



**HUDSON RIVER MIDDLE SCHOOL
IS 289**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 02M289
ADDRESS: 201 WARREN STREET
TELEPHONE: 212-571-9267
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: IS 289 **SCHOOL NAME:** Hudson River Middle School

SCHOOL ADDRESS: 201 Warren Street, New York, NY 10282

SCHOOL TELEPHONE: 212-571-9268 **FAX:** 212-587-6610

SCHOOL CONTACT PERSON: Ellen Foote **EMAIL ADDRESS:** efoote@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Elisa delaRoche

PRINCIPAL: Ellen Foote

UFT CHAPTER LEADER: Caroline Wells

PARENTS' ASSOCIATION PRESIDENT: Elisa delaRoche

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 2 **CHILDREN FIRST NETWORK (CFN):** 101

NETWORK LEADER: Cofield/Roberts

SUPERINTENDENT: Daria Rigney

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Ellen Foote	*Principal or Designee	
Caroline Wells	*UFT Chapter Chairperson or Designee	
Elisa delaRoche	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christina diZebba	Member/teacher	
Stefan Segadlo	Member/teacher	
Tita Omeze	Member/parent	
Beverly Buscemi	Member/parent	
Krystyna Marable	Member/parent	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

IS 289 The Hudson River Middle School is a small, 300-student middle school in the Tribeca/Battery Park City area of New York City. It is a dynamic learning community, thoughtfully organized to support its diverse student body in meeting high standards. The community combines high expectations with high levels of support, creating a bridge between challenging curriculum goals and students' unique talents, needs and learning styles. IS 289 seeks to develop in each student critical-thinking and problem-solving skills. Our goal is to cultivate in each student the habits of mind that lead them to thoughtfully apply these skills in a variety of situations, both in school and in the larger world. Taking advantage of young people's social tendencies and needs, we create opportunities for students to develop, test, revise, and refine their thinking and then communicate their understandings to a larger audience.

IS 289 is a District 2 choice middle school, not a zoned school. Its Department of Education mandate is to serve a heterogeneous student body. The school selects students in the winter-spring from among applicants to its 6th grade. Our holistic assessment of applicants includes evidence of commitment to collaboration, test data, attendance data and teacher recommendations. IS 289 has made a deliberate effort through its recruitment and selection process to create an ethnically diverse student body. The school has developed resources to meet the academic and social needs of its students and families. Currently, approximately 35% of our students are from neighboring elementary schools within two blocks of the school; the immediate neighborhood is predominantly white middle class. Another 35% of our students come from Chinatown schools; these students live 1.5 to 2.5 miles from the school. The remaining students come from other District 2 schools, most of them in Greenwich Village. IS 289 is in its second year as a Title I School, with about 45% of the student body eligible for free/reduced lunch.

About 12% of our students have Individualized Education Plans and receive the full continuum of services including SETSS, CTT in 6th grade, instruction in a self-contained class (12:1:1) and related services including speech, counseling, occupational and physical therapy. We have only two students who are formally ELLs.

The school houses three general education classes on a grade in grades 7 and 8, heterogeneously grouped, with a class size averaging 32 students. We are in our first year of implementation of CTT, with one of the three 6th graders being a CTT class. The other classes are composed of general education and SETSS students. The faculty is departmentalized, with one teacher for each subject area—literacy, math, social studies, and science—on each grade level. We have one Spanish language teacher who teaches classes to both 7th and 8th grade students. We use block scheduling for the four core subjects. Other classes, taught for single periods, include physical education, advisories and arts (instrumental music, visual arts, technology). Small-group intervention classes focus primarily on reading and math, but include all areas of the curriculum, and are held during the school day as well as before and after school.

Throughout the curriculum, there is continuity in instruction: teachers generally structure lessons using a workshop model. Classrooms have libraries rich with trade books, both fiction and non-fiction, maps, illustrations; traditional textbooks are available as only one of the many text resources. Students also conduct research through well-informed internet searches and trips to museums and other sites of interest in the city. Student assessment is through projects, many of which are integrations of learning in more than one content area.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	IS 289				
District:	2	DBN #:	02M289	School BEDS Code:	310200010289

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> 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 x	<input type="checkbox"/> 7 x
	<input type="checkbox"/> 8 x	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> x Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					96.6	96.6	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					97.6	99.7	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	99	93	99	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	91	106	93		30.3	28.9	44.0		
Grade 8	100	96	101						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					1	2			
Grade 12									
Ungraded	4	3	5	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	294	298	298		0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	13	10	11						
No. in Collaborative Team Teaching (CTT) Classes	0	0		Principal Suspensions	2	3	TBD		
Number all others	23	21	28	Superintendent Suspensions	7	13	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	0	0	4	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	2	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	16	17	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	4	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	1	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.7	Percent more than two years teaching in this school	68.8	58.8	TBD
Black or African American	12.2	12.1	10.4	Percent more than five years teaching anywhere	37.5	47.1	TBD
Hispanic or Latino	15.0	16.1	16.4				
Asian or Native Hawaiian/Other Pacific Isl.	36.0	40.3	40.9	Percent Masters Degree or higher	81.0	82.0	TBD
White	36.7	31.2	30.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.5	100.0	TBD
Multi-racial							
Male	48.0	46.3	47.7				
Female	52.0	53.7	52.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	check			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	check	ELA:	
	Math:	check	Math:	
	Science:	check	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	check	check	check				
Ethnicity							
American Indian or Alaska Native							
Black or African American	check	check					
Hispanic or Latino	check	check					
Asian or Native Hawaiian/Other Pacific Islander	check	check					
White	check	check					
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	check	check					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	65.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	35.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Strengths:

