



# **INTERMEDIATE SCHOOL 125 HENRY HUDSON**

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

**SCHOOL: (08/BRONX/IS125)**

**ADDRESS: 1111 PUGSLEY AVENUE BRONX NY 10472**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** I.S. 125      **SCHOOL NAME:** HENRY HUDSON INTERMEDIATE

**SCHOOL ADDRESS:** 1111 PUGSLEY AVENUE

**SCHOOL TELEPHONE:** (718) 822-5186      **FAX:** (718) 239-3121

**SCHOOL CONTACT PERSON:** Hilda Bairan      **EMAIL ADDRESS:** HBairan@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Hilda Bairan

**PRINCIPAL:** Ms. Hilda Bairan

**UFT CHAPTER LEADER:** Mr. Paul Brush

**PARENTS' ASSOCIATION PRESIDENT:** Mrs. Lisa Mateo

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 8      **CHILDREN FIRST NETWORK (CFN):** Children First Network 608

**NETWORK LEADER:** Rudy Rupnarain

**SUPERINTENDENT:** Timothy Behr

**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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Hilda Bairan	*Principal or Designee	
Paul Brush	*UFT Chapter Chairperson or Designee	
Lisa Mateo	*PA/PTA President or Designated Co-President	
Janet Bosh	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>	
Antoine Peay	CBO Representative, if applicable - Rainbow	
Ms. Neelawattie Arjoon	Member/Assistant Principal	
Ms. Matel Hassan	Member/Teacher	
Ms. Carol Rosario	Member/Teacher	
Ms. Wendy Detiberiis	Member/Parent Coordinator	
Ms. Doylla Vaughn	Member/Assistant Principal/CSA	
Ms. Dhammattie Jeeuth	Member/Parent	
Ms. Rebecca Laboy	Member/Parent	

(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.

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Henry Hudson Intermediate School 125 which is located in the Castle Hill section of the Bronx, New York, serves approximately 700 sixth to eighth grade students from culturally diverse backgrounds. The community is home to many new immigrants from Mexico, Central and South America, the Caribbean, Asia and the Middle East, and the school is a central part of the community to many of the students and their families. The school building is well-kept and orderly; pride in the students' accomplishments is evident in the prominently displayed students' work. We are a unique school that believes in our motto "Explore Your Dreams, Discover Your Future," we work toward that mission by offering a differentiated, high interest curriculum, as well as three Regents courses (Mathematics, United States History and Life Science) as part of the core curriculum. The workshop model is used as the method for delivery of instruction across all content areas. We work to make our school an inviting place to teach and learn, always striving to maintain a positive learning environment.

Our new initiatives for this year include Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI). Our PBIS initiative started with staff training, coordinating a PBIS team to disseminate the new school policy on positive behavior. Our credo for PBIS is S.A.I.L. which stands for safety, accountability, integrity and leadership. During our staff conference day in September, the PBIS team presented the S.A.I.L. matrix and toolkit to the entire staff. The toolkit contained lessons, ideas and activities for teachers to teach and re-teach as necessary throughout the year. In addition, the PBIS team is creating systems for tracking incentives and rewards to encourage positive behavior. Response to Intervention measures will include an additional Read180 lab, System 44, Writing Foundations, an Aussie consultant, and Expert 21 subscriptions for enrichment. Additionally, all of our administrators are in the classroom teaching English Language Arts/Writing, Social Studies, Native Language Arts and Art.

After three successful years piloting single gender classes, we now have five such classes. Last year we initiated the Henry Hudson Leadership Academy or HHLA. HHLA is a regimented leadership program that will serve approximately 150 students at full capacity. We have enrolled an additional 30 students this year. The mission is to instruct, challenge, and inspire students in the areas of academics, physical and social development, moral/ethical conduct, citizenship, community service, and leadership development through innovative, motivational, and experiential college bound activities for success in the twenty-first century.

A major objective of the school has been to align our technology programs with the performance standards. This is being accomplished through the existence of four computer labs throughout the school. Technology is infused into all areas of the curriculum through the use of classroom computers, a mobile laptop lab, a state of the art Library Media Center, and 13 smart boards.

We have expanded our science programs through the creation of two labs. Each is equipped with the necessary apparatus required for students to have a real, hands-on experience. Formulated hypothesis will be proven or disproved through experimentation, the collection, and analysis of data. We will host the Movable Museum operated by the American Museum of Natural History. We will continue to enhance our science program by bringing our students to the Sterling Hill Mines in New Jersey, and the Bodies Exhibit at South Street Seaport.

We motivate our students to become creative, productive individuals and to go beyond the scope of the prescribed curriculum. There is an integrated approach to both visual and performing arts that increases engagement, enthusiasm, motivation and success for our students. Music and art is offered during the school day and after school. The City Center's Young Peoples Dance Series, Symphony Space, and Midori and Friends Programs bring various artists to our school to demonstrate, perform and instruct. The Rainbow After School has been expanded to include programs in woodworking, journalism, chess, dance, and sports as well as providing academic support. Photography will also be offered as an after school program.

All of our students enjoy participating in other activities such as: Thurgood Marshall Mock Trial competitions, the Spanish Spelling Bee, the Scripps Spelling Bee, mobile dance classrooms, and Robotics.

We are also able to provide services and opportunities that address the social and health needs of the community. With the Morrisania Health Center on-site clinic, staffed with a nurse and physician, families have direct access to primary health care.

Our programs include:

- New Arrival Bilingual Program – 6, 7, 8
- ESL self contained classes – 6, 7, 8
- CTT – 6<sup>th</sup>, 7 and 8<sup>th</sup> grade
- Scholastic Read 180 laboratories & System 44
- RAINBOW: The 21<sup>st</sup> Century Grant after school program
- Increasing numbers of students applying to Specialized High Schools and gaining entrance to these schools
- 11<sup>th</sup> & 12<sup>th</sup> Annual Thurgood Marshall Mock Trial Competition Advanced Semi-Final Participants
- Dance Classrooms
- HHLA works in conjunction with the Boys Scouts of America, SUNY Maritime College, and the B-n-Fit Nutritional Program/CHAM@The Children's Hospital@Montifiore

**SECTION III – Cont’d3**

**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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	J.H.S. 125 Henry Hudson				
<b>District:</b>	8	<b>DBN #:</b>	08X125	<b>School BEDS Code:</b>	320800010125

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	X 6	X 7
	X 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					91.4	91.5	TBD		
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					91.3	91.2	TBD		
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					85.2	89.2	94.6		
Grade 6	233	211	224	<b>Students in Temporary Housing: Total Number</b>					
Grade 7	260	253	232	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	264	258	245		6	25	TBD		
Grade 9				<b>Recent Immigrants: Total Number</b>					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11					22	17	25		
Grade 12				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>									
(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	65	78	85						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	22	36	23	Principal Suspensions	150	200	TBD
Number all others	28	30	38	Superintendent Suspensions	61	77	TBD
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	55	8	19	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	51	68	71	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	13	14	38	(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	58	54	56
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	17	16	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	5	6	TBD
	4	5	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(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	0.1	0.1	Percent more than two years teaching in this school	60.3	59.3	TBD
Black or African American	17.7	15.4	15.1	Percent more than five years teaching anywhere	50.0	51.9	TBD
Hispanic or Latino	59.2	61.1	60.9				
Asian or Native Hawaiian/Other Pacific Isl.	21.4	21.9	22.5	Percent Masters Degree or higher	79.0	78.0	TBD
White	1.7	1.5	1.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.2	95.4	TBD
Multi-racial							
<b>Male</b>	51.5	51.2	49.5				

