

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)
Sarah Goodman	Principal		10/29/15
Kristyn O'Reilly	Assistant Principal		10/29/15
John Rodriguez	Parent Coordinator		10/29/15
Leslie Liang	ENL/Bilingual Teacher		10/29/15
Paul Cynamon	Parent		10/29/15
Leah Grossman	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	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: **30Q291**

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

Superintendent: **Composto**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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.

Hunter's Point Community Middle School uses information gathered for the Language Allocation Policy (LAP) and the Home Language Identification Survey (HLIS) to determine the language needs of our families who have children recently enrolled in the NYCDOE. For students already in the system, we use ATS to gather information about the primary language spoken at home. This information is included in the HPCMS Student Master List spreadsheet accessible by all of the staff. In addition, we send home Blue Emergency Cards to be completed by the family in order to confirm their preferred oral and written language of communication. New information gathered is updated on the spreadsheet.

Using data gathered from ATS of the home languages of our families, it was found that the majority of the non-English speaking families speak Spanish at home with 26% of our school population. The other languages with more than 1 student speaking the language include Arabic (2%), Bengali (2%), Chinese (1%), Korean (2%), and Nepali (1%). The other home languages where only one student speaks the language are: French, Gujarati, Haitian Creole, Indonesian, Italian, Japanese, Mandarin, Philipino, Portuguese, Romanian, Ukrainian, and Urdu. Any forms sent home to those who do not speak English or Spanish at home, we try to provide translations in their home languages as necessary when specifically requested.

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.

The most preferred languages are Spanish and English; however, languages that have been preferred are French, Gujarati, Haitian Creole, Indonesian, Italian, Japanese, Mandarin, Philipino, Portuguese, Romanian, Ukrainian, and Urdu.

## **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.)

All documents sent home are sent with Spanish and English. The documents include a variety of school culture, academic, and announcement related information. Such documents include, but are not limited to permission slips, announcements, etc. These documents are distributed 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.

We have parent-teacher conferences in November, March, and June. During this time, we have formal Student-Led Conferences and parents meet with staff at this time. All staff who speak the native language are available for translation during this time as needed. If they are not available, the Translation and Interpretation Services will be contacted. In addition, we disseminate parent-facing documents frequently and will request Translation and Interpretation services on an as needed basis.

## **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.

All written translation services are provided in-house by school staff and parent volunteers. All letters and memos are sent home in English and Spanish. For the other listed home languages, parents receive wrtitten communication in English, but may receive translated information if necessary and available. HPCMS uses the NYCDOE's Translation Unit on an as needed basis

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.

Oral interpretation needs are provided in-house by school staff for the following languages: Chinese (Mandarin and Cantonese), Bengali, French, Hindi, Portuguese, and Spanish.

During our Student-Led Conferences a.k.a. Parent-Teacher Conferences, we maintain a spreadsheet with the families and any necessary language translation needs. The teacher who requires oral interpretation services reaches out to the staff member who speaks the language in order to schedule an appropriate time for the meeting. This information is recorded in the spreadsheet and all staff members have access to it.

In other situations where oral interpretation services are required, the staff member conducting the meeting reaches out to the respective staff member who speaks the language in which they need oral interpretation services. All staff members are familiar with the languages we offer and can be easily accessed.

HPCMS uses the NYCDOE's Translation Unit on an as needed basis, such as when oral interpretation services for a respective language is not available for a language not spoken by any HPCMS staff member.

A professional development session will occur during our Thursday Staff meetings when time allows. All teachers will receive a copy of the "I Speak" card to help in their translation and interpretation needs.

#### **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.)

There are signs in the office and notifications are sent to all staff to inform them of their options. Signs are posted on the bulletin board wall that has announcements and also on the front desk where parents must sign-in.

#### **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

All parents of students at HPCMS are provided with a copy of the Parents' Bill of Rights and Responsibilities. We maintain a list of parents who have requested translations and send home information in the requested native language. Since the majority of parents speak Spanish at home, most information is also distributed in Spanish.

#### **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)

To gather feedback from parents on the quality and availability of services, we give parents a survey at the end of the year that will include a related question. We will focus on parents that are of all cultures and languages in order to gather feedback and best practices regarding our Translation and Interpretation services.