- The principal and the staff have developed rich curricular experiences for students that focus on critical thinking and research skills in order to generate and sustain independent learning.
- The principal sets a high value on teacher collaboration providing multiple opportunities for teachers to plan lessons together and discuss common pedagogical practices.
 - The school has a long-standing tradition of the staff meeting weekly, after school on Wednesdays, in a variety of configurations (whole staff, small groups, grade teams) in order to address curricular and instructional issues. This allows for frequent teacher input and multiple opportunities for flexible partnerships and groups to form among the staff. It also gives the staff time to develop common language and values in implementing practice across all content areas in grades providing school-wide congruence in the delivery of lessons for students.
 - Grades and Subject area teachers meet once per week. Teachers use these meetings for a variety of purposes: curriculum planning, analyzing student work, creating rubrics, discussing students who need additional supports and generating before school and after school groups to support students in completing their projects.
- The principal and teacher teams consistently collect and analyze a wide array of data from both summative and formative assessments in order to respond to students' academic needs and mobilize resources that enhance academic achievement.
 - The principal routinely collects and examines portfolios of student work, in order to determine how students are progressing in specific curricular areas so that she can support staff in meeting student needs.
 - Administrators and staff have done a thorough examination of multiple sources of data from Item Skills Analysis to Design Your Own assessments in order to determine the supports and challenges necessary to effectively raise student achievement levels. This level of collection and analysis led the school to an understanding of students' mastery of document-based questions and their need for support in multiple-choice questions thus adjusting the curriculum accordingly.
- The principal and teacher teams generate flexible and dynamic tools for capturing critical information about students' levels of knowledge and skills in a variety of content areas, as well as study habits.
 - The principal and assistant principal created and compiled a spreadsheet of student grades in a

variety of areas in order to efficiently analyze students' progress. This enables school leaders and teachers to examine achievement among individuals as well as specific groups, classes and grades providing a foundation for implementing supports and challenges for differentiated learning.

- The school has developed an observation tool for actively seeking and collecting information on student discourse. This tool is used by teachers as they visit each other's classrooms and research students' understanding of concepts and articulation of ideas, enabling them to extrapolate from their own data and expand their understanding of student achievement.
- There is a compelling "theory of action" that is fundamental to the school's instructional approach and pedagogical methods and ensures an alignment among administrators and teachers in the school.
 - The principal and teachers can clearly articulate their values and the mission of the school as "developing intellectual habits of mind that lead students to make well-thought-out choices and independent decisions", making the setting of individual goals the ultimate outcome for students.
 - All of the school's projects, rubrics and assessments are effectively aligned with this belief system.
 - Students are able to speak eloquently about their building their own theories from their ideas. "It isn't enough to have an idea" explained a 6th grader, "you have to make connections and understand how it relates to a bigger idea...one object teaches you so much...we learn to see a lot in a little here."

The school has expanded its capacity to work with students who present challenging academic profiles, strengthening teachers' repertory of strategies in providing rich learning opportunities for all children both during the school day and after school.

- The school has worked with Schools Attuned for the last couple of years. This has provided the staff with small-group training understanding the wide variety of learning approaches presented by students while enabling them to refine teaching practices that meet the needs of all students.
- A long-standing partnership with Manhattan Youth provides a rich and varied array of academic, athletic and arts activities in a neighborhood setting to enhance students' learning. This includes study lab supports, robotics, soccer, wrestling, swimming, yoga and instrumental music.
- The principal closely monitors the impact of all curricular and instructional decisions and consistently evaluates their effectiveness in improving outcomes for students.

The principal is a dedicated researcher of her school's practice, constantly looking for evidence of the impact of curricular and instructional decisions. This past year, she revamped teachers' use of professional periods by assigning groups of 8-15 students to teachers for specific support in organizational skills as well as for extra help in both literacy and math projects. She created subject based teams of teachers to teach special education students in order to boost students' content knowledge.

Student Performance Trends

Student performance on the NYS ELA and Math exams for spring 2010 saw a significant drop in scores from trends over the previous three years. The explanation for this drop lies, in part, with the state's policy of raising the scale score required to meet grade level standards on both the ELA and math exams. However, even allowing for the general impact of the change in state policy for this year, there are concerns in some areas, in particular 8th grade scores in both mathematics and ELA. The student cohort that scored the highest of the three grades in 2009 (97% at or above grade level on the 7th grade ELA) had only 64% at or above grade level in 2010 on the 8th grade ELA.

The trend in scores for that cohort on the math exam were equally of concern, going from 94% at or above grade level on the 7th grade exam to 64% on the 2010 8th grade math exam. This trend math might be explained in part by the 8th grade math teacher's extended absence for maternity leave from mid- February through mid-May.