DEMOGRAPHICS							
Female	48.5	48.8	50.5				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)							
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)					√		
<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>			<b>Secondary Level (✓)</b>			
	ELA:	X		ELA:			
	Math:	√		Math:			
	Science:	√		Grad. Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
		ELA	Math	Science	ELA	Math	Grad. Rate**
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native		--	--				
Black or African American		√	√				
Hispanic or Latino		√	√				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Asian or Native Hawaiian/Other Pacific Islander	√	√				
White	–	–	–			
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	X	√				
Limited English Proficient	X	√				
Economically Disadvantaged	√	√				
<b>Student groups making AYP in each subject</b>	5	7	1			
<b>Key: AYP Status</b>						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	–	Insufficient Number of Students to Determine AYP Status			
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	55.1	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	26.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## 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?
- 

Our highly-qualified teachers and staff have strengthened the academic intervention of targeted and at-risk students with the implementation of data binders, new math and reading labs, and the increase in the use of technology/Smart-Boards. We regularly assess student progress on the individual, small group, and school-wide scale. We carefully analyze the data generated from these regular assessments, such as the ITAs, Predictives, WRAP Assessment, Impact Math, etc. to note teaching and professional development implications. Students reading below level M (using Fountas and Pinnell reading level) will be assessed using the Rigby PM Benchmark Assessment Kit. We identify students who need to make more than one year's progress by accelerating and intensifying the areas of the core curriculum that have been identified as deficits for those students. In September we administer baseline assessments to grades 6-8 in ELA and math, in science to the 8<sup>th</sup> grade only. The students are assessed again in March and April respectively. We have AIS staff that is well versed in supplemental materials, technology equipment and software, and intervention methods to help close the learning gap while instructing special populations of students in homogeneous small groups, both on Tier 1 and Tier 2 levels of intervention. With the addition of another reading lab we will be able to provide academic intervention to all Level 1 and 2 students. ELL students will in particular benefit from the System 44 program.

We now have a Collaborative Team Teaching (CTT) program on every grade level. Teachers in the CTT classes work together to close the achievement gap for those students that need to make more than one year's progress. These classes allow students with mild to severe special needs to attend school in their home zone in a less restrictive environment that is not offered in many other schools. As a result of placing general education students together with students who have special needs, we are building a more sensitive environment where all students feel a sense of belonging. Our school believes in success for all students as we maintain a culture of respect and understanding.

A Quality Review was conducted for the school year 2009-2010. Our successes are as follows: Our school's extension activities create a wide range of opportunities for students to grow academically and socially.

Teachers benefit from participating in Professional Learning Communities (PLC) that encourage reflection and discussion of effective instructional strategies. These are mandatory bi-monthly

meetings, and will improve communication of school wide academic goals amongst teachers and staff.

Staff gathers a large range of data to understand student performance and learning needs.

The administration will make informed organizational decisions to support school goals and student learning, specifically maintaining an assistant principal to supervise literacy and a consultant to provide support and professional development.

IS 125's greatest accomplishments are that the school is organized in a meaningful way, holding all stakeholders to high expectations. Administrators, coaches, teachers, and support staff serve as valuable educational and professional resources to raise student performance. We strive for excellence and continuously seek ways to raise the bar.

As a result, the school has made progress in addressing the issues identified for improvement in previous Quality Reviews. The core leadership team has increased staffing, purchased high interest classroom libraries, grouped students into clusters for better differentiation of instruction and purchased a web-based intervention program. The school purchased additional hands-on materials for science and math to increase student engagement and capitalize on their good behavior. Attendance and tardiness are high priorities with a robust system in place to contact the homes of students who are absent. As the staff continues to develop a deeper understanding of data, they become more adept in their ability to identify students' strengths and weaknesses. This practice has enabled us to develop effective academic intervention services and Extended Day/ Saturday programs.

The *Quality Review* recognizes that the school runs smoothly and efficiently with an academy structure. Each academy will be housed on a separate floor to minimize movement and to maximize a sense of community. ACE Academy was phased out and replaced with the expansion of HHLA maintaining a three academy structure. The administration provides strong leadership and professional development (both in-house and through the LSO) that focuses on school priorities and needs. According to the *Learning Environment Survey*, our parents and students have high academic expectations. The school has many effective partnerships that support students' academic and social needs and extra-curricular interests. Better communication and providing a safer environment are two areas in need of improvement.

The *Quality Review* also recommended improvement in two key areas: First, the collection of current data is extensive, but teachers must learn to interpret data more effectively and use it to differentiate instruction. We must empower our staff to be more cognizant of the relationship between instruction and assessment data as it relates to the improvement of student achievement. The staff is invited to attend all Inquiry Team meetings, and professional development in this area is offered several times during the school year. Second, we must also ensure that *all* staff is invested in the mission and vision of the school.

The data from our *School Progress Report*, *Learning Environment Survey*, *Quality Review*, and periodic assessments emphasize that an area of critical need was to increase student achievement in ELA. The periodic assessment data is analyzed within days of test administration and is disseminated to the staff. This is used to target both individual and whole class areas in need of improvement. We have an Assistant Principal for Literacy who works closely with teachers. Since the collection of data

was relatively new to staff members, we continue to make progress in using the data in meaningful ways.

Using data from the *School Progress Report of 2007-08*, only 41.7% of our students were proficient in ELA, with the median student success level at 2.92, or below grade level. However, in *2008-09* 55% were proficient at Levels 3 or 4. In 2007-08, 33.8% of ELLs and 37.1% of Special Education students made significant gains, but we had not yet met our Adequate Yearly Progress on the New York State Report Card in these sub-categories. However, in 2008-09, we met Safe Harbor in both these categories. Finally, after reviewing data from the Learning Environment Survey, we have found that the academic expectations at our school rose from last year to 7.1 out of 10 and compares favorably to other city middle schools. Communication with teachers, parents, and students has also risen to 6.1 out of 10. However, engagement and safety and respect remained unchanged from the previous year. Those areas will be addressed.

We have several students who are persistently failing and/or over-aged. These students come with many academic, social/emotional, and family needs. Our plan is to identify and address the needs of these individual students by reviewing their data during Child Study Team meetings. At that time, we will determine which services best meet the particular needs of these students, including at-risk counseling, academic interventions and/or tutoring.

The Parent Involvement Policy is used to inform parents of how the school will involve them and provide information to help all students meet high academic standards and goals. The policy builds and develops strong home/school partnerships and encourages networking between parents and staff. Our Parent Coordinator works effectively to broaden parent involvement.

The students' accomplishments, great and small, daily and annually, along with unique features, are alive and thriving. We are affirmed in this belief with the knowledge that the City of New York has graded our school with a B for two consecutive years and a Quality Review of Proficient. We have been able to maintain our attendance rate of over 90% for three consecutive years. We are most proud of this achievement, and work hard every day of the year to improve student achievement.

Student Progress for English Language Arts indicates the following:

- 1 Year of Progress: 58.6% of our students made at least 1 year of progress, which is 56.6% of the way from the lowest (40.7%) to the highest (72.3%) score relative to our Peer Horizon and 57.9% of the way relative to our City Horizon.
- Average Change in Proficiency for Level 1 and 2 Students: 0.21% is our average change in student proficiency, which is 47.1% of the way from the lowest (0.05%) to the highest (39%) score relative to our Peer Horizon and 46.7% of the way relative to our City Horizon.
- Average Change in Proficiency for Level 3 and 4 Students: -0.05% is our average change in proficiency, which is 73.3% of the way from the lowest (- 0.27%) to the highest (0.03%) score relative to our Peer Horizon and 75.9% of the way relative to our City Horizon.

The overall score for student progress was 26.9 out of 60. Additionally, the school received additional credit for closing the achievement gap for ELLs, Special Education students, Hispanic, Black students, and other students in the lowest third city wide for a total of 6.0. There was adequate growth in the lowest 1/3<sup>rd</sup> achieving an 84.2%

Significant barriers are:

- The majority of teachers across grades and content areas need to begin implementing flexible grouping based on specific skills based on formative and/or summative assessment results.

## 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.

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**As a result of our findings and based on an analysis of our data, we have audited our current practices and resources, and developed the following list of instructional programs and considerations which will be implemented and/or continued in our school.**

- In order to improve students scoring at or above grade level by at least 3% this year, our school needs to implement focused and dedicated restructuring of literacy instruction. We will create and collaborate on a shared vision for literacy amongst all staff, administration, and coaches. If teachers are invited into a discussion of what to teach and how to best teach it, they will be more likely to change their teaching.
- In order to improve the quality and consistency of communication and engagement amongst the administration, staff, students, and parents we will ensure that all become active members of our school community. Our goal is to create a connectedness between the stakeholders to build trust and commitment.
- The collection of current data is extensive, but teachers must learn to interpret data more effectively and use it to differentiate instruction. We must empower our staff to be more cognizant of the relationship between instruction and assessment data as it relates to the improvement of student achievement.
- According to the NYC 2009-2010 School Survey Report, our students indicated a below average sense of respect and safety in school. A large percentage of students stated that there is a lack of respect among their peers and for their teachers, additionally, 65% of the students feel the school is not clean. Our school believes in success for all students as we maintain a culture of respect and understanding. Therefore, our goal is to enable our students to feel physically and emotionally secure.
- Although our data from the *Learning Environment Survey* tells us that the majority of parents are satisfied with the overall performance of the school. We do not want our parents to be merely satisfied with their child's middle school. We want them to want to be active members of our school community.

## 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):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase by 3-5% the number of students performing at proficiency (level3).</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p style="text-align: center;"><b>Curriculum and Instruction</b></p> <ul style="list-style-type: none"> <li>- Increase academic expectations and rigor through the development of curriculum maps that are aligned to state standards and address the specific needs of our student population. These maps will be logical, challenging, and progressive, and will be viewed as “living documents.”</li> <li>-Curriculum map will be rewritten to reflect a late spring ELA test.-Leveled classroom libraries will be maintained.</li> <li>-Classroom libraries will be replaced every marking period to keep selections new and interesting and reflect levels of students.</li> <li>-Additionally we will support adolescents by working rigorously with leveled non-fiction materials, books clubs and literature circles.</li> <li>- Focus on the use of strategies for reading texts during shared and guided reading.</li> <li>- Establish and ensure the use of standards based rubrics for student writing. Writing non-negotiables will be posted in each classroom.</li> <li>-ELA support staff (Literacy AP, Aussie, Lead Teacher) models lessons for ELA teachers with students present.</li> <li>- Provide targeted instruction to our most challenged, struggling readers and newly arrived ELL students through the utilization of System 44 and Read 180(Title I SINI Grant).</li> </ul> <p style="text-align: center;"><b>Use of Data</b></p> <ul style="list-style-type: none"> <li>-Collect, record, analyze, and document independent reading level each marking period for each student, class, and grade. This data and documents will be maintained in a Literacy Binder.</li> </ul>

	<ul style="list-style-type: none"> <li>-This includes WRAP assessment to be given every September, January and April. Pre-tests and post-tests for classroom units, benchmark exams and Acuity.</li> <li>-Use data from various assessments listed above to target specific skills in need.</li>   <li>-Use WRAP assessment to ensure students read books successfully at their independent levels and one level higher when engaged in guided reading groups.</li>   <li>-Independent reading will occur three periods per week. Mini lesson will occur at the beginning of each lesson and teachers will confer with a minimum of one student per lesson. Conferences will be documented in the Literacy Binder.</li>   <li>-Analyze student work (reading and writing) to determine uniform criteria of quality and instructional strategies to be taught (September and ongoing.)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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 style="text-align: center;"><b>Development of Staff</b></p> <ul style="list-style-type: none"> <li>-Assistant principal for literacy and Lead teacher provide staff with on-going in and out of the classroom, training beginning in September to ensure effective implementation.</li> <li>Conduct orientation for for new and returning ELA teachers to discuss long and short term goals of teachers.</li> <li>Common planning and PLC are built into the schedule to allow teachers to create effective lessons and exchange classroom strategies.</li>   <li>-Create a data informed professional development plan by teacher, grade, and school based on walk-throughs, observations, classrooms' visits and learning walks.</li>   <li>- _ Schedule common planning sessions once weekly for all ELA teachers and support staff. These sessions will be used to analyze data, and design and plan instruction that will enhance teaching and learning.(Title I SINI Grant)</li>   <li>-ELA staff will participate in a weekend retreat that will work collaboratively to develop a literacy vision statement for our school. We will reflect on current best practices and teaching methodologies and modify our action plan for ELA instruction.(Title I</li> </ul>

	<p>SINI Grant)</p> <p>ELA staff will participate in inter-visitation of classrooms in IS 125x and high performing neighborhood schools to observe best practices.</p> <p style="text-align: center;"><b>Use of Resources</b></p> <ul style="list-style-type: none"> <li>-Use WRAP assessment to determine independent reading levels.</li> <li>-A.U.S.S.I.E. consultation</li> <li>-ensure appropriate amount of both guided and independent reading books across levels in classrooms</li> </ul> <p><b>Personal Leadership</b></p> <ul style="list-style-type: none"> <li>-ELA AP, Lead Teacher and Principal observe ELA teachers informally and provide feedback through conferences, workshops and class demonstrations.</li> <li>-ELA AP collects data on ELA teachers in order to create individual professional growth plans. AP in turn group teachers according to similar needs for workshops.</li> <li>-ELA AP meets with ELA teachers to discuss goals for the school year.</li> <li>-Develop a list of common things in all ELA classrooms.</li> <li>-Create and maintain a Literacy Center.</li> <li>-Students who are not making progress are recommended for AM tutoring, Read 180 and SES.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The development and maintenance of assessment binders which include:</p> <ul style="list-style-type: none"> <li>-Students' reading levels (Fountas and Pinnell) based on WRAP assessment ,</li> <li>-Results are analyzed and a plan is created to enable us to move students to higher levels.</li> <li>-Individual conferences with students</li> </ul> <p>Goals for individual students and class</p> <ul style="list-style-type: none"> <li>-Rubrics for analyzing student work</li> <li>-Teacher feedback to identify strengths and weaknesses, and formulate instructional plans</li> </ul> <p>Students not making progress are recommended for AM tutoring, Read 180 and SES.</p> <p>Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional</p>