At the same time, however, we introduced an integrated algebra course for one-third of the 8th grade class. The results on the exam

Accomplishments

- The school has been successful in designing effective customized interim assessments to inform instruction.
- The school has undertaken to participate with a small group of schools to study and implement the principles of Schools Attuned. The focus of the initiative is to identify neurodevelopmental strengths and weaknesses of students and to ensure that strategies are developed and implemented that support learning based on identified needs.
- All teachers plan curriculum based on the principles of Understanding by Design.
- The school has high quality support from contracted staff developers in all content areas except Spanish.

Aids to Continuous Achievement

- Low faculty turnover
- Culture of collaboration and collegiality
- Strong relationships with organizations that support professional growth in instruction: Teachers College, EduChange
- Active and supportive parent community
- Enhanced technology

Barriers to Improvement

- Space constraints
- Budget reductions

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. IS 289 will continue its implementation of Schools Attuned (SA) principles in year 3 of a 3-year plan to develop capacity in student assessment and differentiated intervention.

The focus for the SA work this year will be on developing our CTT program.

2. Eighth grade students will increase their engagement in learning by: 1) conducting student-led conferences to present their portfolios of 8th grade work and 2) creating digital portfolios of at least one project in each of their four core subjects.

In 2009-10 IS 289 launched student-led conferences for 8th graders and was able to conduct these conferences in May. Our goal for 2010-11 is to have 8th graders conduct conferences twice during the school year, once in the fall and a second time in the spring. Also, because there was a delay in the delivery of hardware and software required to create the digital portfolios, we were only partially successful with our initiative last year. Our goal for 2010-11 is to have all core teachers support the entry of at least one project in each 8th grade student's portfolio.

3. IS 289 will develop consistent and dependable methods for communicating instructional goals and student progress with parents and students.

The faculty will hold workshops for parents to better inform them about curriculum. We will also develop methods to better inform parents and students of student progress.

4. Teachers will deepen and expand their understanding of the connections between data collection and analysis and setting interim goals for students in order to effectively differentiate teaching and accelerate learning for all students.

Through our Design Your Own assessment process, teachers will systematically collect and analyze student data.

5. IS 289 will effectively launch a CTT program in 6th grade, thereby creating a continuum in its offerings of special education services from SETSS to 12:1:1.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Differentiated Intervention

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>IS 289 will continue its implementation of Schools Attuned (SA) principles in year 3 of a 3-year plan to develop capacity in student assessment and differentiated intervention.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Two representatives will be identified participate in the network Schools Attuned Initiative Labsite (SAIL), one an administrator and the other a faculty member.</p> <p>These representatives will attend monthly SAIL meetings to develop strategies for implementing SA assessment strategies and differentiated instruction based on those assessments.</p> <p>The SAIL representatives will support the implementation of the protocol in bi-weekly grade team meetings.</p> <p>Teacher assessments for at-risk students will reflect SA principles. These assessments will focus on neurodevelopmental constructs and include specific strategies for overcoming learning challenges.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>IS 289 will budget for (\$97,734 TLFSF) the position of Assistant Principal who will become the SAIL representative for the school. The Inquiry Team, comprising all teaching faculty, will be compensated per session (\$7,256 TL Children First Inquiry) for bi-weekly grade team meetings, class intervisitations to observe children, and monthly meetings to analyze data.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Reports from the SAIL representatives on the monthly meetings and labsites with plans for implementation in school</p> <p>Observations of and reports of bi-weekly grade team meetings</p> <p>Teacher assessment and goal-setting artifacts</p> <p>Student reflection and goal-setting artifacts</p>
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Subject/Area (where relevant): Advisory

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Eighth grade students will increase their engagement in learning by: 1) conducting student-led conferences to present their portfolios of 8th grade work and 2) creating digital portfolios of at least one project in each of their four core subjects.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>During 8th grade team meetings during the month of November, teachers will revise the template for student-led conferences first used in May 2010.</p> <p>During technology classes in September through January, the technology teacher will train 8th grade students in developing their digital portfolios.</p> <p>In December 2010 the technology teacher will facilitate PD for all 8th grade teachers in supporting student digital portfolios.</p> <p>In December 2010 8th grade teachers will agree upon a schedule whereby at least one core teacher per month is supporting student digital portfolios. At least one project per month, January through April, will be added to the portfolios.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Per session for PD for 6 teachers for 10 hours \$2500.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By December 2010 8th grade teachers will have completed the revision to the template used for our first student-led conferences (SLC) in May 2010.</p> <p>February 2011 8th grade students will participate in the first cycle of SLCs for 2010-11. Students will present their digital portfolios, which will include at least two projects from at least two subject areas.</p> <p>May 2011 8th grade students will participate in the second cycle of SLCs for 2010-11. Students will present their digital portfolios, which will include at least four projects from four subject areas.</p>
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Subject/Area (where relevant): Assessment and Parent Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>IS 289 will develop consistent and dependable methods for communicating instructional goals and student progress with parents and students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Between January and March, IS 289 faculty will hold parent workshops for all grades in all four core subject areas: literacy, mathematics, social studies and science. In early March IS 289 faculty committee will conduct parent focus groups and solicit comments from the entire parent community about revisions to communication instruments currently used by the school</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Per session for teachers for planning and implementation of workshops \$1680 (TL Children First)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Review will be done four times per year following communication re DY0 to parents. Parent feedback will be solicited with each quarterly communication. Expect gains reflected in Environment Survey under Academic Expectations, as well as SLT survey re parent satisfaction with school communication.</p>