	<p>development and implementation based on teacher, grade, and school data.</p> <p>Classroom libraries with accessible leveled guided and independent reading materials.</p> <p>Classroom libraries with accessible leveled guided and independent reading materials.</p>
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**Subject/Area (where relevant):** Communication/Engagement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the quality and consistency of communication and engagement amongst the administration, staff, students, and parents by 3% on the 2010-2011 Learning Environment Survey</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <b>www.IS125.com</b> is our new website which is accessible from school or home computers. In addition to current information, teachers will post projects and homework assignments. Classroom policies, rules and expectations are available for parents to review with their children; Special events, schoolwide policies and the school song are available as well.</li> <li>• The school’s recorded telephone menu will include an option that will relay information about meetings, conferences, testing dates, reminders of all school events and functions in English and Spanish.</li> <li>• Staff will present highlights of subject activities at Parent Association meetings to increase participation at events.</li> <li>• Our Parent Coordinator will hold morning, afternoon, and evening workshops to accommodate parents’ schedules.</li> <li>• Guidance Counselor conducts evening and weekend high school application workshops for parents of 8<sup>th</sup> graders.</li> <li>• Positive Behavior Interventions and Supports (PBIS) system will be initiated to include behavior charts of expectations, parent letters to inform parents of PBIS, and S.A.I.L. school store/reward system will be designed for students to trade in their good behavior tokens for tangible rewards/trips/menu items.</li> <li>• Daily morning announcements are to include SAIL reminders, announcements for class perfect attendance, the accomplishments of sports teams and extracurricular activities’ as well as staff and student recognition..</li> <li>• New S.W.I.S. (School Wide Information Systems) data system is to be implemented; PBIS team members will be trained to use the system and turn key the easy to use documentation process to all staff on November 2<sup>nd</sup></li> <li>• We will enlist local merchants to post signs of upcoming school events and testing dates.</li> <li>• Monthly newsletters and calendars will be translated and distributed to all students. Copies will be available at meetings and posted at the main entrance.</li> <li>• Meetings for the parents of ELL students will be scheduled to inform parents about instruction and resources available to the students</li> </ul>

	<ul style="list-style-type: none"> <li>• The Henry Hudson Leadership Academy requires that parents attend monthly meetings</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Staff will receive Professional Development for training in setting up and utilizing web site</li> <li>• Title III funds are set aside for parent workshops</li> <li>• PBIS team members will be given time for PBIS Inquiry Analysis</li> <li>• Translation funds are available to assist in all materials distributed</li> <li>• We will tap into the language skills of our teachers and parents for needed translation</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Attendance at meetings and school events as evidenced by sign-in sheets</li> <li>• Periodic surveys at Parent-Teacher nights in November and February</li> <li>• The 2009-2010 Learning Environment Survey</li> <li>• Tally the number of visits to the school web site</li> <li>• SWIS data will inform staff through charts and graphs of coordinated data patterns. PBIS Team will provide updates at faculty meetings and weekly meetings.</li> </ul>

**Subject/Area (where relevant):**

**Expanded Data Collection and Analysis**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"><li>• For the 2010-2011 school year all teachers will continue to receive training in collecting and analyzing data, to inform instructional progress made by different sub-groups as measured by such systems as Acuity and ARIS</li></ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"><li>• Administer base line assessments in ELA and Math and in Science to 8<sup>th</sup> graders in September</li><li>• Monitor the outcomes of periodic assessments and other diagnostic measures for targeted student groups</li><li>• Use the results to modify practices to improve student outcomes</li><li>• Use ongoing formative and summative assessments to determine instructional strategies to meet the needs of the disaggregate groups as per subject curriculum maps.</li><li>• Effectively articulate ELL students to the appropriate level of instruction based on the NYSELAT</li><li>• Effectively articulate Special Education students to the appropriate level on instruction based on their IEPs</li><li>• Develop, provide and implement tools for teachers to evaluate and assess areas of strengths and weaknesses for special needs students</li><li>• Inquiry team will distribute data summaries to teachers servicing disaggregate groups</li><li>• Periodic subject area professional development meetings</li><li>• Further training in ARIS and Acuity</li><li>• Departmentalized planning/meeting on Thursday during 37.5</li></ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"><li>• Professional Development during faculty conferences and departmental meetings will be presented by data specialists including Principal, school data manager, and Achievement Specialist from the LSO</li><li>• Acuity meetings are open to all staff</li><li>• School Data Manager is available in Room 362B</li></ul>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Periodic assessment results</li> <li>• Benchmark test results</li> <li>• Minutes, agendas, and attendance sheets from faculty and departmental conferences, and professional development (In-house and off site)</li> <li>• Progress report and classroom portfolios</li> <li>• Data binders</li> <li>• Teachers' measurable goals for particular skills</li> <li>• Formal and informal classroom observations</li> <li>• Final results of the school's Progress Report with regard to high needs groups, as well as overall performance gains for the students</li> </ul>
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**Subject/Area (where relevant):** School Environment

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To foster a stronger sense of respect and safety among our students; to ensure that positive behavior management systems are consistently applied so that all students are engaged in learning in a safe and supportive environment.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Positive behavior will be rewarded throughout the school year.</li> <li>• Peer mediation will be implemented to help resolve issues between students.</li> <li>• Guidance counselors will conduct sessions both on a group and individual basis.</li> <li>• A mentor program will be in place for teachers to work with their students.</li> <li>• A Gang Task Force representative will speak to the student body.</li> <li>• A Graffiti Vandal Squad representative will address the student body. Graffiti Art will also be offered as an after-school program with tutoring.</li> <li>• Community based presentations on issues such as drugs, alcohol, abuse, etc.</li> <li>• Informal learning walks that focus on school and classroom environment</li> <li>• Representatives of the co-curricular Student Council government will meet weekly with the Principal and Student Council Advisors to collaborate and form committees to address Peer Advocacy, School Environment, Safety, SAIL Monitors et al., as well as the established Nutrition Committee. Every student on the Student Council will have opportunity to serve on a Committee of their choice.</li> <li>• A committee of staff, parents, and students will work to create a “green” school</li> <li>• Students will complete a survey in October that questions them about specific concerns in regard to safety and behavior. The data collected from this survey will be analyzed and presented to the faculty.</li> <li>• Professional development will be given to staff to address these issues.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>An allowance has been provided for all PBIS training, activities, and systems for developing school store, rewards systems, assemblies and workshops.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• A follow-up student survey will be given to students in May.</li> <li>• Incidents involving students will be recorded and results will be analyzed to look for changes.</li> <li>• Data collected from informal learning walks that focus on school and classroom environment</li> </ul>

**Subject/Area (where relevant):** Parental Involvement

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To integrate parents in the school community to create an academic partnership.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Parents of students who are in the Henry Hudson Leadership Academy will attend monthly meetings.</li> <li>• Parents Association will set up their meeting dates at the beginning of the year and disseminate this information to all.</li> <li>• Workshops for parents will be scheduled at varying times to accommodate the schedules of all parents.</li> <li>• Teachers will keep phone logs of parental contacts.</li> <li>• A <i>Meet the Teacher Night</i> will be scheduled in early October so that parents will become aware of expectations for their children.</li> </ul>