Subject/Area (where relevant): Periodic Assessment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will deepen and expand their understanding of the connections between data collection and analysis and setting interim goals for students in order to effectively differentiate teaching and accelerate learning for all students.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Through its DY0 program, all IS 289 core teachers will clearly delineate the learning continuum in all subject areas for all grades. This work will be done during ½ day PD in departments and in weekly department meetings with the support of staff developers from Teachers College Reading and Writing Project and EduChange. Student assessments aligned with the learning continuum will be done four times a year: Oct-Nov; Dec-Jan; Feb-March; and April-May. Results of each DY0 assessment will be communicated to parents and students and new goals will be developed based on these assessments.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>2 days of EduChange staff developer \$1760 (DY0 Assessment). 2 days of TCRWP staff developer \$2400 (Contract for Excellence). 4 days per diem coverage for planning \$620 (DY0 Assessment).</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Review of interim progress will occur following each quarterly assessment and report. The development of a data collection and reporting system will allow for long-term monitoring of student success. Expect gains in School Environment Survey under category Academic Expectations.</p>

Subject/Area (where relevant): Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>IS 289 will effectively launch a CTT program in 6th grade, thereby creating a continuum in its offerings of special education services from SETSS to 12:1:1.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In spring of 2010 6th grade teacher teams visited CTT classrooms in other D2 schools. Spring 2010 6th grade teacher teams attended CTT workshops. A CTT hiring committee formed to develop hiring criteria for special education teachers for the CTT program. June-July 2010 Two SE teachers hired. Oct-Dec 2010 Courtney Dowd, network instructional specialist, meeting with 6th grade CTT team once a week to provide PD on assessment, planning, curriculum development. Jan-Feb 2010 consultant Allison Rutherford provides 4 days of intensive, individualized PD, \$7,000 CEIS grant will also fund per session and per diem to provide planning sessions and coverage for intervisitations</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Allison Rutherford consultant, 4 days intensive PD with 6th grade team (4 general ed core teachers plus 2 special ed co-teachers), \$4400 (CEIS network grant) 10 days per diem coverages for planning \$1520 (CEIS network grant) 25 hours per session for planning \$1080 (CEIS network grant)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Effective use by teachers of planning templates, to be reviewed once a month at grade-team meetings. Curriculum plans and lesson plans that reflect appropriate differentiated instruction and assignments, to be reviewed once a month at content team meetings. Clearly articulated co-teaching plans, to be reviewed once a month at grade-team meetings.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	20	14	14	8	12	0	0	0
7	24	26	16	8	15	0	0	0
8	15	15	10	8	9	0	0	0
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Extended Day and Small Group	Small group and one-to-one after school and during lunch. Intensive reading instruction based on TC or TC-based reading assessments. Small group instruction during the school day.
Mathematics: Extended Day and Small Group	Small group and one-to-one after school. Small group instruction during the school day.
Science:	Small group instruction during the school day.
Social Studies:	Small group instruction and one-to-one after school and during lunch.
At-risk Services Provided by the Guidance Counselor:	Small group instruction and one-to-one during the school day and after school.
At-risk Services Provided by the School Psychologist:	Evaluations due to referrals during the schools day.
At-risk Services Provided by the Social Worker:	Evaluations due to referrals during the schools day.
At-risk Health-related Services:	School nurse conducts one-to-one meetings during the school day as needed.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

Part I: LAP Team

Our LAP team consists of the following members: Principal – Ellen Foote; ESL Teacher – Michelle Aubin; Teacher – Stacy Peebles/ English; Assistant Principal – Zeynep Ozkan; Guidance Counselor – Emily Kustal.

We have one certified ESL teacher, Michelle Aubin, and one certified Foreign Language teacher, Stefan Segadlo. Copies of both teachers' certifications are on file.

Part II: ELL Identification Process

Any student not previously enrolled in the DOE who registers at IS 289 is given the home language survey (HLIS) by Laura Caccavale, the school secretary or Sandy Leung, the Parent Coordinator. If necessary, Betsy Chairman, the certified ESL teacher for the primary school within our building, administers the LAB-R. Each year, the NYSESLAT is administered with the ELL students by the ESL teacher, Michelle Aubin. Each family whose child is identified as an English Language Learner meets with an administrator/designee and a translator, if necessary, within a few days of identification. The administrator/ designees are: Ellen Foote, Principal; Zeynep Ozkan, Assistant Principal; Stacy Peebles, Teacher. The translators are Sandy Leung for Chinese and Stefan Segadlo for Spanish. Program choices are presented and a video is shared if the family desires it. The Principal assists the family in exploring schools for each option. IS 289 has a Freestanding ESL program. There is insufficient data to determine whether parents prefer a particular program because ELL program has never had more than 7 students in it, rarely more than 5.

Part III: ELL Demographics

English Language Learners at IS 289 are enrolled in heterogonous general education classes. They receive ESL classes twice a week for 90 minutes each after the regular school day, totaling 180 minutes per week. There are only two students in this class because the other three students are x-coded ELLs and enrolled in self-contained special education class. These two students are of different grade levels but at the same level of English proficiency. Additionally, ELL students are enrolled in extended day classes. Due to the two to one ratio, instruction is individualized to meet each student's needs. By keeping students enrolled in ELA classes, for over 280 minutes per week, and supporting their development with additional ESL classes, students are well prepared for state ELA tests.

The language of instruction in the ESL classroom is English. The program uses a whole language thematic approach and teaches learning strategies and vocabulary which support ELLs in their general education classes. All four language acquisition skills—reading, writing, listening and speaking—are facilitated. ELLs read and write for authentic purposes, individually and in partnerships. The Balanced Literacy Model is incorporated in to the ESL program. Instructional strategies include read alouds, shared readings, guided reading, literature responses (oral and in writing), and written journals. Not only does the librarian assist in selecting appropriate books for students in English and their primary language, but classes also have libraries with leveled books. Students read a variety of genres, both fiction and non-fiction. Special emphasis is placed on supporting the literacy work—reading, writing, and speaking—of the students' classes. Instructional materials include video and audio cassettes, magazines, and games. Teachers work with students to compile word lists and to develop content area vocabulary. ELLs who need additional support may receive other services, including summer school instruction, counseling, peer tutoring, and other extended day academic services.

IS 289's parent coordinator, Sandy Leung, is in frequent communication with families via phone, email, and in person. Her observations, along with input from the PTA and SLT parent representatives, help the school evaluate parent needs.

To support ELLs as they transition from elementary to middle school, IS 289 had created the following structures. Sixth grade begins with an orientation week where students are organized into small groups and taught routines consistent in every class. They are then placed into small groups twice a week for more individualized instruction in core classes. Additional organization classes are offered to students who need additional help. At the end of each day, students work together to understand their assignments as they confirm them in their planners, which are provided by the school. Partnerships are assigned between students so that each student can call their partner when they have questions outside of the school day.

Part IV: Assessment Analysis

Most ELLs at IS 289 score at the Advanced level on the NYSESLAT and most are proficient in Math and ELA. Given the small size of our ELL population, further analysis of student needs is more suited to individual. For this reason, individual student conferencing during the day is conducted by teachers and anecdotal reports and observations are frequently collected during classes. Teachers collaborate during weekly grade team meetings to meet student needs.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The Literacy coach, Mary Erenworth, works with ELA teachers regularly on differentiation and conducts professional development for the whole staff throughout the year to align reading and writing within the content areas. Additionally, in the spring of 2009, Stacy Peebles and Emily Kustal attended an APEX workshop for ELL instruction.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 6-8 _____ Number of Students to be Served: _____ LEP 2 Non-LEP

Number of Teachers 1 Other Staff (Specify) na

School Building Instructional Program/Professional Development Overview

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		

TOTAL		
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We conduct our assessment of written translation needs by eliciting information from students and through contact with parents during parent orientation and parent conferences. Our publications are translated into Spanish and Chinese and our parent orientation has a Cantonese and/or Mandarin speaking translator available along with a Spanish speaking staff member.

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

Last year, we found that 85% of IS 289 families are fluent in English. Our major findings this year are that among the 19 languages spoken at home among our students, over half (56%) speak English. Almost a third of the families (31%) speak a Chinese language such as Cantonese, Mandarin or another dialect. Seven percent of our families speak Spanish.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school provides written translation into Spanish and Chinese of all official letters, handbooks, notices, curriculum information, calendars, report cards simultaneously with the original English text. Written translation is provided, in general, through the DOE translation services. In some cases translation is done by one of two Chinese-speaking/literate staff members.

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

Oral interpretation into Chinese or Spanish is provided at all parent events, guidance meetings, and parent-teacher conferences. Translation is provided by the parent coordinator or by an outside contractor.

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

The school provides each parent identified as requiring language assistance services an appropriate translated copy of the Bill of Parent Rights and Responsibilities. Signs in each of the covered language indicating the availability of interpretation services are posted at the entrance to the building and outside the main school office.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		169,813	
2. Enter the anticipated 1% set-aside for Parent Involvement:		1,690	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement

policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

1. IS 289, in compliance with the Title I/PCEN mandates, will implement a parent involvement policy strengthening the link between the school and the community. IS 289's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on the school leadership teams and the parents' and teachers' associations. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that provides parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

Title I Parent Involvement Policy

1. IS 289 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

LIST ACTIONS

2. *IS 289* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- Convene an annual meeting for parents of participating Title I students, for the purpose of explaining the program offerings. In subsequent years, this meeting will be held during the start of the school year, in conjunction with a curriculum night. In this first year of operation, we will convene this meeting soon after our SLT is determined.
- Parents will be asked to volunteer to serve on a committee that will meet during the school year to help plan and review Title I programs.
- Provide parents with the opportunity to meet with Title I funded guidance councilors' and faculty to familiarize parents with the academic expectations and supports available to students, and make parents aware of the role parents must play in having children achieve proficiency levels.
- Jointly develop, with parents, a parent involvement plan that outlines how parents, staff, and students will share ideas, and outline responsibilities which will enable participating Title I students to achieve higher standards. This will be reviewed regularly at PTA and SLT meetings.