	<ul style="list-style-type: none"> <li>• “A Night at the Movies” series on Fridays throughout the year will include a movie and refreshments; students will be required to bring a parent in an effort to foster a sense of community in the school.</li> <li>• Plan with our parent coordinator to visit similar schools with high parental involvement in order to implement best practices.</li> <li>• Seek meaningful ways for our parents to become “parent-partners” through our website that communicates our vision of parents as partners.</li> <li>• Distribute Interim reports and report cards</li> <li>• Survey parents at teacher conference days and evenings</li> <li>• Saturday STAR Program for parents</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title III</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Attendance at meetings and events as evidenced by sign in sheets</li> <li>• Increased enrollment in Parent Association</li> <li>• Review attendance data from meetings, conferences, etc. and analyze results.</li> <li>• Analyze results of periodic surveys.</li> </ul>

## **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	75	180 in Math Lab	25	20		0	5	2
7	55	60 in Math Lab	30	20		0	5	3
8	70	60	30	20		0	5	3
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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> 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.).</p>
<p><b>ELA:</b></p>	<p><b><u>Read 180 Lab Pull Out Program</u> – 12 students at a time during school day for 180 minutes a week - an innovative, research-based reading intervention program that directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills.</b></p> <p><b>System44 Scholastic, Inc. Pull Out- Systematic research-based Phonics instruction that addresses the individual students’ needs through adaptive and instructional software, high-interest reading and explicit instruction of phonics skills.</b></p>
<p><b>Mathematics:</b></p>	<p><b><u>Successmaker Math Lab</u> – Whole Class Instruction for 90 minutes a week - The mathematics course enables teachers to give one-to-one support to a wide spectrum of K-8 students who have difficulty with grade-level math concepts. Behind it all, the powerful Learning Management System provides on-demand reports for quickly assessing progress by classroom or student.</b></p>
<p><b>Science:</b></p>	<p><b><u>Glenco Program</u> - Small Group Instruction — Extended day – 10 students to one teacher</b></p>
<p><b>Social Studies:</b></p>	<p><b>Small group instruction during the extended time period – maximum of 10 students per teacher</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<ul style="list-style-type: none"> <li>• <b>Three-to-one or five-to-one counseling sessions during school to assist students that have been held over, students in temporary housing, and students with emotional problems.</b></li> <li>• </li> </ul>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><b>The school social worker provides services to our at-risk students in small groups of five.</b></p>

<b>At-risk Health-related Services:</b>	<b>Morrisania Health Center provides services to students that are asthmatic, diabetic, ADHD, and other related health issues. They see the students at least once a month or as needed. They have referred students to the clinic for further follow up.</b>
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**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

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

### 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**

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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.
  - **Determine within thirty days of the student's enrollment the primary language spoken by the parent/guardian, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.**
  - **Assessment will include the number or proportion of LEP persons from a particular language group served or encountered in the eligible service population**
  - **Detailed information about the racial and ethnic populations the school serves, including languages, can be inferred from the DOE data.**
  - **School will maintain an appropriate and current record of the primary language of each parent.**
  
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.
  - **Demographics include 61.1% Hispanic and 21.9% Asian**
  - **Findings are reported to the school community via the Comprehensive Plan and Annual School Report Card.**

#### **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.

- **School will use technology options such as free language translation on line with follow up editing by competent language interpreter**
  - **School will share information about language assistance materials and services between recipients and advocacy groups**
  - **Schools will provide translated document through either existing resources (staff and parents) or the Translation and Interpretation Unit**
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
- **The school community consists of over 25 members that are bi-lingual and speak Spanish fluently, as well as two members that speak Arabic**
  - **School will utilize the above mentioned persons, as well as parents to provide interpretation services.**
  - **There are times when informal interpreters will be used (ie other adult family members.)**
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>.

**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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
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: \_\_\_\_\_
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**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **School-Parent Involvement Policy**

- I. The Henry Hudson School (08x125) in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. The Henry Hudson School’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. 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 assists parents in acquiring effective parenting skills, provide 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.
- II. The policy encompasses all parents including parents of English Language Learners and special needs students.
- III. The policy is designed based upon a careful assessment of parents’ needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing the Henry Hudson School's Parent Involvement Policy, the school's PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, The Henry Hudson School will:

- Actively involve parents in planning, reviewing and improving the parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- Provide written translations.

The Henry Hudson School will encourage more school-level parental involvement by:

- Maintaining parent participation in school leadership teams
- Encouraging parents to come to school functions and meetings and/or trainings for parents
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress

### **SCHOOL - PARENT COMPACT Henry Hudson Middle School**

The school and parents working cooperatively to provide for the successful education of the children agree:

#### **The School Agrees**

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

1. Parent-teacher conferences at least annually
2. Frequent reports to parents on their children's progress
3. Reasonable access to staff
4. Opportunities to volunteer and participate in their child's class
5. Observation of classroom activities

To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

### **The Parent/Guardian Agrees**

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.

To monitor his/her child's/children's:

1. Attendance at school
2. Homework
3. Television watching

To share the responsibility for improved student achievement.

To communicate with his/her child's/children's teachers about their educational needs.

To as parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

*Henry Hudson Middle School*

*Hilda Bairan, Principal*

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**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.
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.
3. Instruction by highly qualified staff.

**All teachers, but one, are teaching in their license or certification area. That one teacher is currently updating his certification.**

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.

**Common planning and professional development in all subject areas allow teachers to collaborate in planning, professional development, and standards based instruction.**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - **School leaders recruit teachers at a variety of New York City DOE teacher hiring fairs.**
  - **Interview potential candidates and schedule demonstration lessons.**
  - **Networking through staff members provides additional insight into highly qualified candidates.**
6. Strategies to increase parental involvement through means such as family literacy services.

**Refer to pages 25 -26.**

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.
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.

**Refer to pages 21 -22.**

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.

**Refer to pages 12 -14**

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.

## **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.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (R)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (R) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of 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 (R)	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						

**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 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.

## **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;
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:** \_\_\_\_\_ **SURR<sup>3</sup> 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.

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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.

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

## **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>

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### **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**

<b>School Name:</b>	J.H.S. 125 Henry Hudson					
<b>District:</b>	8	<b>DBN:</b>	08X125	<b>School</b>		320800010125

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(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		91.4	91.5	90.9
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		91.3	91.2	92.0
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	211	224	199	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	253	232	228		85.2	94.6	92.5
Grade 8	258	245	233				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	25	43
Grade 12	0	0	0				
Ungraded	1	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	723	701	661	(As of October 31)	2007-08	2008-09	2009-10
					22	17	25

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	78	85	80	Principal Suspensions	150	200	64
# in Collaborative Team Teaching (CTT) Classes	36	23	27	Superintendent Suspensions	61	77	60
Number all others	30	38	34				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	8	19	TBD	Number of Teachers	58	54	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	16	10
# receiving ESL services only	68	71	TBD				
# ELLs with IEPs	14	38	TBD				

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

(As of October 31)	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	5	6	11

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
	4	5	37	% fully licensed & permanently assigned to this school	100.0	100.0	95.7
				% more than 2 years teaching in this school	60.3	59.3	75.9
				% more than 5 years teaching anywhere	50.0	51.9	74.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	78.0	87.0
American Indian or Alaska Native	0.1	0.1	1.1	% core classes taught by "highly qualified" teachers	97.2	95.4	87.8
Black or African American	15.4	15.1	16.2				
Hispanic or Latino	61.1	60.9	57.8				
Asian or Native Hawaiian/Other Pacific	21.9	22.5	23.1				
White	1.5	1.3	1.1				
<b>Male</b>	51.2	49.5	49.3				
<b>Female</b>	48.8	50.5	50.7				

#### 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	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			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				v	

#### Individual Subject/Area AYP Outcomes:

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

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

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

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	-	-	-				
Multiracial							
Students with Disabilities	X	v					
Limited English Proficient	X	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>				UPF	
<b>Overall Score:</b>	50.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data				UPF	
School Environment:	5.6	Quality Statement 2: Plan and Set Goals				UPF	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				UPF	
School Performance:	7.1	Quality Statement 4: Align Capacity Building to Goals				UPF	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				UPF	
Student Progress:	33.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 125 Henry Hudson					
<b>District:</b>	8	<b>DBN:</b>	08X125	<b>School</b>		320800010125

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(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		91.4	91.5	90.9
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		91.3	91.2	92.0
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	211	224	199	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	253	232	228		85.2	94.6	92.5
Grade 8	258	245	233				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	25	43
Grade 12	0	0	0				
Ungraded	1	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	723	701	661	(As of October 31)	2007-08	2008-09	2009-10
					22	17	25

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	78	85	80	Principal Suspensions	150	200	64
# in Collaborative Team Teaching (CTT) Classes	36	23	27	Superintendent Suspensions	61	77	60
Number all others	30	38	34				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	8	19	TBD	Number of Teachers	58	54	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	16	10
# receiving ESL services only	68	71	TBD				
# ELLs with IEPs	14	38	TBD	Number of Educational Paraprofessionals	5	6	11

*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
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				% more than 2 years teaching in this school	60.3	59.3	75.9
				% more than 5 years teaching anywhere	50.0	51.9	74.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	78.0	87.0
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White	1.5	1.3	1.1				
<b>Male</b>	51.2	49.5	49.3				
<b>Female</b>	48.8	50.5	50.7				

#### 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	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			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				v	

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	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**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

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	-	-	-				
Multiracial							
Students with Disabilities	X	v					
Limited English Proficient	X	v					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	5	7	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>				UPF	
<b>Overall Score:</b>	50.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data				UPF	
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<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				UPF	
School Performance:	7.1	Quality Statement 4: Align Capacity Building to Goals				UPF	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				UPF	
Student Progress:	33.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.3						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
v = Made AYP		U = Underdeveloped					
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X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
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\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
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\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](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 <b>type here</b>	District <b>08</b>	School Number <b>125</b>	School Name <b>HENRY HUDSON J.H.S.</b>
Principal <b>HILDA BAIRAN</b>		Assistant Principal <b>N. MEDINA, D. VAUGHN, N. ARJOO</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>type here</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### 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	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>???</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>644</b>	Total Number of ELLs	<b>112</b>	ELLs as Share of Total Student Population (%)	<b>17.39%</b>
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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.

1- First, during enrollment, all parents are required to complete the Home Language Identification Survey (HLIS). At the time of enrollment, the parent/guardian and the student are informally interviewed by the registering secretary (Qualifications Required????????) who conducts the interview in both English and Spanish. Potential ELLs identified during enrollment will be administered the revised Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R is administered by an ESL certified teacher. In the spring of every year, ELLs are administered the New York State English as a Second Language Achievement (NYSESLAT) in order to measure their English Language Arts (ELA) proficiency levels. This test helps to determine ELLs' level and decides their ESL levels and also those who are tested out.

2- Parents are provided with a variety of translated surveys and informational documents in order to help them select the proper ESL program for their children. In addition to the HLIS mentioned in (1) parents of ELLs receive the ELL Parent Brochure which provides information on ELL identification and eligibility in addition to the three types of ELL programs i.e. Transitional Bilingual, Dual Language and Freestanding ESL. These brochures are available in different languages which give parents full explanation of the three programs offered. Parents will also have to use the Parent Survey and Program selection Form in order to choose what they believe the most appropriate program model for their child. The HLIS and the informal review take place at the time of enrolling the child in the school. If believed to be an ELL, the parent is provided with the ELL Parent Brochure. After the the LAB-R is administered within the first ten days of student enrollment, and the students is an ELL the parent is provided with the Parent Survey and Program selection Form. The school principal in addition to the ESL and bilingual teachers have a meeting with the ELLs parents early in September in order to help parents understand and make the right choice of the ESL program available at the school

3- The school sends an entitlement letter to all entitled ELLs with a copy for the parent to sign and return to school. Parents are also contacted to ensure they received the entitlement letter either by hand or mail. The Parent Survey and Program Selection forms are also submitted to the parents by hand or mail and parents are contacted to by phone to urge them to complete and send the form. As the school offers two of the three ESL programs available in New York City, the TBE and the Freestanding ESL , if the form is not returned and the child's native language is Spanish, he/she is placed in the TBE and if the native language is other than Spanish, he/she is placed in the Freestanding ESL Program.

4- As mentioned in (3) above, the school offers two ESL programs, the TBE and the Freestanding programs. Identified ELLs are placed in either of the two programs based upon the Parent Survey and Program Selection form in addition to the availability of the program in the school. Spanish speaking ELLs have the option of joining either of the two programs. However, other students have to join the freestanding program. Parents get verbal consultation and communication in English, Spanish and Arabic in addition to the published parent brochures available in different language.

5- Reviewing the Parent Survey and Program Selection forms for the past few years shows that parents of newcomers prefer to choose the TBE program when it is available in the school, however, they want their children to move to a freestanding program after 1-2 years in the TBE program.

6- We believe the program models offered in our school aligned with parent requests as the majority (more than 85%) of our newcomer ELLs are Spanish and the programs offered in our school allow parents to select the TBE program which fits their children best.

## 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							4	4	3					11
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							17	20	21					58
<b>Push-In</b>							16	11	16					43
<b>Total</b>	0	0	0	0	0	0	37	35	40	0	0	0	0	112

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	56
SIFE	5	ELLs receiving service 4-6 years	46
		Special Education	34
		Long-Term (completed 6 years)	10

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	9	0	0	2	0	0	0	0	0	11
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	58	3	5	6	0	25	0	0	4	64
<b>Total</b>	<b>67</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>0</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>75</b>

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							4	4	3					11
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>

<b>Dual Language (ELLs/EPs) K-8</b>																				
<b>Number of ELLs by Grade in Each Language Group</b>																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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							30	25	26					81
Chinese							1	1						2
Russian														0
Bengali							5	7	11					23
Urdu														0
Arabic							1	1	2					4
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>	<b>35</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>112</b>

## 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.

1.a. The organizational models in our school are Pull-Out and Self Contained.

1.b. The program models are block model in which Freestanding ESL students are grouped as per grade. In addition, Pull-Out model takes place with special education students as well as with Freestanding ESL at the advanced level who are getting 2 modules of ESL (180 minutes per week) and 2 modules of ELA. (180 minutes per week).

2. In order to ensure that ELLs are receiving the mandated number of instructional minutes according to proficiency levels, the ESL teachers in the school are assigned to the three Self Contained model, 6th, 7th, and 8th grades in addition to the TBE class. One of the two teachers teaches three classes and the second teaches the fourth class in addition to the Pull-Out model in order to be able to teach small groups of special education ELLs based upon their proficiency level.

2.a. Beginning and intermediate ELLs in the Freestanding program receive 4 modules of ESL instruction (360 minutes per week). Advanced ELLs at that program receive 2 modules (180 minutes per week) for ESL and ELA. Students in the TBE program receive 5 modules (540 minutes per week). As for special education ELLs they receive the same modules as the Freestanding program ELLs based on their proficiency level.