3. *IS 289* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies

under the other programs:

4. *IS 289* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The evaluation will be conducted by members of the SLT. In subsequent years, The SLT will issue a survey that will be completed by November. This first year of operation, we will complete the survey soon after the SLT has been established. The results will be reviewed at subsequent SLT & PTA meetings when parent comments will be solicited.

5. *IS 289* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. The State's academic content standards;
- ii. The State's student academic achievement standards;
- iii. The State and local academic assessments including alternate assessments;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child's progress; and
- vi. How to work with educators.

Evening workshops held in conjunction with PTA meetings.

b. *IS 289* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Distributing course outlines, etc. to familiarize parents with academic requirements.

Evening workshops conducted by teachers and other staff as well as community based organizations.

c. *IS 289* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

Workshops will be conducted in conjunction with regularly scheduled professional development.

d. *IS 289* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

Having the Parent Coordinator serve as a resource for contacting these activities.

e. *IS 289* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Translate all mailings as necessary.

Identify preferred method of communication for parents and maintain up-to-date e-mail, postal, and phone information.

Develop a uniform format for all mailings.

Adoption

In subsequent years, this School Parental Involvement Policy and the School Parent Compact will be developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership and PTA Meetings on particular dates. This year, the administration developed this plans with the intent to discuss it with the parents once the School Leadership Team has been established.

This policy will be adopted by *IS 289* after modifications have been included after meeting with the School Leadership Team and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I Part A children on or before September 18 in future years and soon after its adoption this year.

Principal's Signature: _____

Date: 10/30/09

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parent Compact

School Responsibilities

IS 289 will:

⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Hire faculty with significant graduate training in their field of expertise.*
- Provide ongoing training and professional development for pedagogical strategies to build a collaborative teaching staff*
- Assess school-wide academic needs and establish additional tutoring sessions to meet the majority of those needs.*

⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Parent Teacher conferences will be held November and April per citywide calendar.*

⇒ provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Each faculty member will prepare a progress report for each student indicating progress in course and strategies for moving forward in the course. These reports will be sent home four times throughout the academic year along with the current grade in the course.*
- Attendance reports will be generated and mailed home for all students each marking period.*

⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Staff will be available for consultation at parent-teacher conferences and by appointment.*

- Parent Coordinator will be available for consultation during school hours.*
- An e-mail list containing all faculty and staff e-mails has been distributed.*

⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- We invited parents to observe classes in Open School Days in November and April.*
- The PTA plans to send a letter out to all parents asking in what ways they might be able to contribute to the school.*

Parent Responsibilities

We as parents will support our children's learning in the following ways:

⇒ supporting my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- ⇒ becoming involved in developing, implementing evaluating and revising the school-parent involvement policy;
- ⇒ participating in training that the school offers on child rearing practices and learning strategies;
- ⇒ sharing the responsibility for improved student achievement;
- ⇒ communicating with his/her child's/children's teachers about their education needs;
- ⇒ asking parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the education process;
- ⇒ providing written documentation of a child's absence from school;
- ⇒ returning and signing all papers requiring a parent signature;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ expressing high expectation and offering praise and encouragement for achievement.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

All curriculum in all academic courses will be developed based on New York State academic content standards. Student achievement will be assessed based on performance in these course, using the following assessments: interim predictive assessments, portfolios of all major projects and representative class work and homework, NY State exams in ELA, Math, Science, and Social Studies. The school will identify areas of need, both curricular and groups of students.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Schoolwide reform strategies include:

- ***creating a school schedule that provides for increased learning time and small-group instruction for targeted groups of students during the school week, during extended day (both before and after the regular school day)***
- ***scheduling at-risk push-in support by regular classroom as well as intervention teachers for targeted groups of students***
- ***creating a school schedule that provides for small-group enrichment opportunities***
- ***employing a workshop structures that provides opportunities for differentiated instruction***
- ***providing at-risk counseling***
- ***providing after-school mentoring through the CBP-run afterschool program***

3. Instruction by highly qualified staff.

100% of teachers are highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

All teachers receive either weekly or twice monthly professional support from a content coach through one of two DOE-contracted vendors, EduChange and Columbia Teachers College Reading and Writing project. Teachers attend workshops and conferences during the school year as well as during the summer. All teaching faculty, including paraprofessionals, administration, and pupil services personnel attend weekly professional development sessions that focuses on topics including implementation of Schools Attuned assessment and strategy, differentiation in instruction in classrooms, assessment tools, integrated curriculum planning.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

High-quality teachers are attracted to IS 289 through opportunities for collaboration with other high-quality teachers as well as through offers of opportunities to take on leadership roles in the school, network, and beyond.

6. Strategies to increase parental involvement through means such as family literacy services.

All communications regarding student academics, programs, events, etc are provided to families in the preferred language. Interpretation services are provided for all parent conferences and PTA functions. Our parent coordinator, who is a native Chinese speaker, regularly reaches out to Chinese-speaking families. A Spanish-speaking school aide provides translation for parents who wish communication in that language.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Often facilitated by coaches, teachers engage in collaborations with colleagues both in the school and in the network in developing targeted academic assessments. Applying rubrics, which are aligned with State standards and have clearly delineated expectations for student work, teachers identify needs and set goals for individual students. They revise instructional strategies to meet individual needs, from targeted intervention to enrichment and accelerated learning.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Teachers use a range of assessment tools for all students on a daily basis, such as individual observations and conferences and short written assessments in the form of an "exit ticket" or notebook entry. In a workshop setting, teachers are able to instruct individual students on specific skills or to create small fluid groups with similar needs for that purpose. In fact, in the workshop structure implemented in all of IS 289's academic classes, the teachers spend most of the class time assessing and instructing individuals and small groups.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We offer a free and reduced lunch program for our students and are quite vigilant in receiving the forms. 100% of our students have filled out the appropriate paperwork so that they can take advantage of the program if eligible. All of our faculty have taken both the Violence Prevention workshop as well as the Child Abuse Identification Workshop.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	I.S. 289					
District:	2	DBN:	02M289	School		310200010289

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.6	96.6	97.1
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		97.6	99.7	97.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	93	99	88	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	106	93	100		30.3	44.0	46.6
Grade 8	96	101	97				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	2	1
Grade 12	0	0	0				
Ungraded	3	5	2	Recent Immigrants - Total Number:			
Total	298	298	287	(As of October 31)	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	11	12	Principal Suspensions	2	3	28
# in Collaborative Team Teaching (CTT) Classes	0	0	6	Superintendent Suspensions	7	13	7
Number all others	21	28	20				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	16	17	17
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	4	4
# receiving ESL services only	0	4	TBD				
# ELLs with IEPs	2	4	TBD	Number of Educational Paraprofessionals	2	1	2

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.8	58.8	70.6
				% more than 5 years teaching anywhere	37.5	47.1	64.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	82.0	88.2
American Indian or Alaska Native	0.0	0.7	1.0	% core classes taught by "highly qualified" teachers	92.5	100.0	100.0
Black or African American	12.1	10.4	9.4				
Hispanic or Latino	16.1	16.4	18.1				
Asian or Native Hawaiian/Other Pacific	40.3	40.9	43.6				
White	31.2	30.5	27.5				
Male	46.3	47.7	48.4				
Female	53.7	52.3	51.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	59.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	9.6	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	13.4	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	32.3		
<i>(Comprises 60% of the</i>			
Additional Credit:	3.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 101	District 2	School Number 289	School Name Hudson River Middle
Principal Ellen Foote		Assistant Principal Zeynep Ozkan	
Coach Mary Ehrenworth		Coach	
Teacher/Subject Area Stacy Peebles/ELA		Guidance Counselor Emily Kustal	
Teacher/Subject Area		Parent Elisa de la Roche	
Teacher/Subject Area		Parent Coordinator Sandra Leung	
Related Service Provider Michelle Aubin		Other	
Network Leader Marina Cofield		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	290	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.69%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part II: ELL Identification Process

Any student not previously enrolled in the DOE who registers at IS 289 is given the home language survey (HLIS) by Laura Caccavale, the school secretary or Sandy Leung, the Parent Coordinator. If necessary, Betsy Chairman, the certified ESL teacher for the primary school within our building, administers the LAB-R. Each year, the NYSESLAT is administered with the ELL students by the ESL teacher, Michelle Aubin. Each family whose child is identified as an English Language Learner meets with an administrator/designee and a translator, if necessary, within a few days of identification. The administrator/ designees are: Ellen Foote, Principal; Zeynep Ozkan, Assistant Principal; Stacy Peebles, Teacher. The translators are Sandy Leung for Chinese and Stefan Segadlo for Spanish. Program choices are presented and a video is shared if the family desires it. The Principal assists the family in exploring schools for each option. IS 289 has a Freestanding ESL program. There is insufficient data to determine whether parents prefer a particular program because ELL program has never had more than 7 students in it, rarely more than 5.

Part III: ELL Demographics

English Language Learners at IS 289 are enrolled in heterogonous general education classes. They receive ESL classes twice a week for 90 minutes each after the regular school day, totaling 180 minutes per week. There are only two students in this class because the other three students are x-coded ELLs and enrolled in self-contained special education class. These two students are of different grade levels but at the same level of English proficiency. Additionally, ELL students are enrolled in extended day classes. Due to the two to one ratio, instruction is individualized to meet each student's needs. By keeping students enrolled in ELA classes, for over 280 minutes per week, and supporting their development with additional ESL classes, students are well prepared for state ELA tests.

The language of instruction in the ESL classroom is English. The program uses a whole language thematic approach and teaches learning strategies and vocabulary which support ELLs in their general education classes. All four language acquisition skills—reading, writing, listening and speaking—are facilitated. ELLs read and write for authentic purposes, individually and in partnerships. The Balanced Literacy Model is incorporated in to the ESL program. Instructional strategies include read alouds, shared readings, guided reading, literature responses (oral and in writing), and written journals. Not only does the librarian assist in selecting appropriate books for students in English and their primary language, but classes also have libraries with leveled books. Students read a variety of genres, both fiction and non-fiction. Special emphasis is placed on supporting the literacy work—reading, writing, and speaking—of the students' classes. Instructional materials include video and audio cassettes, magazines, and games. Teachers work with students to compile word lists and to develop content area vocabulary. ELLs who need additional support may receive other services, including summer school instruction, counseling, peer tutoring, and other extended day academic services.