3. The content areas in the Freestanding Program are delivered in English. Teachers who have experience work with ELLs and who have training working with ELLs used different approaches and methods to make content comprehensible to students. Teachers focus on the integration of concept vocabulary, in addition to building content areas concepts in math, science, social studies and ELA. Teacher use concrete objects, graphics, manipulative and content area activities that clarify and reinforce concepts. In classrooms where ELLs are taught, content area vocabulary cards are posted around the classrooms in order to help ELLs master the vocabulary. As they work on boards or overhead projectors, teachers explain by modeling how problem solving processes. They use talking aloud as a way of helping students to demonstrate thinking processes that allow ELLs to work independently. Teachers also integrate educational technology tools, i.e., Web online tools, interactive math, science, ELA and social studies websites, and interactive computer games.

4. Instruction is differentiated for ELL subgroups according to the specific needs of each subgroup. The points below highlight and describe the plan for each subgroup.

a. The instructional plan for SIFE focuses on developing the literacy skills of ELLs who have missed some of all of their previous school years and who need to build up the necessary skills to pursue their studies. Of the current 5 SIFE ELLs in our schools we have teacher who can give support in their native languages i.e. Spanish, Arabic and Bengali. These students are also provided with Tier III interventions that include one-on-one instruction and the using of computers to facilitate learning.

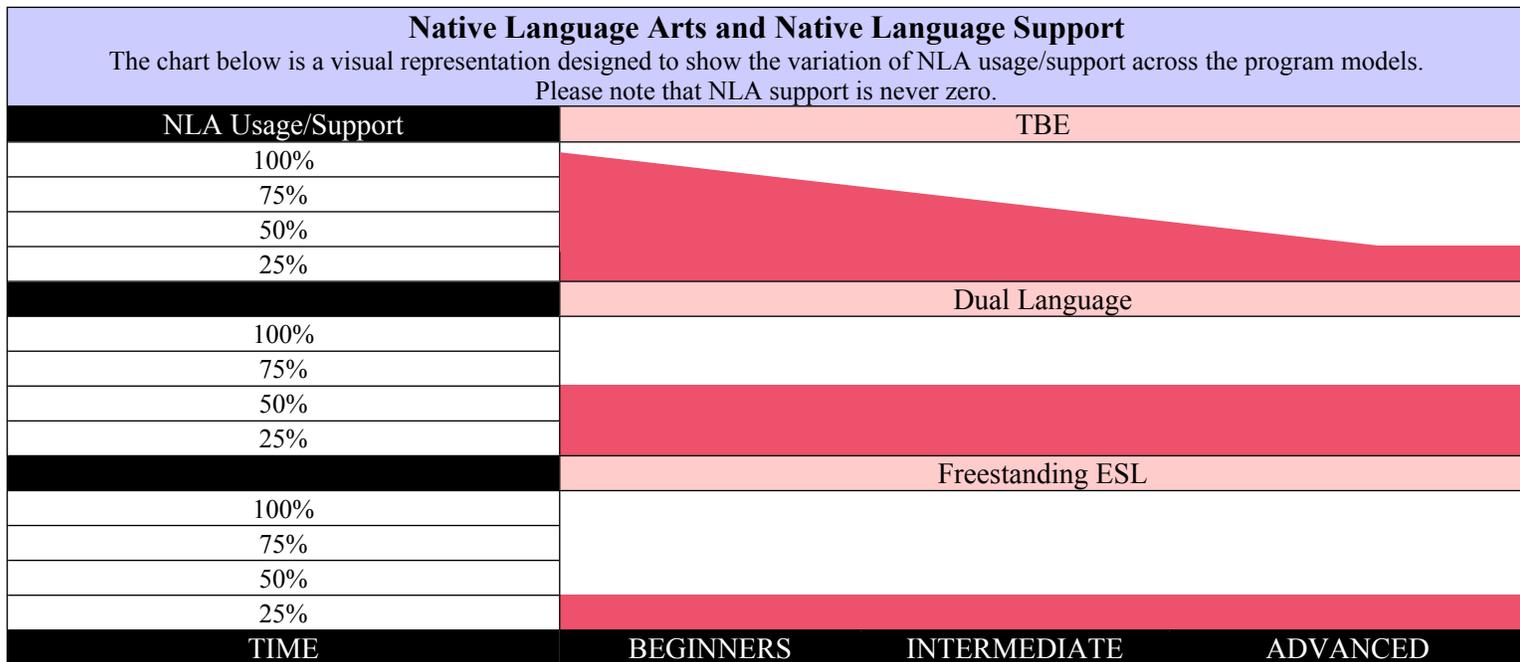
b. As the NCLB makes it mandatory that ELLs who have been in the U.S. schools for more than 12 months have to take the NYS ELA test, we make all the possible efforts to prepare those ELLs to take the test. This takes place towards the second half of their first year in the school, although they do not take the test that year. As for those who take the year for the first time, the ESL teacher introduce and give practice and explanation to all the sections of the test, as well as covering the basic reading, writing, listening and language skills tested in the ELA. Most if not all of them are provided with Tier II interventions in addition which include but not limited to instruction in small groups, one-on-one instruction and the use of computer software.

c. Unlike ELLs who have been in the U.S. schools for 2-4 years, ELLs who have been in the U.S. schools for 4-6 years must have mastered all the basic skills tested in ELA test, although they are still ELLs. The majority of them score Level 2 or above with a small number who scores at level 1. All students in this category are provided with Tier II interventions and Tier III interventions. Test scores in this category show that they have a problem with their writing skills. As a result the schools tries to provide them with instructional support that helps them overcome this problem. This includes Writing and Language practice in computer program “English Discoveries”. Grammar Practice in Practice “McGraw Hill”. Read 180 and extended day services. Special attention is given to the teaching of writing mechanics, developing a main idea and details for writing assignments. Teach compare and contrast for items in two different genres and composing an essay based on the two genres. Explicit, intensive intervention is planned to closely match student difficulties. Interactive teaching provided that allows for multiple opportunities to respond, with corrective feedback. Progress monitored regularly to ensure that students are benefiting from the intervention and meeting their goals.

d. Long-Term ELLs who completed 6 years of ESL service and have not passed the NYSESLAT receive Tier III interventions. ESL teachers as well as ELA teachers work to help these students to master the skills they have not yet mastered. ELLs who need help with reading receive Read 180 and extended day services. In one-on-one basis, special instruction in vocabulary, especially in content-area curriculum is delivered to them. Teachers work to promote ELLs' reading fluency through focus on vocabulary and increased exposure to print. Using graphic organizer to develop students' abilities to understand and summarize texts and teaching students to make predictions consciously before reading. Similar efforts are done to promote the other language skills they have not mastered.

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. The targeted intervention programs for ELLs in ELA, math, science and social studies are as follows:

I- Newcomer ELLs: Extended day services which include small group instruction by ESL teachers as well as content area teachers.

Saturday school provides ESL as well as math instruction to ELLs and other level 1 ELA and math students.

II- 2-4 year ELLs: Extended day services. Tier II intervention services. Saturday school instruction in math and ELA. Rainbow after school program which gives support in ESL, ELA, Math, Science and social studies to ELLs as well as level 1 ELA and math students.

III- 4-6 ELLs: Extended day services. Tier III intervention service in one-on-one instruction using Computer Software "English Discoveries". Help students and parents to get free after school tutoring programs (Under No Child Left Behind Federal Law) that would help them progress.