IS 289's parent coordinator, Sandy Leung, is in frequent communication with families via phone, email, and in person. Her observations, along with input from the PTA and SLT parent representatives, help the school evaluate parent needs.

To support ELLs as they transition from elementary to middle school, IS 289 had created the following structures. Sixth grade begins with an orientation week where students are organized into small groups and taught routines consistent in every class. They are then placed into small groups twice a week for more individualized instruction in core classes. Additional organization classes are offered to students who need additional help. At the end of each day, students work together to understand their assignments as they confirm them in their planners, which are provided by the school. Partnerships are assigned between students so that each student can call their partner when they have questions outside of the school day.

Part IV: Assessment Analysis

Most ELLs at IS 289 score at the Advanced level on the NYSESLAT and most are proficient in Math and ELA. Given the small size of our ELL population, further analysis of student needs is more suited to individual. For this reason, individual student conferencing during the day is conducted by teachers and anecdotal reports and observations are frequently collected during classes. Teachers collaborate during weekly grade team meetings to meet student needs.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The Literacy coach, Mary Erenworth, works with ELA teachers regularly on differentiation and conducts professional development for the whole staff throughout the year to align reading and writing within the content areas. Additionally, in the spring of 2009, Stacy Peebles and Emily Kustal attended an APEX workshop for ELL instruction.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
 6 7 8 9 10 11 12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							1		1					2
Total	0	0	0	0	0	0	1	0	1	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	1
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	1

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 special education.

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

ESL	1								1		1		2
Total	1	0	0	0	0	0	0	0	1	0	1		2
Number of ELLs in a TBE program who are in alternate placement:													

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

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

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1		1					2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	1	0	1	0	0	0	0	2

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The language of instruction in the ESL classroom is English. The program uses a whole language thematic approach and teaches learning strategies and vocabulary which support ELLs in their general education classes. All four language acquisition skills—reading, writing, listening and speaking—are facilitated. ELLs read and write for authentic purposes, individually and in partnerships. The Balanced Literacy Model is incorporated in to the ESL program. Instructional strategies include read alouds, shared readings, guided reading, literature responses (oral and in writing), and written journals. Not only does the librarian assist in selecting appropriate books for students in English and their primary language, but classes also have libraries with leveled books. Students read a variety of genres, both fiction and non-fiction. Special emphasis is placed on supporting the literacy work—reading, writing, and speaking—of the students’ classes. Instructional materials include video and audio cassettes, magazines, and games. Teachers work with students to compile word lists and to develop content area vocabulary. ELLs who need additional support may receive other services, including summer school instruction, counseling, peer tutoring, and other extended day academic services.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.				
NLA Usage/Support		TBE		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

To support ELLs as they transition from elementary to middle school, IS 289 had created the following structures. Sixth grade begins with an orientation week where students are organized into small groups and taught routines consistent in every class. They are then placed into small groups twice a week for more individualized instruction in core classes. Additional organization classes are offered to students who need additional help. At the end of each day, students work together to understand their assignments as they confirm them in their planners, which are provided by the school. Partnerships are assigned between students so that each student can call their partner when they have

questions outside of the school day.

5. ELLs attend small group extended day classes in ELA and Math, as well as one or two small group intervention classes in ELA during the school week.
6. ELLs who reach proficiency continue to attend extended day and/or small group intervention classes.
7. There are no new programs for the upcoming school year.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The Literacy coach, Mary Erenworth, works with ELA teachers regularly on differentiation and conducts professional development for the whole staff throughout the year to align reading and writing within the content areas. Additionally, in the spring of 2009, Stacy Peebles and Emily Kustal attended an APEX workshop for ELL instruction.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

IS 289's parent coordinator Sandra Leung is in frequent communication with families of ELLs, ensuring that an appropriate translator is made available for all meetings and events.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

Beginner(B)														0
Intermediate(I)														0
Advanced (A)							1		1					2
Total	0	0	0	0	0	0	1	0	1	0	0	0	0	2

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6			1		1
7					0
8		1			1
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6					1				1
7									0
8	1								1
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

IS 289 uses the TCRWP reading and writing assessments, as well as other classroom assessments, to determine literacy skills of our ELLs. The data indicate that our ELLs have stronger reading comprehension than listening comprehension. Vocabulary limitations, grammar and syntax errors are evident in these assessments, which have provided a focus for the very targeted ESL instruction.

ELLs, even at the proficient levels, are frequently reticent participants in classroom conversation. There is no discernible pattern in their grades; IEP services seem to be a stronger indicator of learning challenges than ELL status.

Teachers have developed targeted listening/speaking extended day classes for ELLs and former ELLs.

IS 289 has not used the ELL Periodic Assessment.

The success of our program for ELLs, all pull-out, is evaluated using multiple assessments: classroom performance, standardized test scores, and performance on the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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