6. ELLs reaching proficiency on the NYSESLAT receive continuing transitional support for 2 years after they achieve the proficiency level. This support includes extended time on testing and the use of dictionaries or glossaries. As most ELA classes do not provide support in grammar, these students receive one period of grammar instruction weekly to help them improve their language skills.

7. For the upcoming year we are having a new computer program "ELLIS ESSENTIALS" that proved to be useful for ELLs and that can help our ELLs to master the skills they need.

8. We have not decided to discontinue any of the programs we offer to our ELLs in the school.

9. Our ELLs are always given priority in participating in the different programs offered in the school. In order to educate the students and parents about the program we offer in the school, we communicate with the parents through meetings, phone calls and printouts that inform the parents on the programs we offer and we encourage our ELLs to participate in these programs. Data in our school show that ELLs are participating in most of the programs offered in the school.

10. Instructional materials used to support ELLs are: textbooks, dictionaries, photo libraries, manipulatives, smart boards, computer software and listening centers.

11. Native language support is delivered in our school to our TBE and ESL programs in three major ways. In the TBE fluent teacher in both English and Spanish are teaching the program. In addition students can use dictionaries and computer software to get help in the native language. As for the ESL program, students can get help in Arabic and Bengali from teachers who are fluent in both languages. They can also get help using dictionaries and computer translation software. Substitute teachers or paraprofessional proficient in a language that minority students speak are sometime appointed to help these students.

12. We do believe that the required services support and resources correspond to our ELLs' age and grade levels. We make sure that all the resources are age relevant to young adolescents (11-15 years) who represent the majority of our school population.

13. The activities in our school that assist newly enrolled ELL students before the beginning of the school year include providing them with translated print outs that tell them about the school and the program available to them to choose from. They are also encouraged with their parents to meet with the parent coordinator to discuss issues of concern. As teachers come back from summer vacation, newly enrolled ELLs are welcomed to seek help and assistance from teacher who speak their native languages.

14. The only available language electives that is offer to our ELLs is Spanish.

### 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)?

Paste response to questions 1-5 here

### 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.

Paste response to questions 1-3 here

### 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?

Paste response to questions 1-4 here

## 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)							11	14	18					43
Intermediate(I)							10	9	11					30
Advanced (A)							16	12	11					39

Total	0	0	0	0	0	0	37	35	40	0	0	0	0	112
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	3	5				
	I							12	15	17				
	A							18	12	12				
	P							5	6	5				
READING/ WRITING	B							7	4	7				
	I							17	18	20				
	A							11	10	7				
	P							2	4	5				

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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.

1. Our school uses Fountas and Pinnell assessment in order to measure the language proficiency of our ELLs. This assessment is used mainly to measure the students’ reading comprehension skill and the results show that most newly enrolled ELLs have limited reading comprehension skills that need to be focused on.
2. The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal that students achieve proficiency levels in speaking and listening skills in a period shorter than that they take to achieve proficiency in reading and writing.
3. The patterns across NYSESLAT modalities play an important role in instructional decisions in our school. ESL teachers pay intensive attention to develop the reading and writing skills as they take more time to improve than the speaking and listening skills. Reading 180 and the computer software “ English Discoveries” provide the student with great opportunities to practice reading and writing. In addition, during independent reading periods, teachers make it mandatory for student to write about what they read in order to practice both skills.
4.
  - a. Students results in the TBE program show similar results to the results of the students in the general program in the content area courses. In order to that ELLs are fairing in tests taken in English as compared to the native language in the TBE program, they are given extended time (a time and half for all tests). In addition they are allowed to use dictionaries and glossaries. Teachers who speak the native language of the ELLs provide word to word translation if asked.
  - b. The school leadership and teachers discuss the results of the ELL periodic assessment and try to form instruction around these results. Teachers are encouraged to use whatever available data to form instruction that helps them to help students master the skills they need.
  - c. From the Periodic Assessment, The school is learning that ELLs usually need to improve their reading and writing skills in a way that enables them to achieve the proficiency level in the NYSESLAT and that they need help with academic language use. The native language is used in the content area in order to help ELLs master the content areas.
5. No dual language program in our school.
6. Although test results are not the best ways to evaluate the success of our programs for ELLs, they give us an insight on how the program is successful. ELLs performance in the content area classes help us to evaluate the success of the programs for the ELLs as we see our ELLs improve throughout the school year. Moreover, comparing ELLs scores in the NYS ELA test help us to see where our ELLs compared to non-ELLs.

**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.

## Additional Information

### 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.

- The Principal, Parent Coordinator and the ESL teacher studied the ATS report called the Home Language Report (RHLA) to determine the languages spoken by the families of our students.
- Twice a year, Parent Surveys are given. Several questions were specifically addressed to parents concerning how the school communicates with them.
- For new admits to the school, the pupil accounting secretary surveys the parent during registration to determine translation needs.

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.

- It was determined that twelve are spoken by students of I.S. 125 and their families. 32 percent speak Spanish, eleven percent speak Bengali, and 1%. Along with this data, the team also looked at the "softer" data from our surveys concerning the parents' perceptions of how I.S. 125 communicates with them regarding their children. These two forms guided our initiatives to support translation services.
- It was determined that several areas of translation were needed. It was determined that oral translation services were needed when incidents arise requiring parents to come to school to discuss academic or discipline issues. It was also determined that parents wanted translations of documents that get sent home in the book bags of students with announcements and memos concerning a variety of topics from the school such as parent conferences, PA meetings, monthly newsletters, etc.
- Our school's parent coordinator notifies parents of translations and translation options on the school's website.
- Teachers, deans and guidance counselors utilize the NYC DOE Translation Unit to communicate effectively with parents/guardians.

#### 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.

- NYCDOE translation services will be utilized when documents are deemed critical or sensitive. We will rely on the accuracy of this service for sensitive, timely or private information that requires the highest level of accuracy to the original documents.
- In-house staff such as our Spanish, Bengali, and Arabic, speaking persons will translate written documents, such as letters and the Parent Coordinator's monthly Parent Newsletter.
- Free web-based translation solutions are also used. Google web page translation services and other online translation services such as AltaVista Babel Fish Translation are used for written communication that is not critical information regarding student news or informal areas where we are unable to attest to the reliability of the translation.
- Title I translation and Tax Levy funds are used to pay for outside contractors during parent teacher conferences and workshops.

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.

- Translators with transmitters are used for after-school parent meetings such as Open School Night, PA meetings and other informational school meetings for parents. This system uses bilingual translators (wearing transmitters) who listen and translate verbally into a microphone.

## Additional Information

- Guidance counselors, deans and the Parent Coordinator use the free NYCDOE phone conference translation service for parent conferences.
- In-house staff such as our Spanish, Bengali, and Arabic speaking persons translate oral person-to-person or phone conferences with parents on a regular basis.
- Free web-based translation solutions are also used. Google web page translation services and other text translation services such as AltaVista Babel Fish sites are used for written communication. These text solutions are then read by parents when we do not have a verbal translator.
- Outside contractors are used (as needed). However, due to the high expense of such services, these services are used infrequently.

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 a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. Extra copies of the translations can be found in our Parent Coordinator's and guidance offices suites. A sign in each of the covered languages is posted on the Parent Coordinator's bulletin board in the lobby of the school. A translation of the posting requirements of this section of the Chancellor's Regulation regarding this topic, in Spanish (the only '10%' language), is also posted on the bulletin board.

The School safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

## 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		